

Policy name: Quality Standards and Assurance Policy

Approved: 9th November 2018

Revision 3 approved by Trinity Academic Council 13th May 2020

1. Context

- 1.1 QQI (Quality and Qualifications Ireland) is an independent State agency responsible for publishing quality assurance (QA) guidelines under the Qualifications and Quality Assurance (Education and Training) Act, 2012 (hereinafter referred to as the Act). The Act further requires providers to “have regard to” QQI’s quality assurance guidelines when establishing their own QA procedures. The principles underpinning the guidelines are set out in the QQI Policy on Quality Assurance Guidelines.
- 1.2 The Royal Irish Academy of Music, hereinafter referred to as RIAM or the Academy, provides a comprehensive musical education from pre-instrumental to postgraduate level and offers programmes for both part-time and full-time students. RIAM is also a Linked Provider (see *Note* below) of Trinity College Dublin, the University of Dublin, hereinafter referred to as Trinity, which enables RIAM to offer and deliver undergraduate and postgraduate programmes validated by Trinity as the Designated Awarding Body. RIAM also offer and deliver programmes certified by RIAM on its own authority. A full listing of RIAM programmes, arranged according to the awarding authority is given in Appendix 1. [*Note: A Linked Provider is a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.*]
- 1.3 As a Linked Provider, RIAM is required to operate a QA framework in compliance with the Act and QA procedures as approved by Trinity under §31 of the aforesaid Act. This framework also forms the basis of the QA procedures which RIAM applies to the delivery of those programmes which it awards under its own authority. The policies and procedures listed in Appendix 2 indicate how RIAM is fulfilling this requirement.
- 1.4 The objectives of quality and enhancement at the Academy are to:
- (i) provide the highest quality music conservatoire programmes possible, within available resources, by the training and support of RIAM staff and monitoring of feedback from staff and learners;
 - (ii) enhance the quality of learning and teaching by providing an environment which supports progression and building policy in consultation with key stakeholders, that is teaching staff, administrative staff and students;
 - (iii) listen and respond to feedback from key stakeholders both retrospectively, in terms of success and limitations and also to feedforward, in terms of enhancement and future planning.

2. Purpose

- 2.1 This policy is designed to provide an overarching framework of the continual review and enhancement of the quality standards of the Academy’s provision, which:

- (i) assures the Academy that threshold academic standards will be met and maintained, and that its QA framework remains 'fit for purpose';
- (ii) ensures high quality student learning opportunities across all programmes and supports students to achieve successful academic and professional outcomes beyond the threshold level;
- (iii) promotes continuous improvement in the student learning experience and enhancement of learning opportunities across the Academy's programmes;
- (iv) ensures the provision of high quality, accurate and accessible information to students and other stakeholders on the academic provision of the Academy;
- (v) supports teaching staff and identifies excellence from diverse forms of teaching and learning;
- (vi) ensures that the Academy's awards and validation arrangements are credible and secure.

3. Benefits

- 3.1 This policy assures students that their programmes of study are fit for purpose and that awards are robust, and meet the requirements of the Act with regard to the Protection of Enrolled Learners.
- 3.2 This policy ensures that academic and administrative staff have sufficient experience and expertise to fulfil their designated roles and thereby enhance the teaching and learning environment of the Academy's learners.
- 3.3 RIAM policies and procedures assure Trinity that its quality assurance processes comply with the European Standards and Guidelines and the QQI's Core Statutory Quality Assurance Guidelines.

4. Scope

- 4.1 The QA processes within this policy apply to all of the Academy's programmes set out in Appendix 1, and are aligned as appropriate with the European Qualifications Framework (EQF) and National Qualifications Framework (NQF) levels 7, 8, 9 and 10.
- 4.2 It also applies to programmes certified by RIAM and to the quality of corporate and student services.

5. Principles

- 5.1 The Academy is responsible for the internal quality assurance of all the programmes listed in Appendix 1.
- 5.2 The Academy ensures that its programmes meet national and international standards to ensure courses satisfy the needs of prospective students and for the professional and legal recognition of its graduates.
- 5.3 The Academy ensures that its programmes validated by Trinity meet the academic standards set by Trinity and the requirements under the Act.

- 5.4 Programmes will be of a standard appropriate to the awards' level on the National Framework of Qualifications to which they lead and will meet, or exceed, those of similar programmes offered internationally.
- 5.5 Programmes will be reviewed periodically by RIAM as the provider.
- 5.6 Trinity is responsible for external quality assurance of RIAM, in the context of RIAM's status as a Linked Provider. Trinity approves RIAM's quality assurance policies and procedures and conducts an initial effectiveness review under the Act (§32 (1 (a) and (b)); and a cycle of reviews once every seven years as required under the Act (§28 5 (b)).

6. Legislative context

6.1 Requirements of the Irish Regulatory Framework

- 6.1.1 *Quality and Qualifications Ireland (QQI)* is an independent State agency established under the Act and is responsible for promoting quality and accountability in education and training services in Ireland.
- 6.1.2 *National Framework of Qualifications:* is a framework for the development, recognition and award of qualifications in Ireland, which encompasses all awards for all aspects of education and training in a simple, transparent frame of reference. The different types of qualifications included in the NFQ, are organised based on ten levels of knowledge, skill and competence.
- 6.1.3 *Qualifications Frameworks in Europe and beyond:* European and regional frameworks such as the European Qualifications Framework (EQF) and the Qualifications Framework for the European Higher Education Area (QF-EHEA) link different countries' qualifications systems together, which align qualifications at all levels and supports individual mobility and lifelong learning. Ireland's NFQ was mapped onto the EQF in 2009.
- 6.1.4 Regulatory monitoring
 - (i) *QQI Focused Reviews:* As set out in QQI's Policy for Cyclical Review of Higher Education Institutions, QQI may conduct a focused review of a provider's Quality Assurance procedures from time to time, as it considers appropriate, or in response to concerns that have come to its attention in relation to the implementation and effectiveness of a provider's QA procedures (Section 34 of the 2012 Act).
 - (ii) *QQI, CINNTE Review:* Irish higher education institutions have primary responsibility for reviewing and improving their own quality and QQI is responsible for carrying out external reviews on a cyclical basis. QQI will organise and oversee an independent review of the Designated Awarding Body, Trinity, which will include the internal management of quality assurance of its Linked Providers. Each review will be carried out by an international team of independent experts and peers, who will review the education and training provision, to ensure agreed quality standards are being met. The findings from each institutional review will be published in a CINNTE Review Report on the QQI website.

7. Policy

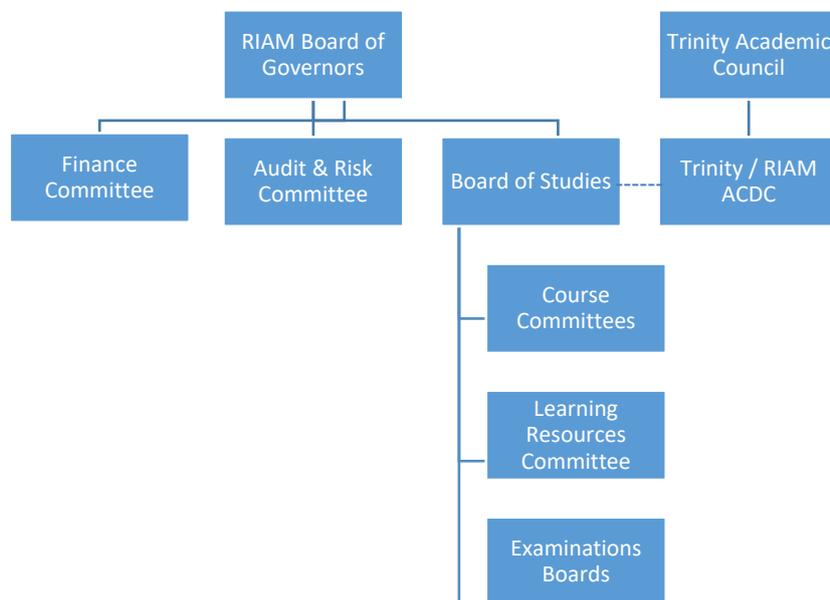
7.1 The Assurance of Quality Standards at RIAM

7.1.1 The Academy's programmes comply with the principal legislation underpinning quality assurance in Irish higher education and training, which is the Qualifications and Quality Assurance (Education and Training) Act 2012. RIAM policies and procedures are aligned with the requirements of the QQI Core and other Topic-specific Statutory Quality Assurance Guidelines and Codes of Practice that are applicable to its provision e.g. the QQI Code of Practice for the provision of programmes of education and training to international learners, Research Degree Programme Guidelines and the academic policies of RIAM's Designated Awarding Body, Trinity.

7.2 Governance and the Management of Quality

7.2.1 *Governance:* The Board of Governors is the governing body of the Academy with the power to perform the functions of the Academy. The Director is responsible to the Board for the implementation of the Board's policies. The Director in turn delegates or sub delegates functions to the Secretary/other staff members.

7.2.2 *RIAM Committee Management Structure:* Academic committees have a key role, as approving bodies, in monitoring the discharge of quality assurance responsibilities and in reviewing and reflecting on the outcomes and processes of quality assurance.



- (i) *The Board of Studies* is the Academic Board of the Academy. Subject to the supreme control of the Governors, the Board of Studies has charge of all matters directly appertaining to education in the Academy. Trinity has overall responsibility under the Act for assuring the quality standard of all academic programmes delivered by the Academy, validated by Trinity and leading to Trinity College Dublin, University of Dublin Awards.. The Board of Studies reports to the

Board of Governors and the Chair of the former is a member of the Trinity/RIAM Associated Colleges Degrees Committee (ACDC) (see below).

- (ii) *The Trinity/RIAM Associated Colleges Degree Committee (ACDC)* has been established to oversee, in a comprehensive way, the academic standards and quality assurance of the programmes delivered by RIAM and validated by Trinity. The composition of the ACDC includes the Registrar as chair and the Senior Lecturer, the Dean of Graduate Studies and the Quality Officer in Trinity in order to ensure comparability with Trinity policies and standards for undergraduate, taught and research postgraduate provision. Proposals for new programmes have to be approved by the ACDC prior to submission to the relevant Trinity committees (Undergraduate Studies or Graduate Studies (as appropriate) followed by Council) for approval in the usual way. The ACDC receives external examiners' reports, student evaluations, student admission, progression and retention data and an annual report on operation of the programmes.
- (iii) *Course (Programme) Committees* are forums where questions of policy, academic integrity and future curriculum development of the programme are discussed and recommendations formulated. A Course Committee is responsible for designing module content, supervises student admissions, progress and examinations, and it nominates the Overall External Examiners and Specialist External Examiners. Course Committees report to the Board of Studies. For each new validated programme which the Board of Studies has approved in principle, certain actions must have been undertaken in accordance with processes agreed and approved through the RIAM ACDC in Trinity, as set out in the Academic Programme Development and Review Policy (sections 7.3 and 7.4).

7.2.3 Role of RIAM senior academic staff in Academic Quality

- (i) The *Director* is responsible for academic leadership, including academic quality standards, and has responsibility for ensuring that resources, including staffing, are effectively deployed to maintain and enhance standards and quality.
- (ii) The *Chair of the Board of Studies* chairs the Board of Examiners and, with the Administrative Officer (Registry), is responsible for the operating procedures in relation to all undergraduate and postgraduate programmes.
- (iii) The *Heads of Faculty* hold overall responsibility for the leadership of the musical area of students' programmes and the integral performance elements of learning. They are responsible for the standards, quality and enhancement of learning opportunities in the Faculties and for ensuring that there are appropriate structures to consider quality and enhancement issues within them.
- (iv) *Chairs of Course Committees* are responsible for the leadership and management of undergraduate and taught postgraduate programmes. They work to ensure the necessary regulations and procedures are followed within the programmes for which they are responsible and for the administration of a programme, including their monitoring and evaluation. They are required to report annually on the quality matters within their Programme as outlined in the annual programme review.

7.2.4 Role of teaching staff in Academic Quality

All teaching staff both full and part-time are responsible for contributing to academic quality and standards by ensuring that they are up-to-date with their subject/profession and with current developments in teaching and learning excellence across the sector. The Academy collects views of staff on a periodic and ongoing basis through the use of questionnaires and annual interviews with their line manager. Staff receive monthly e-newsletters and additional communications on matters of Academy business. Staff can access a range of policies and procedures which relate to their professional life on the RIAM website. Staff members have access to support and opportunities for development based on a systematic approach to the identification of their continuing professional training and development needs. A mechanism is in place to impart feedback to staff members on their strengths and on areas requiring improvement. Planning and resources are committed to identifying and addressing staff training need

7.2.5 Role of students in Academic Quality

Students have a central role to play in the assurance and enhancement of Academic Quality and are involved at all levels of the Academy's work in relation to quality assurance and enhancement. Their views are sought formally through their representation on the Course Committees. A variety of student engagement and consultation methods are used in order to form a comprehensive understanding of their experience of the RIAM programmes, teaching and facilities. Analysis of student feedback is undertaken by the relevant Programme Committees as part of the annual programme monitoring procedure. Consultation methods include: surveys; consultation sessions with the Head of Faculty; student representation on academic committees; student membership of programme approval and review panels and open surgeries with the Director for staff and students.

7.2.6 Role of third parties in Academic Quality

External evaluators and consultants bring an objective and outward orientated perspective to quality reviews. The balance of knowledge in both the Irish educational/corporate landscape and the views from international contributors ensures that RIAM remains in step with standards and new thinking in the conservatoire field. External evaluators were involved in the drawing up of RIAM's policies and programmes, and continue to monitor activities on an ongoing, scheduled basis. Formal review processes are outlined in the appendices of this document.

7.3 Documented approach to quality assurance

7.3.1 The Academy's policies and procedures are aligned with the guidance on the Act provided by the QQI and, in respect of validated programmes, with the relevant policy and procedure of the Designated Awarding Body, Trinity. The Policies of RIAM are deemed fit for purpose and subject to regular review and formal approval by the relevant committees of the Academy and, in respect of RIAM's status as a Linked Provider, by the Designated Awarding Body, Trinity.

7.3.2 RIAM procedures facilitate diversity and promote a culture of quality with the inclusion of learners and other stakeholders in the development of its policies and procedures,

for instance in the form of student and alumni surveys and learner participation on committees.

- 7.3.3 The Academy publishes its Policies and Procedures for applicants, staff and students on www.riam.ie. Documents are made available in alternative usable formats, such as hard copy, where required.
- 7.3.4 Third party collaborations or partnership agreements
- (i) Its Designated Awarding Body, Trinity, validates the Academy's degrees. RIAM holds no additional partnership agreements at this time.
 - (ii) In compliance with the regulations for the Protection of Enrolled Learners, and, in the event that RIAM must cease its programmes, the Academy holds Memoranda of Understanding with the Dublin Institute of Technology's Conservatory of Music and Drama and the Cork Institute of Technology's School of Music to complete the tuition of its NQF level 7, 8, 9 and 10 awards.
 - (iii) Foreign exchange students, such as those on Erasmus exchange to RIAM, are subject to the assessment criteria and quality assurance procedures of RIAM. The latter include procedures that respond to the specific needs of these students and address matters such as 'recognition' of credit, communication of grade equivalence and the conduct of curriculum mapping to ensure matching of curricula in terms of learning outcomes.
 - (iv) RIAM students on foreign exchanges, such as Erasmus, are subject to the assessment criteria and quality assurance procedures of the institution they are visiting.
- 7.3.5 *Evaluation documentation relating to RIAM governance:* The Academy's evaluation processes include (but are not limited to) the following areas:
- (i) *Institutional, programmatic and thematic reviews:* Reviews are conducted in a 7 year cycle by external reviewers, a requirement under the QQI Act (2012). Such reviewers shall include experts in conservatoire education and in quality assurance in the Irish legislative context. They will review and evaluate RIAM's activities with due regard to the education, training, research and related activities as delivered by RIAM. For the schedule of RIAM external reviews, see appendix 4. For general procedures for quality reviews and periodic reviews of validated programmes, please see Appendix 3.
 - (ii) *Internal self-evaluation and review:* The Annual Review Process monitors key performance indicators and progress against objectives set by committee review and the RIAM Strategy 2020, which feeds into periodic programme review. It is intended to be a concise process that reflects on the previous year's standards of achievement, addresses issues in external examiner reports and student feedback, and sets an action list for the coming academic year. The purpose of such approval is to ensure that changes will maintain and where possible, improve, the standard of the education offered through the programme concerned.

- (iii) *Audited financial statements*: RIAM is subject to an annual audit by the Comptroller and Auditor General.
- (iv) *Review of RIAM Strategic Plans*: The RIAM Strategy 2020 was compiled using a working group of 30 RIAM personnel. 15 internal project managers enact implementation of the Strategy. The Academy's students, staff and Governors are updated annually on progress of the Strategic Plan.

7.4 Information and Data Management

7.4.1 *Information Systems*: Information is routinely collected to inform RIAM's quality assurance and enhancement processes, through profiling of the learner population; learner satisfaction, learner progression/ attrition/ achievement, graduate careers, paths of graduates, staff development engagement and records of annual and periodic reviews and evaluation reports.

7.4.2 *Learner Information Systems*: The IT system of the Academy is robust and securely maintains current learner records and relevant historical data, as set out in the Records Management and Retention Policy. Data may be extracted for reports on internal quality management, data required for external regulatory systems and generating statistical reports to meet internal and external review. RIAM's Student Information System is 'Moodle', and this and other information systems are regularly reviewed by the RIAM ICT Committee to ascertain that they remain fit for purpose and are GDPR compliant.

7.5 Public Information and Communication

7.5.1 *Public and learner information*: The Academy publishes information for prospective students and the general public about its courses and activities, for example, student prospectus, annual calendar, programme handbooks and RIAM policies and procedures relating to students and staff.

7.5.2 *Publication of quality assurance evaluation reports*: Records of quality reviews are made available on the website.

8. Responsibility

- 8.1. The RIAM Director is responsible for overseeing this policy and its review every three years. The Chair of Board of Studies and the Administrative Officer (Registry) are responsible for its operating procedures in relation to all undergraduate and postgraduate programmes.

9. Legislation and Regulation

- 9.1 [Qualifications and Quality Assurance \(Education and Training\) Act 2012 and \(Amendment\) Bill 2018.](#)
- 9.2 [National Framework of Qualifications \(NFQ\).](#)
- 9.3 [QQI Core Statutory Quality Assurance Guidelines.](#)
- 9.4 [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2005\).](#)

- 9.5 [Code of Practice for Provision of Education and Training to International Learners \(2015\).](#)
- 9.6 [QQI Guidelines on the Recognition of Prior Learning.](#)
- 9.7 [QQI Access Transfer and Progression - QQI Policy Restatement 2015.](#)
- 9.8 [QQI Policy for Protection of Enrolled Learners.](#)
- 9.9 [Statutory Quality Assurance Guidelines for Research Degree Programmes as they apply to RIAM.](#)
- 9.10 [Code of Practice for the Provision of education and training to international learners.](#)

10. Document Control

Approved by Board of Studies 9th November 2018.

Revision 3 approved by Trinity Academic Council 13th May 2020.

Next review: Academic year 2020/21.

Appendix 1

Programmes offered and delivered by RIAM and validated by Trinity

Diploma in Music teaching and Performance

Bachelor in Music Performance

Bachelor in Music Composition

Master in Music Performance

Doctor in Music Performance

Programmes offered and delivered by RIAM and awarded by RIAM on its own authority

Access Programme

Diploma in Conducting

Diploma in Community and Group Music Teaching

Recital Artist Diploma.

Appendix 2

RIAM Policies and Procedures

Corporate	Human Resources	Academic
Child Safeguarding Statement	Adoptive Leave	Academic Assessment and Progression
Code of Business Conduct	Annual Leave Entitlement	Academic Programme Development and Review
Data Protection	Career Break	Admissions and Transfer
Dignity and Respect	Carer's Leave	Appeals Policy and Procedure
Equality and Diversity	Continuing Professional Development	Doctoral Studies
Freedom of Information	Employment of People with Disabilities	Overall External Examiners and Specialist External Examiners
Freedom of Speech: Code of Practice	Jury Service	Plagiarism
Health & Safety Policy Summary	Maternity Leave	Programme Suspension and Cessation
Health & Safety Statement	Mental Health and Wellbeing	Quality Standards and Assurance
Internal Control & Risk Management	Parental Leave	Recognition of Prior Learning
Privacy Policy	Paternity Leave	Return of Coursework Feedback
Privacy Statement	Sick Leave	
Protected Disclosures (Whistleblowing)	Staff Capability	Student-Related
	Staff Disciplinary	Academic Programmes:
Institutional	Staff Grievance & Mediation	Responsibilities of Students
Access to Information on the Environment	Staff Recruitment	Disability Support Service and Reasonable Accommodations
Alcohol and Drugs	Financial	Mental Wellness and Health Standards
Closed Circuit Television	Finance & Financial Regulation	Refund for Students
Complaints	Fraud	Student Code of Conduct
Information & Communications Technology	Hospitality & Entertainment	Student Complaints
Records Management and Retention	Procurement	
Social Media		

Appendix 3

General Procedures for Quality Reviews including the procedure for periodic review of Trinity College, the University of Dublin validated programmes; programmes certified by RIAM; RIAM Corporate Services; RIAM Student Services

RIAM Corporate Services and RIAM Student Services.

Trinity as a Designated Awarding Body is responsible under the Act for approving RIAM quality assurance procedures and for conducting an initial effectiveness review of RIAM as a Linked Provider following the approval process and for the conduct of a cycle of external reviews every seven years thereafter in compliance of the QQI Act 2012. Trinity sets 'academic quality standards', but it does not set 'quality assurance standards'. These are set by QQI and Trinity's role in respect of RIAM is to ensure that its quality assurance policies and procedures have regard to QQI quality assurance guidelines published under the QQI Act 2012.

Under §28 of the QQI Act 2012, RIAM as the 'Provider' is responsible for establishing internal quality assurance procedures for education, training, research and related services' i.e. validated programmes of education, student support services and all corporate functions. This includes maintaining a schedule of quality reviews that meets the requirements of a seven-year cycle as required under the Act. These quality reviews are conducted by external review teams for the purpose of internal quality assurance and are coordinated by the person or persons responsible for the quality function within RIAM, as delegated by the RIAM Director as outlined in §7.2) in the Policy. The reports arising from quality reviews of validated programmes and student support services are submitted to Trinity governance structures (ACDC, Quality Committee and University Council) as the Designated Awarding Body for approval in conjunction with RIAM's own internal governance approval structures. The reports once approved are published on the RIAM website as per the requirements of the QQI Core Statutory Quality Assurance Guidelines (§ 9.3). Review reports arising from quality reviews of RIAM corporate functions are submitted for approval by the RIAM Board and published on the RIAM website.

Procedure for Periodic Review of Validated Programmes, RIAM-certified programmes and corporate and student services

1. Notify the relevant course committees/senior relevant administration/Heads of Faculty 18 months in advance that a review is taking place
2. Seek nominations for external review members from the relevant personnel outlined in 1 above. A minimum of 10 should be chosen, taking into account gender, expertise, and geographic diversity. The external review team for academic programmes shall be a minimum of three members, at least one of whom shall be an international expert in conservatoire education, and one an Irish expert in quality assurance for tertiary education.
3. A selection panel, which shall consist of the Director, Chair and Vice-Chair of the Board of Studies (in academic reviews) and the Director, Finance Officer and Administrative Officer, Registry (for non-Academic reviews) selects the external review team.
4. Establish a Coordinating Group to guide the review process.
5. Agree the terms of reference for the external evaluation team in the context of the review being undertaken, with particular regard to the QQI Core Statutory Quality Assurance

Guidelines, which refer to education and training, research and related activities as core areas for evaluation.

6. Agree upon the content of the student evaluation survey and the cohorts of students to participate in it. The survey is to be administered manually in order to optimise response rates.
7. The Coordinating Group nominates representatives to participate in focus groups to conduct the SWOT analysis of the Programme or unit and provide contact details of graduates and employers who may be appropriate participants
8. The Coordinating Group will confirm contact details for external examiners active on the Programme. The Administrator Officer, Registry will write to external examiners to notify them of the planned programme review in advance of the examining period preceding the review, with a request for the timely return of the Annual Report. (specific to reviews of validated programmes)
9. Data analysis and collation is carried out by the Administrative Officer, Registry, members of the Coordinating Group and broader Faculty and RIAM representatives. The optimal period for data arrays is five years.
10. Self-Assessment Report (SAR) forms the principal source of information for the External Review team, prior to their arrival on site. It situates the Programme / Unit under review within the relevant schools, faculty and broader Academy strategic environs. It should therefore have a strategic focus, be forward looking, provide a critical appraisal of the programme or Unit and the quality assurance processes that support the programme delivery or Unit functions. Responsibility for the development of the SAR and engagement of internal and external inputs into it rests with the Coordinating Group. The main body of the SAR (excluding appendices) should not exceed 50 pages.

The format of the SAR includes the following headings:

- Introduction (common)
- Programme governance and management (Strategy & Planning for Corporate/Student Services Reviews)
- Programme structure (Organisational Structure and Management e.g key function areas/accountabilities/ teams/services offered)
- Curriculum (Assessment of Unit Performance e.g. against KPIs, Strategic targets, customer/user feedback e.g complaints, surveys, external reviews by 3rd parties, benchmarking data if available)
- Student numbers (Customer profile)
- The student experience (Relationships/ external engagement)
- Programme administration (Administration)
- Future strategy in terms of vision and development of the Programme and links to the Academy's strategic goals and initiatives
- Finance and resources.(common)

11. The on-site visit by the external reviewers occurs over 2-3 days. A draft schedule is agreed with the Coordinating Group eight weeks prior to the review date.
12. Student participation/representation across undergraduate, postgraduate, and doctoral cohorts and graduates who are no longer in the Academy, is an expectation of quality reviews in the Irish Higher Education System.
13. Academic review reports for programmes validated by Trinity are presented to the RIAM ACDC, Trinity Quality Committee and Trinity University Council, in addition to RIAM's own internal governance structure.
14. Academic review reports for programmes certified by RIAM under its own authority are presented to the RIAM Board of Studies before being presented to the Board of Governors.
15. Corporate reviews are presented to the relevant RIAM committees (including Finance, Governance, ICT and Audit) before being presented to the Board of Governors.
16. Student Services reviews, once considered by the RIAM ACDC and approved by Trinity's governance committees, are published on the RIAM website.

Appendix 4 Schedule of Quality Reviews

2019/20 External Reviews

1. Administration/support Service:

Administration/Student Registry

Finance

2020/2021 External Reviews

1. Programme theme: Performance

Programmes featured:

Diploma in Music Teaching and Performance

Bachelor in Music Performance (Instrumental and Vocal pathways)

Master in Music Performance

Doctorate in Music Performance

2. Administration/Support Service:

Human resources

2021/2022 External Reviews

1 Institutional review by Trinity College, the University of Dublin

2. Administrative /support service:

Information systems (ICT)

2022/23 External Reviews

1. Programme theme: Composition

Bachelor in Music Composition

2. Administrative /support service:

Estate and facilities

2023/2024 External Reviews

1. Junior RIAM

2. Administrative support service:

Communications