



ICHAS

Section 8 - Student Supports

Subject:	Policy on the provision of Pastoral Care.		
Applicable Standard	QQI Core	Supports for Learners	
<i>Date Approved by Board of Directors:</i>			July 2019
Policy Version	1/2019	Date due for Revision	February 2024

CONTEXT

The College is committed to underpinning its activities through the values it espouses, namely, to encourage social awareness and responsibility as well as promoting flexibility, maximising opportunities for social inclusivity and accessibility in Higher Education. Within that context, Pastoral Care is central to our approach to higher education, which puts the educational, emotional and social development of the student at the centre of its values. Pastoral Care can be understood as the system of roles, resources, structures, policies, programmes and processes employed to support the holistic development of people.

POLICY STATEMENT

The College is committed to providing its students with both effective academic and pastoral support. The aim is to ensure that students have access to a framework of support that builds on best practice, meets the needs of students, and is of a quality and consistency appropriate to the college's values and mission. The framework is designed to provide consistent quality of provision, while also helping students to monitor their progress.

SCOPE

Applies To	Staff	Students	Both	
		✓		
Responsible for Implementation	Vice President Academic Affairs			
Responsible for Monitoring & Review	Vice President (Corporate Affairs)	Vice President (Academic Affairs)	Registrar	Quality Assurance & Enhancement Officer
		✓		

DEFINITIONS

The following definitions may be helpful in understanding the context of Pastoral Care in Educational communities:

Grove(2004, p.8)¹ defines pastoral care as:

“...all measures to assist an individual person or community reach their full potential, success and happiness coming to a deeper understanding of their own humanness”.

In its report on *A Road Beyond the Gatehouse*, the Catholic Education Commission of Victoria³⁸ has supported a more fluid description of pastoral care, describing it as:

“...a community that provides a strong sense of well-being, belonging and security, students (and staff) are given every opportunity to be affirmed in their dignity and worth, confirmed in their personhood, and assisted to grow to their full potential”(CECV, 1994, p.2)².

Best (2002)³ suggests that pastoral care in educational contexts, may involve:

- Reactive pastoral casework.
- Proactive, preventative pastoral care.
- Developmental pastoral curricula.
- The promotion and maintenance of an orderly and supportive environment.
- The management and administration of pastoral care.

RELEVANT GUIDELINES/ POLICIES INFORMING THIS POLICY

- Charter for Inclusive Learning (AHEAD, 2009)
- Policy on Quality Assurance Guidelines (QQI, 2014)
- Quality and Qualifications Ireland (2016) Statutory Quality Assurance Guidelines Developed by QQI for use by all Providers
- European Association for Quality Assurance in Higher Education (ENQA) et al (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- Quality and Qualifications Ireland (2016) Sector Specific Statutory Quality Assurance Guidelines Developed by QQI For Independent/Private Providers Coming To QQI On A Voluntary Basis
- Government of Ireland (2012) Qualifications & Quality Assurance (Education and Training Act).
- Quality and Qualifications Ireland (2016) Policies & Criteria for the Validation of programmes of Education.

¹ Grove M. (2004;77(1):8-12) The three R's of pastoral care. *Catholic School Studies*.

² Catholic Education Commission Victoria (CECV) (1994) CECV Policy 1.14: Pastoral care of students in Catholic schools. Victoria: Catholic Education Commission Victoria; Report No.: Policy 1.14.

³ Best R. Pastoral care and personal social education 2002; Available from: <http://www.bera.ac.uk/pdfs/BEST-PastoralCare&PSE.pdf>.

- Quality and Qualifications Ireland (2015) QQI Policy Restatement Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training.
- National Qualifications Authority of Ireland (2005) – re-published by QQI, 2015) Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training June 2005
- Quality and Qualifications Ireland (2018) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes
- Protection of Enrolled Learners: Protocols for Implementation of Part 6 of the 2012 Act.
- Quality and Qualifications Ireland (2013) Assessment and Standards, Revised 2013
- Quality and Qualifications Ireland (revised 2018) Quality Assuring Assessment: Guidelines for Providers
- Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (Text with EEA relevance)
- Government of Ireland (2018) Data Protection Act 1988 Revised 2018.
- Quality and Qualifications Ireland (2016) Policy on Quality Assurance Guidelines

Linked Policies and Procedures.

Linked Policies	
Linked Procedures	Procedures associated with the Provision of Pastoral Care