



## ACADEMIC MANAGEMENT POLICY

Dublin Cultural Institute  
34a Bachelors Walk,  
Dublin 1, D01 A437, Ireland

Dublin Cultural Institute

### 1. PURPOSE

This policy outlines the academic management framework of the school, ensuring high-quality English language instruction, effective administration, and compliance with Irish education standards.

### 2. SCOPE

This policy applies to:

- Academic staff (teachers, academic managers)
- Students enrolled in all English language programmes
- Administrative staff involved in academic delivery

### 3. ACADEMIC STRUCTURE

#### 3.1 ACADEMIC MANAGEMENT TEAM

The academic team consists of:

- Academic Director
- Academic Coordinator (School Management)
- English Language Teachers
- External Academic Expert

#### Responsibilities:

- Curriculum design and review
- Teacher recruitment and development
- Student assessment and progression
- Timetable management
- Academic quality assurance

### 4. CURRICULUM AND PROGRAMME DESIGN

#### 4.1 COURSE FRAMEWORK

All courses are aligned with the **Common European Framework of Reference for Languages (CEFR)** levels:



- A1–C2 (Beginner to Proficiency)

## 4.2 LEARNING OUTCOMES

Each course must:

- Define clear learning objectives
- Include measurable outcomes
- Be reviewed regularly (at least annually)

## 4.3 MATERIALS

- Approved coursebooks and supplementary materials
- Integration of digital resources
- Authentic materials where appropriate

## 5. STUDENT PLACEMENT AND ASSESSMENT

### 5.1 PLACEMENT TESTING

All students must complete:

- Written test (grammar, reading, vocabulary)
- Oral interview (speaking ability)

### 5.2 CONTINUOUS ASSESSMENT

Assessment includes:

- Weekly progress tests
- Teacher observation
- Homework and participation
- End of cycle exams

### 5.3 PROGRESSION

- Students advance based on performance and attendance
- End of cycle results

## 6. TEACHING STANDARDS

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## 6.1 LESSON PLANNING

Teachers must:

- Prepare structured lesson plans
- Align lessons with CEFR outcomes
- Use communicative teaching methods

## 6.2 CLASSROOM MANAGEMENT

- Maintain a positive, inclusive learning environment
- Encourage student participation
- Manage mixed-ability classes effectively

## 6.3 OBSERVATION AND FEEDBACK

- Teacher observations
- Constructive feedback provided
- Development plans created where needed

## 7. Timetabling

- Classes scheduled to maximise learning efficiency
- Balance of skills: speaking, listening, reading, writing
- Maximum class size defined

## 8. ATTENDANCE POLICY

- Minimum attendance requirement: 85%
- Attendance recorded daily
- Absences followed up by administration

## 9. STUDENT SUPPORT

### 9.1 ACADEMIC SUPPORT

- Extra tutorials where needed
- Access to self-study resources
- Teacher consultation hours



## 9.2 WELFARE SUPPORT

- Orientation on arrival
- Ongoing pastoral care
- Referral to external services if necessary

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## 10. TEACHER RECRUITMENT AND DEVELOPMENT

### 10.1 MINIMUM QUALIFICATIONS

Teachers must have:

- Bachelor's degree
- Recognised ELT qualification (e.g., CELTA or equivalent)

### 10.2 CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

- Regular workshops and training sessions
- Peer observations
- Access to professional resources

## 11. QUALITY ASSURANCE

### 11.1 INTERNAL MONITORING

- Regular academic meetings
- Student feedback surveys
- Course evaluations

### 11.2 EXTERNAL COMPLIANCE

The school complies with Irish regulatory bodies such as:

- Quality and Qualifications Ireland
- ACELS
- ILEP

## 12. COMPLAINTS AND APPEALS

- Students may submit academic complaints in writing
- Complaints reviewed by the DoS
- Appeals process available



### 13. ACADEMIC INTEGRITY

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- Zero tolerance for plagiarism or cheating
- Clear guidelines provided to students
- Disciplinary procedures enforced where necessary

### 14. REVIEW OF POLICY

This policy is reviewed annually by the Academic Management Team to ensure:

- Continued compliance
- Alignment with best practices
- Continuous improvement