Procedures Relating to Policy for Programmes of Education and Training

Procedure for Programme Design and Development

Procedure for Programme Planning and Delivery

Procedure for Learner Selection, Application and Registration

Procedure for Learner Induction

Procedure for Managing Work Placements

County Roscommon Disability Support Group CLG				
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE				
Title of Procedure:	Programme Design and Development	**Version No.:**	002	
		Owner/Resp:	TQO	
Associated Policy:	Programmes of Education and Training	**Adaption Date:**	Feb 2021	
		Review Date:	Feb 2024	

Purpose

This procedure sets out the steps taken to ensure that programme structures, training methodologies, materials, delivery, and assessment methodologies are designed to meet the needs of our target market, potential learners, the requirements of the awarding body (if applicable) and the needs of the sector we operate in.

Scope

- All programmes

Supporting Documentation

- Programme Proposal form
- Standard programme descriptor template

Key Steps in Implementation

- The TQO completes a *New Programme Proposal Form* following needs identification and meetings with stakeholders including funders. TQO presents it to the SMC who agree in principle to allow the proposal to go to the Academic Board.
- The TQO presents the New Programme Proposal to the Academic Board.
- Decision by Academic Board – agrees on timescale, and budget for development and appoints a Programme Leader to lead the design and development process.
- The Senior Manager puts together a programme design team (PDT) – subject matter expert/s, QA, and other stakeholders, which may include an employer if appropriate, are required.
- The Programme Leader/PDT meets the awarding body (if relevant).

- The Programme Design Team (DT) consults with employers and takes their views on board in respect of programme outcomes and content while they are designing the programme.

- The programme is designed using learning outcomes and aligned with the relevant award standard and is subject to ongoing monitoring and periodic review.

- If the programme is being designed to lead to an award on the NFQ and being submitted to QQI for validation, the programme design team must consider the implications arising from the *QQI Policies and Criteria for Validation of Programmes, November 2017/QP.17-V1.03 © QQI* throughout the design process.

- Programme design teams have access to an eLearning advisor who has knowledge and experience technology enhanced when designing a learning programme. The eLearning advisor supports the design of the curriculum and content and decides on the balance of the different elements of the programme.

- The programme design team take the programme learning outcomes and learner profile into consideration before deciding which, if any, of the learning activities will be delivered online.

- The programme design team maps the learning activities to the learning outcomes and set out clear instructions as to how the tutor and the learners must complete online activities.

- The programme design team must ensure that the programme as designed complies with QQI requirements in relation to access, transfer, and progression.

- The programme design team produce a draft application for validation based on the programme descriptor and on the QQI guidelines for validation prevailing at the time (if the programme is being submitted for validation).

- The TQO stress-tests the final drafts for compliance with our QAS and awarding body guidelines/requirements.

- The TQO presents final drafts to the AB for review and comment.

- The Programme Leader makes changes (if required) at the foot of feedback from the Academic Board.

- The final version of all documents being submitted to QQI are double-checked, proofread, formatted, and checked for consistency of language and terminology by the TQO.

- The Chair of the Academic Board presents the final drafts to the Board of Management for agreement and sign-off.

- The Senior Manager, in her capacity as head of the centre, signs off on the application before it is submitted.

- The TQO submits the application for validation to QQI via the QBS.

Reference Documents

- Learning Outcomes Guide DIT
- QQI Policies and Criteria for Validation of Programmes, November 2017/QP.17-V1.03 © QQI

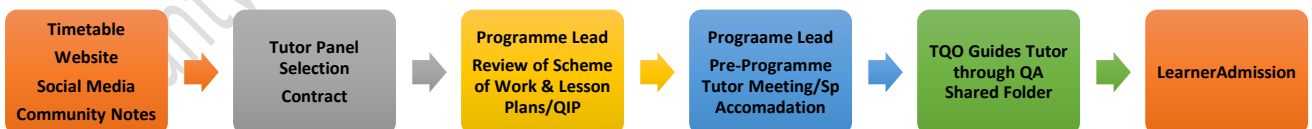| County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT – STANDARD OPERATING PROCEDURE			
Title of Procedure:	Programme Planning and Delivery	**Version No.:**	002
		Owner/Resp:	TQO
Associated Policy:	Programmes of Education and Training	**Adaption Date:**	Nov2020
		Review Date:	Nov2024

Purpose

To set out a clear roadmap for the rollout of programmes to a consistently high standard.

Scope

All programmes

Supporting Documents

- Learner Handbook
- Learner Induction Checklist
- Programme timetable template
- Programme Assessment Plan
- Assessment Briefs
- Learner Work Experience Guidelines
- Facilities Checklist

Timetable Website Social Media Community Notes → **Tutor Panel Selection Contract** → **Programme Lead Review of Scheme of Work & Lesson Plans/QIP** → **Programe Lead Pre-Programme Tutor Meeting/Sp Accomadation** → **TQO Guides Tutor through QA Shared Folder** → **LearnerAdmission**

Key Steps in Implementation

- The TQO timetables programmes at least six months in advance; reviews and updates promotional materials and liaises with the IT Support Officer to update the training schedule on the website

- The TQO discusses plans for delivery at the Operations Team meeting and agrees on any cross-functional arrangements.
- The TQO appoints a tutor from our panel of pre-approved tutors, contacts the tutor and agrees on the terms of the contract, issues the contract and arranges for induction (if a new tutor)
- The TQO issues the tutor handbook to the tutor in advance. Tutors are expected to be familiar with the contents before the pre-programme meeting.
- The TQO reviews the quality improvement plan for the programme from the previous roll-out and makes' arrangements for agreed recommendations to be implemented in this rollout.
- The programme leader reviews the scheme of work and lesson plans and makes any necessary changes.
- The PL and TQO meet the tutor before the programme begins, for a programme briefing and induct the tutors (if a new tutor) using the *Training Department Tutor Induction Presentation*. Tutors are also inducted on *Best Practice for Tutors* in Online Teaching & Learning.
- The following items are discussed at the programme briefing
  - reasonable accommodation arrangements in place for learners.
  - content and assessment
  - timetable/programme assessment plan
  - Contents of the Tutor QA folder.
  - Contingency arrangements for tutor absence
- TQO allocates room and liaises with the caretaker and IT and Information Security Officer to check that all is in order for delivery of the online programme.
- The TQO prepares the learner Induction packs

County Roscommon Disability Support Group CLG				
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE				
Title of Procedure:	Learner Selection, Application, and Registration	**Version No.:**	002	
		Owner/Resp:	TQO	
Associated Policy:	Programmes of Education and Training	**Adaption Date:**	Feb2021	
		Review Date:	Feb2024	

Purpose

We have a fair and consistent approach to learner selection, application, and registration.

Responsibility

- The TQO

Scope

- All applicants applying for a place on a programme.

Definitions/Acronyms

- TESG: Technical Employment Support Grant

Supporting Documents

- Learner Application Entry Form
- Learner Registration Form

Key Steps in Implementation

- All applicants are given comprehensive and up-to-date information on the programme before they apply for a place and details are provided on the website, advertisements, training brochure, open days, and recruitment fairs.

- The TQO or the Training Administrator talks through the details with the applicant and sends on course brochure, Application Form, programme timetable on request.

- Applicants can also apply online at https://rsg.ie/apply/

- We inform potential learners of the entry criteria. Applicants must meet the minimum entry requirement or, if they do not, they can apply for admission using RPL.

- If the learner meets the entry requirements, we talk through the application form with the learner.

- We ask learners when they apply to let us know if they have any special needs on our application form. This will allow time for reasonable accommodation to be arranged.

- Applicants are requested to complete and return our application form with a €100 deposit payable online or by EFT 10 days prior to the commencement of the programme.

- Electronic Transfer of Funds details are made available to the learner.

- The Training Department has also an available online payment process on https://rsg.ie/products-training/

- For applicants claiming free tuition under various schemes (e.g., JA), a specific form (TESG) must be completed and returned to the DEASP. A place will be secured only when approval is granted from DEASP. This process is communicated clearly to the potential learner.

- The Training Administrator inputs applicant details of completed Application forms onto the Learner Record System and adds them to a waiting list.

- The TA contacts applicants by phone one week in advance of programme, commencement to check that they will be attending.

- On commencement of the programme learners are asked to complete a Registration Form which contains personal information.

- PPSN Num
- Next of Kin

- The Training Administrator (TA) inputs data from the Learner Registration Forms into the Learner Record System and onto the QBS.

- The TA stores the hard-copy learner registration forms securely and arranges for their destruction following certification.

- If there are an insufficient number of applicants, the TQO will decide if the programme is to proceed a week in advance of the commencement date.

- If a programme has to be postponed or rescheduled, the TA contacts applicants by telephone explaining the situation and offering them a choice of a refund of deposit/fees or to use their payments as credit.

Revision Control Log

Version	Date	Change	Author Name
002	30/05/2022	Changed all incidents of "College" to "Training Department" Changed address "Fee Payment" website	TQO

SOP: **Learner Selection, Application and Registration**

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE			
Title of Procedure:	Learner Induction	**Version No.:**	002
		Owner/Resp:	TQO
Associated Policy:	Programmes of Education and Training	**Adaption Date:**	March2021
		Review Date:	March2024

Purpose

Learner induction is mandatory at the start of every programme. The aim of induction is to ensure that learners have all the necessary information regarding the programme and support which will help to ensure a successful outcome for them.

Responsibility

The tutor is responsible for the induction of learners at the start of every programme.

Supporting Documents

- Learner Handbook
- Learner Induction ppt
- Learner Induction Checklist

Key Steps in Implementation

- At the start of every programme, the tutor inducts the learners about the programme, using the Learner Induction presentation on Zoom through GiraffePad. The induction session lasts approximately 45 minutes and is timetabled into the programme.
- The presentation will include information on:
  - QQI and an overview of the National Framework of Qualifications (NFQ)
  - Transfer and Progression
  - Programme overview

- Attendance Policy/ Learner Rights and Responsibilities

- Reasonable Accommodation/Learner supports

- Health and Safety/ Housekeeping, safe access and egress, fire assembly points **(In house only)**

- Assessment/ Marking and Grading– highlight significant dates/deadlines.

- Assessment accommodation/ Assessment appeals/Resits.

- Plagiarism/Academic misconduct

- Learner Supports – sources of help and support

- Learners Feedback/ Learner Complaints

- Work placement /Garda Vetting and Garda Clearance

- Protection for Enrolled Learners (PEL)

- Online Etiquette

- Learners receive an induction checklist (on GiraffePad) that they must complete and confirm that they understand all of the above.

- We provide additional information for our online learners. which is documented in the Learner Handbook.

- The tutor provides a practice session with all learners before the commencement of the programmes.

- The tutor responds to any queries and concerns that the learner might have concerned the programme.

County Roscommon Disability Support Group CLG				
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE				
Title of Procedure:	Managing Work Placement	**Version No.:**	002	*R.S.G*
		Owner/Resp:	TQO	
Associated Policy:	Programmes of Education & Training	**Adaption Date:**	March2021	
		Review Date:	March2024	

Purpose

To outline the process by which we manage the learners and work placements undertaken as part of the programme leading to the 5M4339 award.

Scope

All work placements which form part of the assessment for QQI awards

Responsibility

The work experience tutor has primary responsibility for ensuring the work placements and learners on work placement are well prepared, managed, and supported.
The TQO is responsible for monitoring the quality of placements

Supporting Documents

- Learner Work placement Guidelines
- Supervisor Work placement Guidelines
- Supervisor Report Template
- Work Placement Registration Form

Key Steps for Implementation

- Learners are provided with a Work Placement Registration Form by the tutor at induction.
- Learners who have sourced a work placement submit a completed Work Placement Registration Form to the tutor for review and approval and sign-off *before* the placement begins.

- Before placements commence, the learner must undergo Garda vetting using the Company's Garda vetting documented procedure if necessary

- Prior to work-based Placements, the tutor will contact the (WPS) by email before the commencement of work placement.

  - Introduce themselves.

  - Advise they are the point of contact for any queries/issues.

  - Include a copy of Supervisors' Work Placement Guidelines.

- On commencement of work placement, the learner provides the following documentation to the Work Placement Supervisor

  - Details of the Company's insurance

  - Work placement timesheet template

  - Work Placement Supervisors Report

  - Garda Vetting Approval

- When taking up work placements learners are expected to represent the company to the best of their ability as outlined in the Learner Work Placement Guidelines.

- Learners must be punctual and present in the workplace during agreed working hours.

- During the placement, the Tutor will contact the WPS as least once during the placement for monitoring purposes:

  - Check everything is progressing satisfactorily.

  - Discuss the Supervisors Report and guidelines.

- Learners must take responsibility for their own learning while on work experience, to gain the maximum benefit from the time spent within the work environment.

- Learners are required to keep a diary during their work placement as advised by the tutor.

- If a learner is unable to attend the workplace, she/he must inform the WPS and TQO immediately. Absence is excused only in exceptional circumstances e.g., illness, and requires supporting evidence e.g., a medical certificate.

- Learners are expected to follow all reasonable instructions issued by WPS and to show initiative in their practice. Learners should also familiarise themselves as necessary with the policies and procedures of their workplace.

- Supervisors are required to assess learner performance under a number of stated criteria and rate performance linked to each criterion on the supervisor's report.
- The WPS completes the Supervisor's report, signs it and asks the learner to also sign it, and returns it by email to the tutor by the agreed date.
- The tutor retains all related documentation securely and submits it with the assessment portfolio to the TQO/Training Administrator.