



# County Roscommon Disability Support Group CLG

Policy: Training: Quality Assurance Manual

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## County Roscommon Disability Support Group CLG

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Training: Quality Assurance Manual

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County Roscommon Disability Support Group CLG

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## LIST OF ABBREVIATIONS

Acronym	Meaning
AB	Academic Board ( <i>BoM Subcommittee</i> )
BoM	Board of Management
CPD	Continuing Professional Development
DEASP	Department of Employment Affairs and Social Protection
GDPR	General Data Protection Regulation
HSE	Health Service Executive
KPIs	Key Performance Indicators
LRS	Learner Record System
MOU	Memorandum of Understanding
NALA	National Adult Literacy Agency
NFQ	National Framework of Qualifications
PEL	Protection of Enrolled Learners
PL	Programme Lead/Leader
PRT	Programme Review Team
QA	Quality Assurance
QAM	Quality Assurance Manual
QAS	Quality Assurance System
QBS	Quality Business System
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel
SER	Self-Evaluation Report
SET	Self-Evaluation Team
SMC	Senior Management Committee
TA	Training Administrator
TLAs	Teaching Learning and Assessment Strategies
TQO	Training and Quality Officer
WPS	Work-Placement Supervisor
VLE	Virtual Learning Environment

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# Chapter 1: Organisational Introduction

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## 1.1 Provider Profile

County Roscommon Disability Support Group CLG is a not-for-profit organisation and registered charity that was founded in 1989 by people with disabilities to meet the needs of people with disabilities, based on the social model of disability and the principles of independent living. **County Roscommon Disability Support Group CLG**, here in referred to as the company, is approved by the Health Service Executive (HSE) to provide a range of care and support services to people with physical and/or sensory disabilities, older people and children throughout Roscommon and surrounding counties. The company creates pathways for community integration for services users, ensuring their needs are met through services and activities which reflect aspects of daily living. The company also provides low-cost care services to those who are not in a position to receive care support from funded providers.

### 1.1.1 Vision

To enable each person to live as independently as possible in their own homes and communities through the delivery of person-centred care and support.

### 1.1.2 Company Training Mission

**County Roscommon Disability Support Group CLG** is committed to improving the quality of life and standard of services to all people with disabilities, older people and children and supporting families and carers.

#### 1.1.2.1 Objectives

- To promote training, education and general rehabilitation and welfare of people with disabilities and older people.
- To promote the co-ordination and integration of services for people with disabilities and older people.
- To develop services for people with disabilities and older people according to their changing and or developing needs.

- To provide a Personal Assistant, Home Support, Assisted Living Service and or associated services to people with disabilities and older people in their home, workplace or socially.
- To promote disability awareness and the philosophy of Independent Living among the general public.
- To provide a structured programme of information, advice, support and advocacy services for service users, staff, carers, and families in respect of their rights, benefits, and entitlements.
- To promote and provide person-centred flexible learning and training in partnership if appropriate, to people of all abilities.

The company achieved the Trusted Charity Mark at Level 1 in 2019. The Trusted Charity Mark is an internationally recognised quality mark awarded to organisations after an external assessment. It recognises the quality of our work and commitment to quality-of-service delivery.

## 1.2 QQI Accredited Training at County Roscommon Disability Support Group CLG

The training department at **County Roscommon Disability Support Group CLG**, operates as an integrated unit of **County Roscommon Disability Support Group CLG** and is governed by the Board of Management (BoM), provides a range of accredited and non-accredited customised training workshops and programmes in healthcare, manual handling, safe patient moving and defibrillator training to employees and the public. The training at the company is a QQI recognised provider since 2010, delivering programmes leading to awards on the National Framework of Qualifications (NFQ) at Levels 3 and 5 in healthcare and related areas.

### 1.2.1 Mission

To provide high-quality person-centred training to adult learners according to their needs and abilities, helping them to achieve the programme learning outcomes and supporting them in reaching their potential.

## 1.2.2 Training Organisation Chart

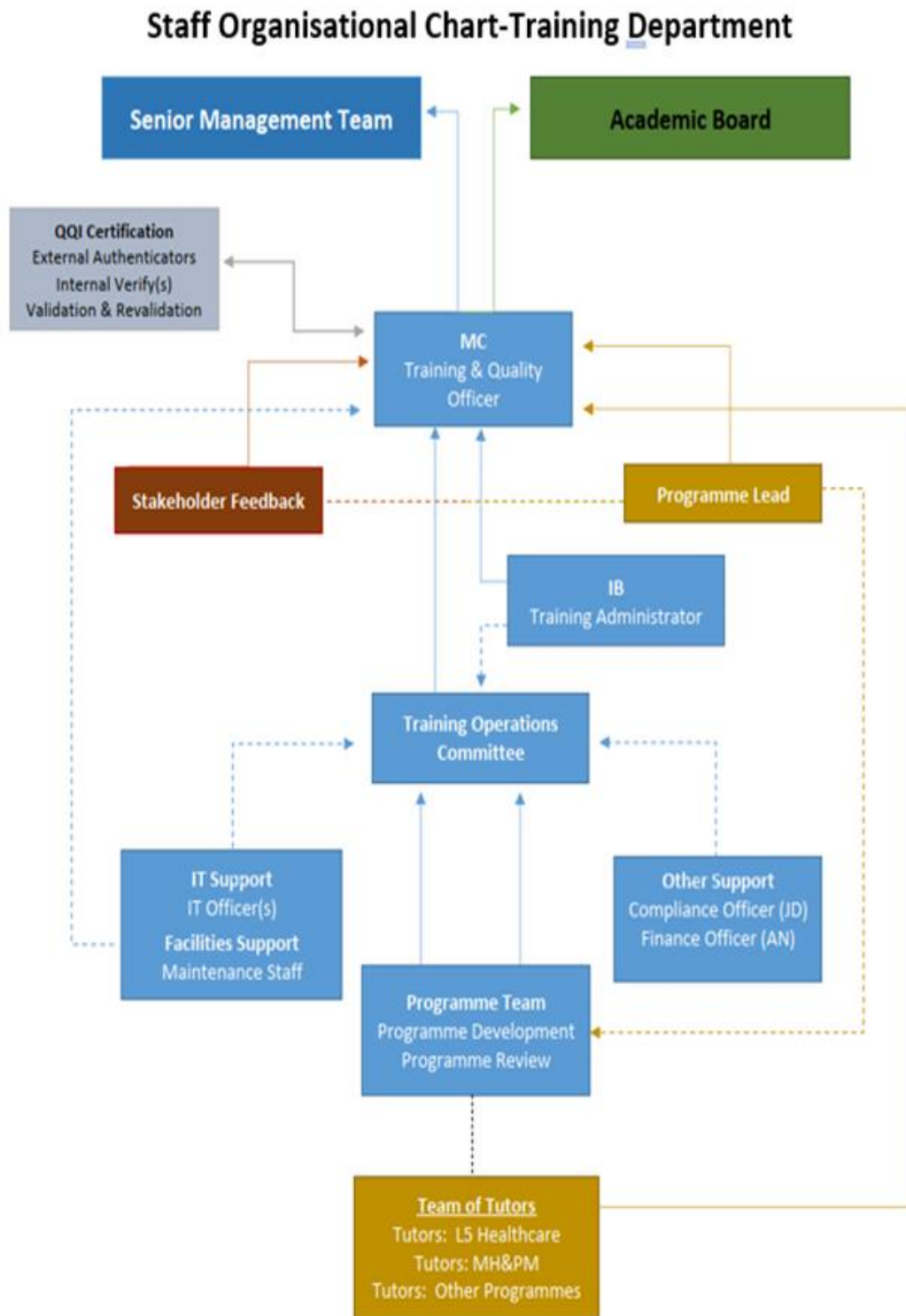


Figure 1-1 Training Organisational Chart

### 1.2.3 Training Process Flow Chart/Schema

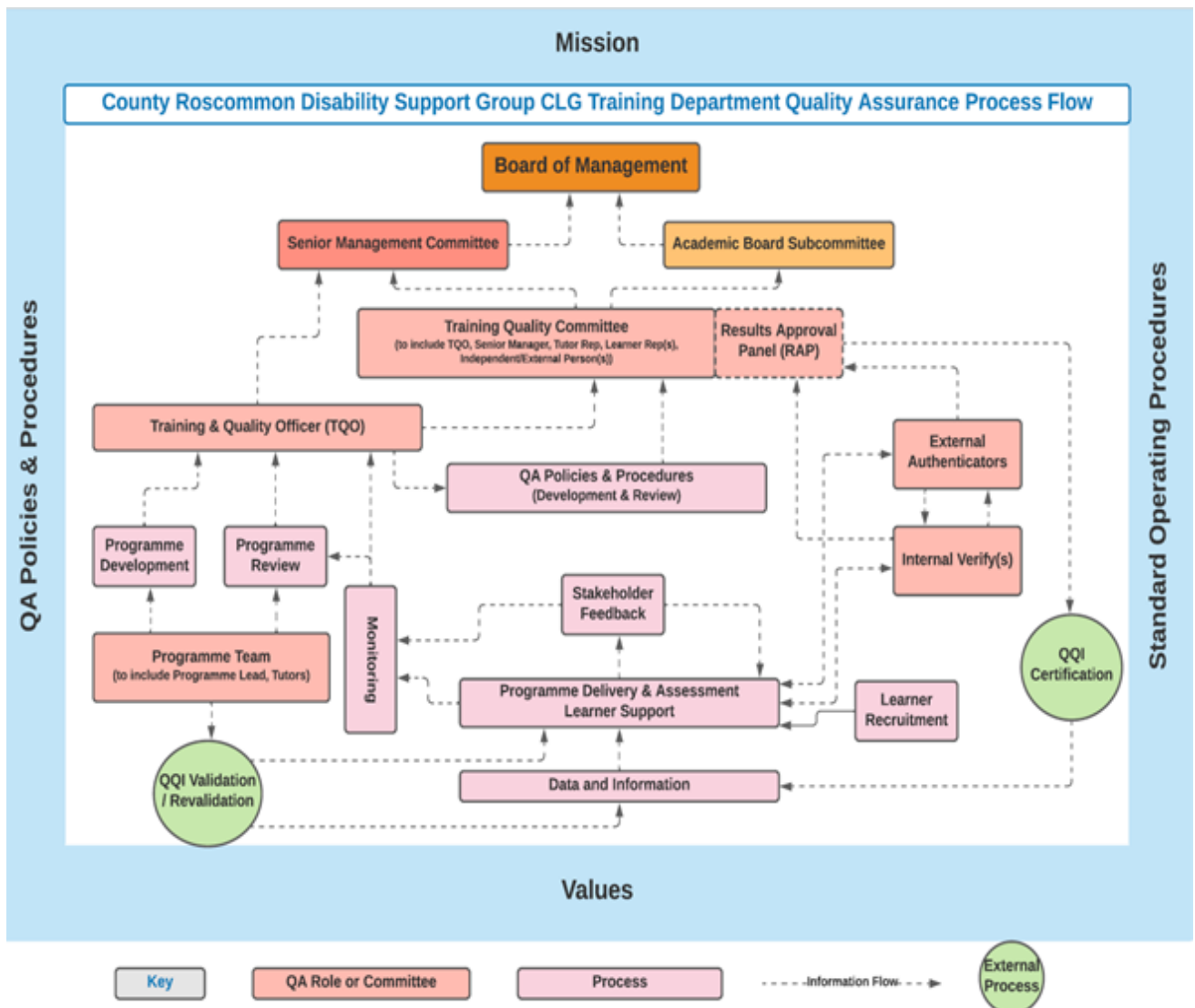


Figure 1-2 Training Process Flow Chart/Schema

### 1.2.4 Aims

- To provide programmes of education and training, accredited and non-accredited to a consistently high standard.
- To create a welcoming, inclusive, and supportive learning environment where learners enjoy learning.
- To give learners new options and enhanced access to employment opportunities
- To help learners bring about positive changes in their lives.

### 1.2.5 Training Values

- **Learner Focus:** We aim to make a positive difference in our learners' lives and design our programmes and supports around their needs.
- **Respect for People:** We value our staff, tutors, and learners, encourage their development, and do our utmost to help them achieve.
- **Quality:** We provide excellent programmes and supports designed to suit the needs of our learners and the community we serve
- **Inclusion.** We value equity, inclusion, and dignity for all; recognising that differences make us all stronger.

### 1.2.6 What Learners Can Expect from Training

- Excellent programmes and supports.
- A focus on their needs at all times
- A safe, comfortable, and well-resourced training centre and learning environment
- Flexible timetabling to suits their needs and lifestyles
- Qualified, experienced, and committed tutors
- A high level of support from all members of the training team

### 1.2.7 Our Target Learners

- Company services users.
- Those already working in healthcare who want to enhance their skills.
- Those planning a career in healthcare.
- Community Employment Scheme participants.
- Those who are unemployed or are returning to education after a long gap.



### 1.2.8 Scope of Provision

Accredited Training (programmes leading to QQI awards)

- Programmes leading to Levels 3 and 5,6 awards on the NFQ in healthcare and related areas.
- PHECC First Aid Responder (FAR)
- PHECC Cardiac First Response

Non-Accredited Training

- Manual Handling
- Safe Patient Moving
- Defibrillator Training

### 1.3 Collaboration with Other Providers

The company is a member of [NALA](#) Ireland - National Adult Literacy Agency and has a Memorandum of Understanding (MOU) in place which allows us to use the eLearning resources available on the NALA eLearning website [Learn.nala.ie](#) and to register learners for QQI certification. Company learners can register with NALA to study programmes leading to awards at Levels 2 and 3 of the [National Framework of Qualification](#) (NFQ). The Training and Quality Officer (TQO) is the designated liaison with NALA and is responsible for membership of NALA. The TQO inducts and trains Company training staff and tutors who use the eLearning resources and are responsible for registering learners on the NALA system. Learners can use NALA resources in the centre and at home and all learning is monitored by the tutor and TQO.

# Chapter 2: Governance and the Management of Quality

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## 2.1 Governance

The Company is a organisation limited by guarantee and registered charity, Charity Registration Number 231700 and Revenue Commissioners (CHY) Number 11009. Its Registered Office is Derrane, Roscommon.

### 2.1.1 Board of Management

The Board of Management (BoM) is the highest level of governance in the company and ensures that the company is governed effectively and responsibly by demonstrating accountability to stakeholders. All board meetings and decisions made are held accordingly with proper records maintained. The BoM operates under the terms of a Governance Manual and that includes the roles and responsibilities for the Board and Board members. The Board ensures that the systems and processes adhere to the overall direction, supervision, and accountability of the organisation.

The company is complaint with the Charities Governance Code and meet the standards set out by the Charities Regulator for managing and controlling a charity. The Governance Manual is updated annually by the Compliance Officer and approved by the BoM. The company’s governance structure is designed to ensure that academic and commercial areas are governed separately, and that academic decision-making is independent of commercial considerations or the undue influence of the BoM.

## 2.1.2 Governance Chart

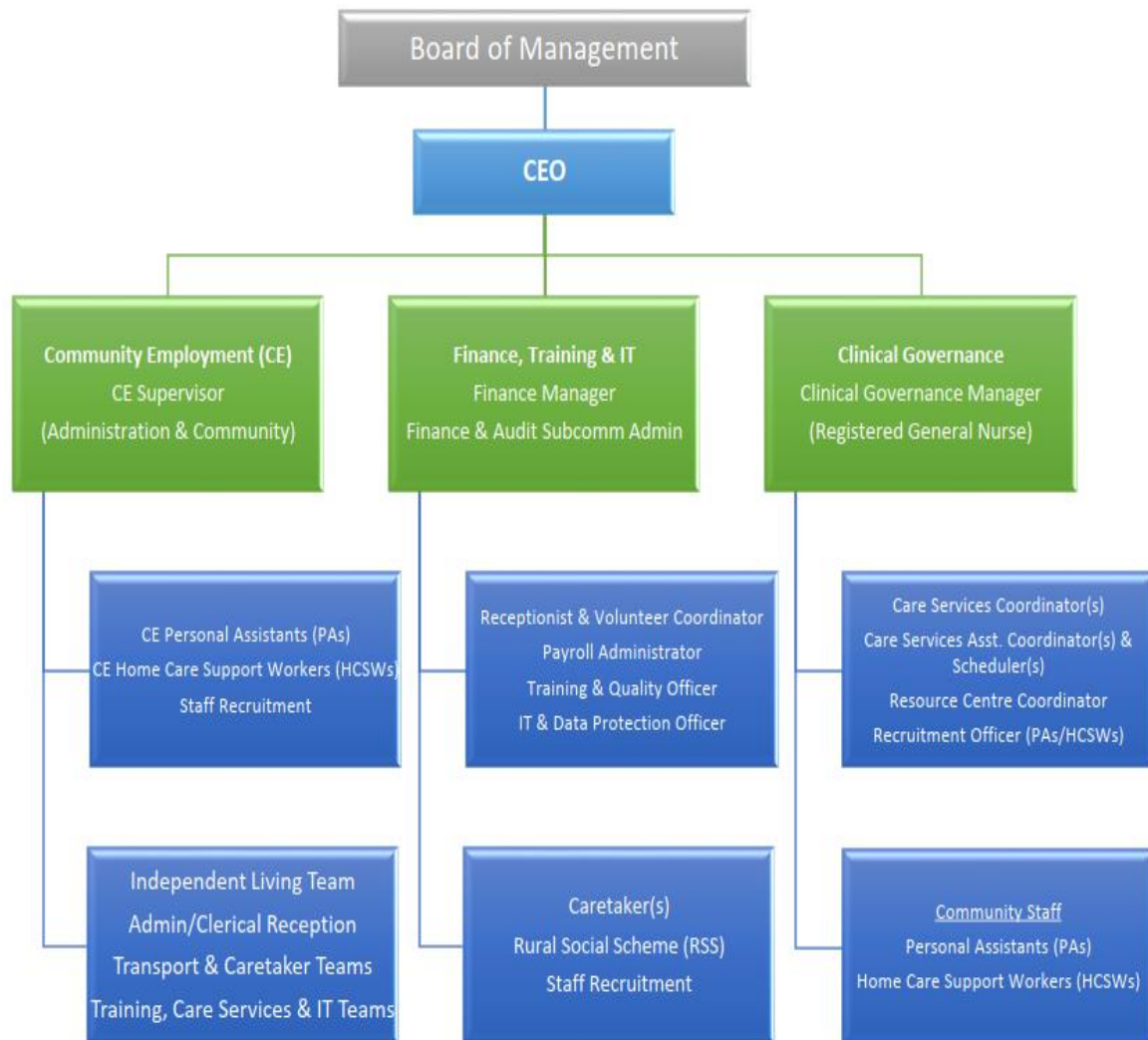


Figure 2-1 Company Organisational Chart

### 2.1.3 Terms of Reference for Governance Units

- [Terms of Reference – Academic Board](#)
- [Terms of Reference – Senior Management Committee](#)
- [Terms of Reference – Results Approval Panel](#)

#### 2.1.4 Externality in Governance

We are committed to, and see the value of having informed, independent oversight of significant decisions and constructive analysis of monitoring and reviewing data. Having external oversight helps us to resolve any conflict that may arise between commercial and academic decisions and ensure that decisions on education and training matters are made independently of commercial considerations. We ensure external oversight at governance level by having as least three suitably qualified and experienced external members of our Academic Board (AB) Subcommittee.

## 2.2 Risk Management

The BoM has overall responsibility for risk management and devolves responsibility to the AB for oversight of training-related risk. Risk is a standing item on the agenda for meetings of the various governance panels, the BoM, the AB, the Senior Management Committee, and the Results Approval Panel (RAP). We have a framework in place that facilitates an organisational wide overview of the potential risks within the company. It includes input from key partners and stakeholders.

### 2.2.1 Supporting Documents

- [Risk Management Policy for Corporate and Academic Risk](#)
- [Risk Register \(specific to training\)](#)

### 2.2.2 Risk Register

We record risks, their categorisation, evaluation, mitigation measures and their implementation on a risk register in a concise and consistent manner which can be reviewed easily and provides an effective summary of the risk status of both the company and training. The Compliance Officer updates the risk register regularly with input from the TQO in relation to academic risk. It is reviewed by the governance panels at each meeting with any concerns being highlighted by the Senior or Operations Manager or the TQO depending on the nature of the risk.

### 2.2.3 Health and Safety

It is the intention of the company to provide and maintain, so far as is reasonably practicable, a safe and healthy working environment and to enlist the support of its employees in achieving this goal. To assist with our duty, we have retained Peninsula Business Services Limited to provide information and guidance on how these provisions should be managed and recorded.

The company recognises that it has responsibilities under the [Safety, Health and Welfare at Work Act 2005](#), the [Safety, Health & Welfare at Work \(General Applications\) Regulations 2007 to 2016](#) and current health and safety legislation for the health and safety of its workforce whilst at work and others who could be affected by its work. We will assess the hazards and risk faced by our workforce in the course of their work and take actions to control those risks to an acceptable, tolerable level.

### 2.2.4 Equality and Diversity

The company promotes a work environment free from unlawful discrimination. The Employment Equality Acts and the Equal Status Acts set out nine protected grounds in relation to which no discrimination should occur. These grounds are gender, civil status, family status, sexual orientation, age, disability, race, religion, and membership of the Traveller Community.

The company strives to implement procedures which will ensure that no learner or potential learners or staff will receive less favourable treatment than any other, because of age ethnic origin, gender, marital status, family status, disability, nationality, political belief, race, religious belief, sexual orientation, social class, or membership of the Traveller community.

The company is committed to equality of opportunity and operates non-discriminatory practices in relation to access to employment, conditions of employment, access to training and experience, promotion or re-grading of posts, and classification of posts. Employment decisions will not be made with reference to these grounds unless these are legitimate criteria given the situation, as permitted by legislation.

## 2.2.5 Data Protection

The company is a data controller under the [Data Protection Act 1988](#) and the [Data Protection \(Amendment\) Act 2003](#) and therefore must adhere to the 8 data protection principles and operate a Data Protection Policy to ensure compliance with data protection law.

The company is committed to processing all personal information in accordance with the General Data Protection Regulation (GDPR), Irish data protection laws and any other relevant the data protection laws and codes of conduct.

Ensuring and maintaining the security and confidentiality of personal and/or special category data is one of our top priorities.

## 2.3 Management of Quality

### 2.3.1 Quality Policy

- We, as a training provider, are primarily responsible for assuring the quality of the programmes and supports.
- Our aim is to create and maintain a culture in the company where continuous quality improvement is seamlessly embedded into all our activities and where continual improvement is natural and everywhere. We constantly strive to be better.
- In order to ensure quality, we need to plan, resource, and commit to creating and maintaining a culture and ethos of quality in all that we do.
- Our overall goal is to continually improve our programmes and supports with our primary focus being the wellbeing and development of our learners.
- In order to ensure that our Quality Assurance System (QAS) works well, management and staff must commit to ownership of the system and to implementing it on a day-to-day basis to support and underpin quality provision.

### 2.3.2 Scope of the QAS

The company's QAS applies to all activities associated with training provision, and to the work of our governance units, staff, tutors, external advisors, learners, and other stakeholders involved in training for or on behalf of the company. The system is designed to quality assure

all training provision; programmes leading to Quality and Qualifications Ireland (QQI) awards and non-accredited programmes.

This document describes the company's QAS which includes the policies, structures and processes, guidelines and handbooks that are in place to assure and improve the quality of training provision.

The following legislation applies:

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#)
- [Qualifications and Quality Assurance \(Education and Training\) \(Amendment\) 2019](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Safety, Health and Welfare at Work Act 2005](#)
- [Employment Equality Acts 1998–2015](#)
- [Equal Status Acts 2000](#)
- [Equality \(Miscellaneous Provisions\) Act 2015](#)
- [Safeguarding Vulnerable Persons at Risk of Abuse – National Policy and Procedures \(2014\)](#)

The QAS is informed by and designed to ensure compliance with:

- [Core Statutory Quality Assurance Guidelines published by QQI \(April 2016\)](#)
- [Sector Specific Quality Assurance Guidelines-Independent/Private Providers](#)

### **2.3.3 Essential Building Blocks for Establishing a Quality Culture**

Essential to establishing a quality culture is having the necessary systems and structures in place that support continuous quality improvement.

- We have a strong governance structure that is a driving force for a culture of quality. Members of governance panels need to be unwavering in their support for quality improvement and support change and challenge traditional ways of doing things ensuring that all the resources needed to sustain the quality culture are in place.
- We are learner-focussed. Learners' needs and welfare are central to decision-making and operations.

- We aim to identify and eliminate potential sources of error at the earliest possible opportunity.
- We analyse and report on quality data and metrics efficiently and effectively and use this data to drive decision-making and improvement.
- We expect staff and tutors to embed quality improvement into their work and have the skills they need to fulfil the quality aspects of their roles.
- We plan for continuous quality improvement through our monitoring, review, and evaluation processes.
- We recognise efforts to improve quality and highlight successes.
- We encourage open and honest communication at all levels particularly in relation to the identification of errors or gaps.
- We work collaboratively to solve problems e.g., the programme team meet to brainstorm, agree quality improvements, and share lessons learned.



## Chapter 3: Approach to Quality Assurance

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### 3.1 Introduction

This chapter outlines the company's Documented Approach to Quality Assurance (Core Guideline 1)

#### 3.1.1 Supporting Documents

- [Guidelines for Designing and Writing Procedures](#)
- [Guidelines for Document Formatting](#)
- [Supporting Document Register](#)
- [Document Version Control - Good Practice and Guidance Procedure](#)
- [Flow Chart Design Guidelines](#)
- [Policy Writing Made Easy](#)
- [Glossary](#)

#### 3.1.2 Reference Documents

- [Plain-English Guidelines NALA](#)

### 3.2 What are Quality Assurance Policies and Procedures?

A *policy* is a statement or series of statements which set out a provider's position and commitment(s) on a particular area of education and training provision. It should show that a provider is aware of its obligations in the area and is committing to deliver on these obligations<sup>1</sup> (Reengagement Application Guide May 2021 V 6.0).

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<sup>1</sup> <https://www.qqi.ie/Downloads/Reengagement%20Process%20Guide.pdf>

A *policy* will:

- Be written for all stakeholders, internal and external, and will have the primary purpose of informing those who read it as to the position of the provider on a particular aspect of its role.
- Set out broad parameters.
- Be available to all stakeholders e.g., on a website.
- Have the understanding and backing of senior management.
- Inform learners of what they should expect from the provider.
- Inform staff of what is expected of them.
- Provide a protection and support to provider staff in carrying out their work.

A *procedure* describes a process intended to deliver all or part of a policy commitment.

A procedure will:

- Be written to be available and understood by the people who will be operating the process or engaging with it.
- Address the practicalities of the process – actions, forms, actors, timelines, information flows, records etc.
- Be designed with the intention of delivering quality and consistency.
- Be capable of being monitored i.e., records and / or indicators will be generated which should show if the procedure is being followed and, crucially, if it is effective.
- Evolve over time as possible improvements are identified and implemented.

### 3.3 Definitions

#### 3.3.1 Policy

A policy<sup>2</sup> is a documented *statement* of principles and approach to a particular area of education / training designed to be consistent with relevant QQI policies and guidelines and our mission and strategy. It sets out the general principles that inform decision-making and provides an underpinning rationale for staff working in that particular area. A policy also informs current and prospective learners about what they can expect of us in a specific area. Our policies demonstrate to stakeholders that we understand our obligations arising from legislation, core and other relevant guidelines, particularly the [Qualifications and Quality Assurance \(Education and Training\) Act \(2012\)](#) and the [Qualifications and Quality Assurance \(Education and Training\) \(Amendment\) 2019](#) and supporting associated documents to include [policies and criteria for the Validation of Programmes of Education and Training 2017](#), and [Quality Assurance Assessment Guidelines for Providers revised 2013](#).

#### 3.3.2 Good Practice in Policy Development

- We design our policies to reflect current best practice in the further education and training sector and the requirements set out in all relevant QQI Quality Assurance (QA) guidelines.
- Policies and policy revisions are drafted by the policy owner and discussed internally before being presented to the AB.
- New policies and policy revisions must be approved by the AB.
- Approved policy statements are published on our website.

##### 3.3.2.1 Procedures

A procedure sets out in detail how we put our policies into practice; 'how to do something' in a situation. For example, a procedure for learners applying for a reasonable accommodation

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<sup>2</sup> <https://www.dictionary.com/browse/definition>

in assessment will identify step by step who does what, how, and in what order (and, if there are exceptions, how these may be dealt with). We design procedures so that they are easy to follow and use.

3.3.2.2 Comparison of Policies and Procedures

Policies	Procedures
Widespread application	Narrower focus
Non-negotiable, changes infrequently	Open to change or continuous improvement
Expressed in broad terms and requirements	Detailed description of activities
Statements of “what” and/or “why”	Statements of “how,” “when,” and/or “who” and sometimes “what”
Answers major operational issue(s)	Describes process
Approved by the Academic Board	Managed by staff

Table 3-1 Comparison of Policies and Procedures

We regard our policies and procedures as living documents which grow and adapt as the company grows. While our policies will change infrequently, our procedures are constantly being reviewed, amended, and updated or archived/destroyed to reflect experience and changing contexts and are benchmarked against prevailing QA requirements.

3.3.2.3 Principles of Document Design and Use

- Use simple and accessible language
- Know our audience
- Write with the users in mind
- Use a style guide. A reference point that sets standards for writing documents which helps us to ensure that everyone who writes uses a consistent approach, style and tone which reflects the company training values
- All documents are readily identifiable by name, version number and date.
- Every document has an identified owner
- We remove obsolete documents from use and securely destroy or archive them

### 3.3.2.4 Heading Documenting the QA System

Our QAS is fully documented, maintained in an electronic format for ease of use and access. The electronic format makes it easier to make revisions and control the different versions and reduces the need for emails and paper. We make the QA documents available across the organisation using shared online folders where connected documents are hyperlinked. A copy of the QAM is available to all staff members and tutors on the company intranet and shared online folders respectively and other stakeholder and the general public on the company website. The role of each staff member and tutor in assuring quality is set out in their role description and is addressed at induction.

The QA Manual is organised in single topic chapters based on the areas listed in Section 2 of QQI's [Policy on Quality Assurance Guidelines April 2016](#), the QA principles that underpin the development of our QA policies and procedures.

1. Governance and the Management of Quality
2. Documented Approach to Quality Assurance
3. Programmes of Education and Training
4. Staff Recruitment, Management & Development
5. Teaching and Learning
6. Assessment of Learners
7. Information and Data Management
8. Public Information and Communication
9. Self-Evaluation, Monitoring and Review

A copy of our QAM will be published on our website when it has been approved, internally by our Academic Board (AB) and by QQI.

### 3.3.3 Use Of Plain Language

Plain language is a style of writing that is intended to help the reader to understand the message the first time they read it. It involved the orderly and clear presentation of information so that readers have the best possible chance of understanding it. We are committed to using plain language, writing with the users in mind and presenting information clearly and accurately.

### 3.4 Elements of Our QAS

The QAS spans corporate domains (e.g., governance and data protection) and academic domains including programme development, monitoring, admissions, teaching, learning and assessment. The policies are set out simply and comprehensively in a Quality Assurance Manual (QAM) and are translated into practice through the implementation of procedures.

- Quality Assurance Manual (QAM)
- Procedures Manual
- Role Descriptions
- Risk Register
- Terms of Reference
- Handbooks – Learner and Tutor
- QA Document Register – Excel file to track all QA documents.
- Reference documents (documents that provides pertinent details for consultation e.g., QQI QA Guidelines, Qualifications and Quality Assurance (Education and Training) Act 2012)
- Support documents (documents which we use to implement procedures e.g., [Internal Verification Report Template](#), [Learner Evaluation Form](#))
- Visual e.g., flowcharts/graphics
- Glossary of terms to ensure consistency of naming, role titles and technical terminology by users.

We use a standard template when drawing up our terms of reference and procedures.

### 3.4.1 Use of Visuals

We use visuals to support written information, deliver information to the reader to support the users understanding. The written word supports the visual, and the visual help to clarify the meaning of the text. The two work in tandem to support the main idea of the document.

### 3.4.2 Document Control

The effective control of the multiple documents that make up our QAS is essential. It allows us to approve, review and update documents; make changes and identify revision status; control document distribution; remove obsolete documents and facilitates archiving.

- Make relevant documents available at points of use
- Better version control and ensure availability of document history.
- Easier retrieval
- More reliable backups
- Lower document management and archiving costs
- Better knowledge management and search
- Facilitates collaboration, e.g., use of online Tutor Folder
- Reduces the need for emails and the need to distribute content via email, removing the security and storage burden and improving control over content
- Increased document security and control clearly showing ownership and traceability of documents
- Improve decision making and reduce the amount of time lost looking for information
- Makes it easier to evidence compliance
- More consistent content using standard templates
- Lower document management and archiving costs. Ease of processing, storing, and retrieving documents and records can be significantly improved in an electronic environment. The need for physical storage space for paper records is also significantly reduced. Central filing and document tracking can be automated, eliminating the need for physical document management.

### 3.4.3 Version Control

Version control is the means by which we manage different versions and drafts of a document. Version control involves a process of naming and distinguishing between a series of draft documents which lead to a final (or approved) version, which in turn may be subject to further amendments. It provides an audit trail for the revision and update of draft and final versions.

### 3.4.4 Learner, Tutor and Employee Handbook

We regard the Learner, Tutor, and Employee Handbooks as key QA documents. The TQO updates the Learner and Tutor Handbooks annually with the input from users and issues the updated version with a new version number and date. All previous versions are archived and removed from circulation. We make them available at learner induction and there is a copy on GiraffePad (LMS).. We aim to make the handbooks accessible, easy to read and look like they are meant to be read. We deliberately keep these handbooks short and concise, making every word count and make the detail of the policies and procedures referenced available using hyperlinks to the more detailed documents or signposting to the website.

### 3.4.5 Employee Handbook

Our [Employee Handbook](#) contains information on our recruitment and selection process, training, promotions, equality, terms and conditions of employment, harassment, bullying and disciplinary rules and procedures and other important regulations. All staff members are given a copy of the Employee Handbook at induction. Updates to this handbook are issued to staff and require a signature of agreement.



## Chapter 4: Programmes of Education and Training

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### 4.1 Introduction

This chapter outlines the Programmes of Education and Training (Core Guideline 3).

### 4.2 Policy

The development of new programmes is conducted systematically and in response to an identified and expressed need in areas we have competence and expertise. We allow sufficient time and resources for meaningful internal and external consultations with stakeholders. This includes an evaluation of new programmes by the appropriate internal decision-making structures, allowing for consideration of new programmes by both management and governance panel. We design our programme to ensure an optimal learning experience and allows learners to achieve learning outcomes required for a specific NVQ awards. It is our policy to facilitate learner entry and to promote transfer and progression pathways. We provide potential learners with appropriate information on how to apply for programmes including eligibility criteria.

#### 4.2.1 Definition

"A programme of education and training is a process by which a learner acquires knowledge, skill or competence and includes a course of study, a course of instruction and an apprenticeship.

["QQI Policies and criteria for the validation of programmes of education and training 2017,](#)  
p.5.

#### 4.2.2 Responsibility

- The AB maintains oversight of programme design, delivery and approval and makes recommendations to the BoM.
- The TQO is responsible for the management of programmes and delivery.

### 4.2.3 Needs Identification

Any member of the Senior Management Committee (SMC), the AB, staff or tutor can propose a new programme. To do so, they must complete and submit a [New Programme Proposal Form](#) which includes a section on need identification. This section must include data on:

- How the proposed programme meets national and/or local skills, training, or educational needs.
- The learner profile/target group and the anticipated number of applicants.
- Data on programmes already available to the target group.
- Stakeholder engagement, e.g., employer engagement in identifying skills needs.
- Identification of the award that best meets the needs of the programme.
- Staffing requirements - subject matter expertise, pedagogy, quality assurance, learner supports.
- Funding requirements.
- Development requirements.

Proposals must be backed up by data which supports and proposal and evidences the need. The proposer must demonstrate that they have considered the resources, facilities and staff expertise needed to develop, deliver, assess, and evaluate the programme. Proposals for new programmes come from a variety of sources including discussion with learners past and present, staff, social partners, local businesses, local community and market trends, networking with interest groups, training needs of our clients and care assistants, referrals from Department of Employment Affairs and Social Protection<sup>3</sup> (DEASP) and Community Groups and HSE<sup>4</sup> requirements.

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<sup>3</sup> The Department of Employment Affairs and Social Protection (DEASP) works closely with other parts of government, non-governmental, and community organisations to help deliver many supports and services.

<sup>4</sup> The Health Service Executive is the publicly funded healthcare system in the Republic of Ireland, responsible for the provision of health and personal social services. It came into operation on 1 January 2005.

### 4.3 Programme Design and Development

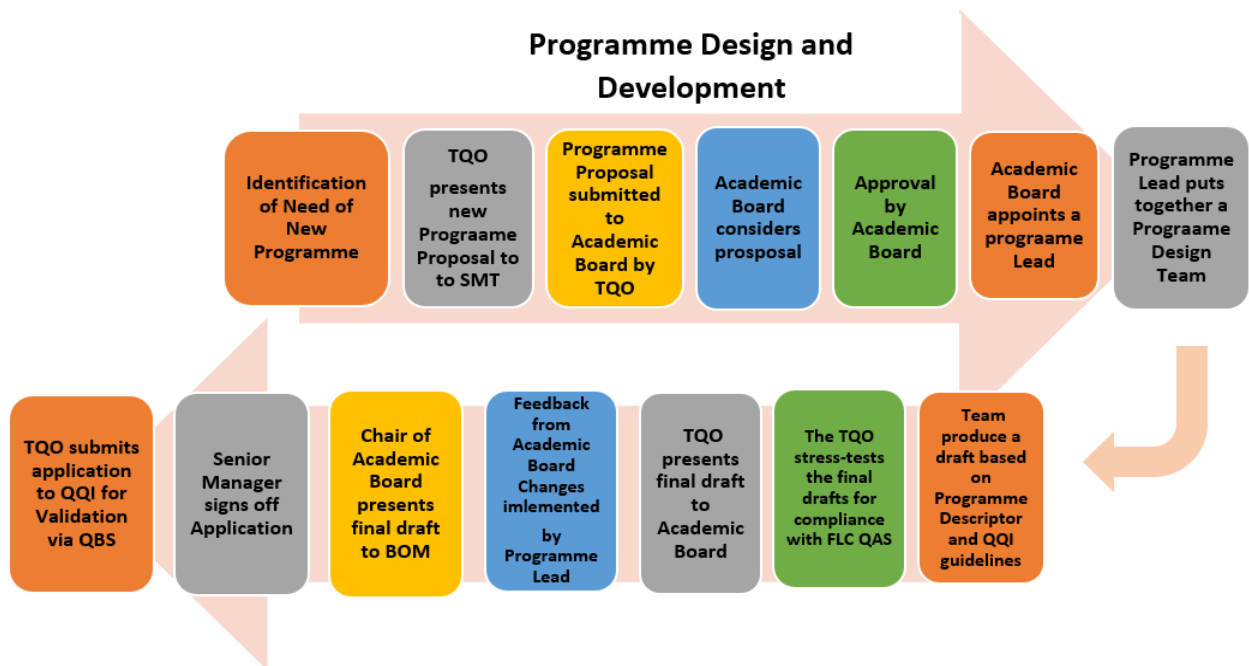


Figure 4-1 Programme Design and Development Procedure

#### [Programme Design and Development Procedure](#)

The TQO (or the proposer) completes a New Programme Proposal Form following needs identification. The TQO presents it to the SMC who agree in principle to allow the proposal to go to the AB. The rationale for providing QQI validated programmes and the associated financial, time and human resource costs are documented in the programme proposal form and are considered by the SMC and the AB when reviewing the proposal.

If the programme is being designed to lead to an award on the NFQ, we have the programme validated by QQI before we offer it to learners.

#### [Programme Approval Procedure](#)

## 4.4 Programme Planning and Delivery

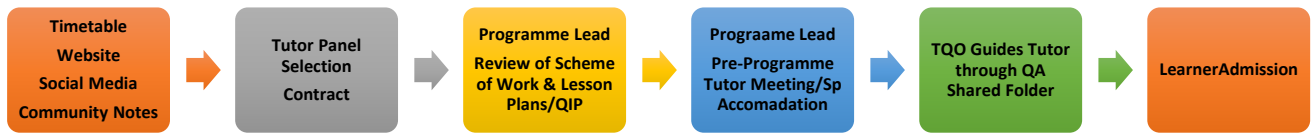


Figure 4-2 Programme Planning and Delivery

### [Programme Planning and Delivery Procedure](#)

## 4.5 Access, Transfer and Progression

The company offers support, information and encourages those who wish to progress further. All those who seek to enrol in our programmes will be treated equally in accordance with existing legislation. We recognise prior learning as a means of entry to learning and appreciate and accommodate diversity. We ensure that publicity and promotion material is continually updated and maintained.

### 4.5.1 Admissions

Key to ensuring success for the learner in completing a programme is to ensure that the programme is suitable for the learner. The learner must meet the minimum entry requirements and must be capable of succeeding in the programme with a reasonable level of effort on their part. We assess the learner's competence and confidence in using Zoom and the LMS. Applicants must be self-motivated and have the capacity to share the responsibility for their own learning. They must also have access to a laptop/PC/suitable mobile device with functioning camera and audio and sufficient internet speed and strength.

We have a fair and consistent approach to learner entry and selection. We welcome all applicants as long as they meet the minimum entry requirements, and we can accommodate them if they have specific needs. All learners are given comprehensive and up-to-date information on the programme before they apply for a place and details are provided on website, advertisements, brochures, open days, and recruitment fairs. We reply promptly to all queries and those who are interested in applying for a place are encouraged to talk the

details through with us before they apply. We clearly outline the entry criteria and the level of commitment and time involved.

### [Learner Selection, Application and Registration Process](#)

#### **4.5.2 Cancellation/Postponement of Programmes**

When planning delivery of a programme, the TQO decides on a viable number of applications and then monitors the number of applications. If there is insufficient demand the TQO may decide that the programme is not viable and decide to postpone/reschedule/cancel the programme. If this happens, the Training Administrator (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. The TA may also give them information about alternative providers. The TQO investigates why there was insufficient demand.

#### **4.5.3 Recognition of Prior Learning**

We recognise prior learning for entry to a programme and for exemptions. If an applicant does not meet the minimum stated entry requirements for a programme, they can apply for admission through recognition of prior learning. This is stated clearly in our programme information. The TQO reviews each application for entry via Recognition of Prior Learning (RPL) on a case-by-case basis and meets the applicants to discuss the application, verify the evidence submitted to support the application and to decide if the applicant is suitable for the programme and vice versa. The evidence submitted by the applicant may include some or all of the following:

- An up-to-date CV
- References
- Details of training programmes attended
- Job descriptions and relevant work experiences
- Personal statement

The TQO lets the applicant know the outcome of their application in writing and if the decision is not to offer a place to the applicant, the applicant has the right to appeal the decision.

We also facilitate learners in gaining exemptions if they have already achieved certification for modules of a major award. Applicants for exemptions must submit the original award certificate (not a copy) to the TQO who retains a copy and returns the original immediately and by hand if possible and, if not, by registered post. The certificate must have been achieved in a timeframe in line with QQI guidelines.

#### 4.5.4 Management of Work Placements

A requirement of the programme which leads to the minor award 5N1356 Work Experience, is that learners spend at least one hundred and twenty (120) hours outside of scheduled class time working in a healthcare setting e.g., nursing home, day care centre. Learners are responsible for sourcing their own work placement and are advised to do so before the start of the programme. The company maintains a database with details of healthcare providers who are open to accommodating learners which the TQO can share with the learners if they are having difficulty sourcing a suitable placement.

- Learners must have Garda clearance before commencing a work placement. The company provides a Garda vetting service to learners.
- Learners must comply with the workplace rules and regulations guidelines and as outlined in Learner Guidelines on Work Placements.
- The learners must present themselves on the date and time agreed with the Work-Placement Supervisor (WPS).
- The (work experience) tutor monitors the quality of the work placement
- The tutor emphasises to learners the importance of the assessment/completion of the **Supervisors Report** for QQI certification.
- The tutor talks through the work placement guidelines at induction and learners are provided with a copy of the Work Placement Registration form on Giraffe. Learners must complete and return to the tutor for approval of the placement before the placement begins. It must be signed by the tutor, learner and Workplace Supervisor. The tutor returns the signed Work Placement Registration Form to the TQO which is securely filed away in the Learners folder until the end of programme and then this is submitted as part of the Assessment Portfolio.

#### 4.5.5 Support for Work Placements

- We provide [Guidelines for Workplace Supervisors](#) – the tutor emails a copy and talks to the workplace supervisors before the placement begins.
- Learners are provided with [Supervisors Report Template](#), [Learner Guidelines on Work Placements](#), a copy of the company insurance certificate, [Work placement Timesheet Template](#).
- The company provides a Garda vetting service for learners.
- The tutor is available to learners during their work placements if they need to contact them with any queries or concerns

#### 4.5.6 Monitoring of Work Placements

The tutor contacts the workplace supervisor by email before commencement of a work placement to:

1. Introduce themselves.
2. Advise the workplace supervisor they are the point of contact for any queries/issues.
3. Talk through the Supervisors Work Placement Guidelines.

The tutor contacts the WPS as least once during the placement to;

1. Check that the placement is progressing satisfactorily.
2. Discuss the Supervisors Report and guidelines.

In the event that work placement does not work out, the tutor and TQO assists the learner in securing an alternative placement. The tutor contacts the workplace supervisor to discuss why the placement was unsuccessful or any issues that might have arisen. The tutor documents feedback from both learner and workplace supervisor. Details of the healthcare setting may be removed from our database of work placement supervisors

#### 4.5.7 Quality Assuring Assessment in the Workplace

We have procedures in place to ensure that the assessment undertaken in the workplace by the workplace supervisor is fair and consistent.

- The tutor briefs the workplace supervisor in detail in advance with regard to their role in assessment. The tutor talks through the marking and completion of mark sheet/supervisor's report.
- The tutor talks through a copy of the programme descriptor with the workplace supervisor emphasising the workplace supervisor's role in the assessment of the module.
- The tutor is available throughout the programme to advise and support the workplace supervisor in relation to assessment or any other aspect of the placement.
- The workplace supervisor does not discuss the marking or share the marking sheet with the learner at any point before it is submitted to the tutor.
- The tutor reviews the marking when the workplace supervisor submits the completed mark sheet/report to her and if she has any concerns, she contacts the WPS and discusses/resolves the issue/s.
- The internal verifier and the external authenticator pay particular attention to the workplace supervisor marking and if have any concerns, they are raised in the result approval panel.

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# Chapter 5: Staff Recruitment, Management & Development

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## 5.1 Introduction

Our aim is to recruit high quality applicants for all vacancies in an efficient and fair manner ensuring consistency of treatment and adhering to best practice processes. We recruit applicants who we believe will provide the best quality training, learning opportunities and support services for our learners. Tutors are key to the successful delivery of our programmes. Staff who are supporting online learners must have experience of online provision and understand the challenges. We take responsibility for the quality of staff and tutors and provide them with a supportive environment that allows them to carry out their work effectively. Mechanisms are provided for communications and feedback, and opportunities for continuous professional development are available to staff including contract staff.

The recruitment of the company’s training administrative and support staff is the responsibility of the HR Office and is implemented in line with company corporate HR policies.

### 5.1.1 Responsibility

- The BoM has overall responsibility for staffing in the company.
- The AB maintains oversight of staffing of the company training department and makes recommendations to the BoM.
- The TQO is responsible for the management of tutors and Programme Lead/Leader (PL).

### 5.1.2 Company Corporate HR Policies

- [Recruitment Selection and Retention of Staff Policy Procedure](#)
- [Interview Policies and Procedures](#)
- [Reference Checking Policy](#)
- [Training and Development Policy](#)

The procedures described here refer to the recruitment, management and development of tutors and programme leaders.

## 5.2 Recruitment

### 5.2.1 Key Steps

- We advertise vacancies on the company website, social media platforms, through recruitment agencies and local newspapers. We also seek referrals from company contacts.
- We have detailed job descriptions and person specifications for all vacancies.
- Applicants must meet the qualification and experience requirements as set down in the person specification for the vacancy advertised.
- We have a programme-specific statement of required qualifications. Applicants must have the appropriate technical and pedagogical qualifications and be capable of delivering the programme specified in the programme descriptor.
- Interviews are conducted in line with company Interview Policies and Procedures.
- The PL and the TQO are members of the interview panel.
- Applicants are required to supply referee details who are then contacted by the TQO.
- All applicants who are taking up a role where they may have contact with those aged eighteen (18) years or under or vulnerable adults must undergo Garda Vetting.

### 5.2.2 Supports for Tutors

We place a strong emphasis on providing a high level of support for tutors and particularly recently recruited tutors. All new tutors are inducted by the PL and TQO using the [Tutor Induction Presentation](#). We have a specific induction programme for tutors on VLE programmes.

- The TQO guides the tutors through the contents of tutor QA folder.

- Tutors are provided with a company email address, Wi-Fi password, Zoom tutorial training. access to GiraffePad, programme resources, scheme of work, tutor induction presentation, Tutor Handbook and online training portal on GiraffePad.
- All tutor QA documents are uploaded by the TQO to GiraffePad with includes all relevant documents and our QA manual. The Tutor Handbook is updated annually by the TQO.
- The IT department is available for tutor support.
- The TQO and/or the PL meets the tutor for a debriefing before commencement.
- Tutors are supported by both the TQO and the PL and The TQO and the PL are in regular contact by email/Zoom platform/Team meets/SMS message and telephone with the tutors for the duration of the programme.
- Tutors are given a tour of the facilities and provided with information about our health & safety, fire exits, emergency procedures and caretaker contact details.
- We provide a detailed role description and employment contract setting out terms and conditions clearly.
- Tutors are encouraged to request extra resources and support if they are needed.
- We consider and regard tutors as full members of our programme team. We invite and expect them to attend programme meetings and training to contribute to programme development and review (this is stated in the tutor role description and the Tutor Handbook).

### 5.2.3 Quality Assuring and Managing Tutor Performance

The TQO is responsible for monitoring tutor performance.

#### 5.2.3.1 The TQO Monitors

- Learner attendance/drop-out rates (the TQO follows up with learners who drop-out without a reason)

- External authentication or feedback
- Assessment results
- Complaints and Appeals Registers
- Learner feedback on tutor performance – formal and informal
- Tutor feedback
- Class rep feedback

If the TQO is concerned about tutor performance for any reason, the TQO may organise a focus group meeting with learners without tutor being present. The TQO monitors new tutor performance closely and gives the tutor constructive feedback on performance and discusses the tutor self-review, what went well and what did not go well.

#### 5.2.3.2 Tutor Peer Observations

We encourage and facilitate tutors to observe each other's practice, particularly in the virtual classroom. Peer observation is about tutors observing each other's delivery and facilitation. It involves sharing skills, offering feedback, reflection and learning from one another. It aims to support the sharing of best practice and build awareness around the impact of the tutor's own teaching and assessment. The aim of these observations is to expose less experienced tutors to the best practice of more experienced tutors. The Programme Lead coordinates our peer observations and facilitates the sharing of the learning from the observations.

Peer observation:

- Focuses on tutor's needs and offers an opportunity to learn from each other.
- Creates a professional community of tutors through collaboration.
- Assists tutors to continually improve their teaching and assessment.
- Promotes continuing professional development of skills.

#### 5.2.3.3 Dealing with Issues of Poor Performance

Poor performance is identified through learner or client feedback or complaints, staff observation, internal monitoring, external quality audits, internal verification, external authentication, or any other monitoring activities. TQO and PL work with tutors who are not

performing to company standards by following our documented procedure. Examples of issues which may cause concern include poor attendance/timekeeping, trainer rapport with learners, tutor communications with the company, quality of learning materials, failure to induct and support learners. PL and TQO meets with the tutor/s to agree a [Corrective Action Plan](#) which will be followed up by the PL. If additional training or support is needed, e.g., training in online delivery, the TQO examines what is available and if there is budget in place to support this training. PL may also arrange for the tutor to buddy with a more experienced tutor or the PL.

Procedure: [Monitoring and Managing Tutor Performance](#)

#### 5.2.3.4 Tutor Continuing Professional Development (CPD)

We expect tutors to keep up to date with research and changes in their area of expertise. We monitor tutor training needs including training needs in relation to VLE delivery. We host CPD/upskilling workshops for tutors and encourage tutors to avail of any of our uploaded materials on the “CPD for Tutors” on GiraffePad. We invite tutors to present topics that are relevant and of benefit to the overall programmes. We hold catch up meeting with all tutors involved in the delivery of our programmes at least twice a year. All tutors are expected to attend and contribute to the agenda. We evaluate these meetings and use the feedback to enhance future meetings. Details of attendance is added to the tutor’s CPD log.

#### 5.2.3.5 Contingency Plan for Tutor Absence

The TQO confirms availability well in advance with tutors. However, if a tutor is unavailable at short notice, the TQO organises a replacement tutor from our tutor panel. If an appropriately qualified tutor is not available, the PL covers for the absence. Access to programme resources on shared online folders enables a stand-in tutor to get up to speed with where the programme and learners are at quickly and easily.

# Chapter 6: Teaching and Learning

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## 6.1 Teaching and Learning Policy

We focus on creating a positive, safe, and inclusive teaching and learning environment where learners, tutors and all members of the team are valued and respected. We facilitate a high-quality learning experience for a diverse range of learners which supports lifelong learning and provides them with the knowledge and skills required to be effective workers in their sector.

- Learners take ownership and responsibility for their own learning.
- Learners use their life experience to facilitate learning.
- Learners respond positively to self-directed learning.
- Learners are focused on achieving their goals.
- Learners are given the opportunity to discuss their own performance and plan improvements.

### 6.1.1 Responsibility

- The AB maintains oversight of teaching and learning strategies and activities and the effectiveness of the teaching and learning environment.
- The TQO is responsible for ensuring our teaching and learning strategies are implemented and for ensuring that appropriate learner and tutors' resources and supports are in place.
- The PL is responsible for guiding and supporting tutors in implementing Teaching Learning and Assessment Strategies (TLAs) for their programme.
- The IT Support Officer is responsible for providing technical support for online delivery.

## 6.2 Onsite Learning Facilities

The infrastructure and facilities impact the quality of the learning environment. Classrooms are easily accessible and wheelchair friendly, of a size capable of taking the number of learners required, well-ventilated/heated, and appropriately equipped to ensure optimum teaching

and learning conditions. All classrooms are fully equipped with the requisite hardware, such as a computer, audio-visual equipment, and Wi- Fi. There is a social space for learners to meet.

### 6.3 Offsite Training Facilities

If offsite training facilities are considered for use, the TQO visits the site in advance, meets with the person in charge onsite and benchmarks the facilities against our [Offsite Facilities Selection Checklist](#) before deciding to use the facility.

### 6.4 Health and Safety of Learners and Tutors

An effective learning environment must include consideration of the health and safety of learners, tutors, and all members of the programme team. We comply with all relevant statutory provisions and takes all practicable measures to minimise risk and ensure high standards. We address health and safety, including health and safety in an online environment, at both learner and tutor induction and in the respective handbooks. We have regular fire drills and evacuation drills. The equipment in our training rooms is regularly inspected, serviced/updated, and certified as fit-for-purpose. We have an accident/incident reporting procedure in place. The company is covered by [Health and Safety Statement Policy and Procedures](#), [Risk Management and Risk Assessment Procedures](#) and insurance. Our safety statement, which is updated annually, is prominently displaying in the centre on our website and in our virtual classroom.

### 6.5 Health and Safety in an Online Environment

We use an adapted version of the [Health Service Executive's \(HSE's\) Homeworking Risk Assessment/Checklist](#) to advise our learners about health and safety in an online setting. Health and safety, in an online environment, is addressed at induction.

Learners are advised to:

- Identify a suitable space within the home
- Ensure there is suitable light, heat and ventilation

- Keep the work area free from loud noise interruptions and distractions
- Avoid trailing cables and overloading of sockets
- Take short periodic breaks away from the workstation.
- Not to sit in the same position at a computer workstation for long periods of time
- Change posture as often as possible.
- Ensure that the mouse and keyboard are close to point of use.

County Roscommon Disability Support Group CLG



# Chapter 7: Assessment of Learners

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## 7.1 Assessment Policy

The company is committed to the fair and consistent assessment of learners. Successful achievement of an award is based on learners attaining the required standards of knowledge, skill, or competence consistent with the minimum intended programme learning outcomes. We make all information relating to assessment available to learners prior to undertaking assessment activities to ensure that they are clear on their responsibilities and can successfully participate in assessments. We aim to ensure a fair and consistent assessment process for all learners, including learners with specific learning requirements, in accordance with their distinct needs. Assessment on programmes leading to QQI awards is based on QQI requirements as set out in [QQI Quality Assuring Assessment Guidelines for Providers Revised 2013.](#)

The company is committed to carrying out assessment that is:

- Consistent with our mission
- Valid for the purpose of QQI awards
- Understood by staff and learners.
- Fair to learners, in terms of access and process
- Internally verified as fair and consistent
- External and independently authenticated.
- Consistent with QQI assessment guidelines

### 7.1.1 Responsibilities

The [TQO](#) has overall responsibility for assessment processes and also acts as the internal verifier.

- The PL is responsible for the review of all assessments, marking schemes and guidelines ensuring all assessments are marked consistently and fairly between assessors.
- Tutors are responsible for ensuring all assessment activities are carried out as per agreed assessment plans and also act as internal assessor.
- The external authenticator is responsible for carrying out tasks as per agreed guidelines.
- The Results Approval Panel (RAP) approves results and makes recommendations for corrective action.

### 7.1.2 Supporting Documents

- [Appeal of Assessment Results Application](#)
- [Assessment Appeals Process](#)
- [Application for Reasonable Accommodation/Compassionate Consideration Form](#)
- [Application To Defer Assessment Activity](#)
- [Assessment Brief Template](#)
- [Assignment Extension Request Form](#)
- Examination Sign-in Sheet
- [External Authentication Report Template](#)
- [External Authentication Selection Criteria](#)
- [External Authenticator Contract](#)
- [Guidelines for Assessors](#)
- [Guidelines on Referencing](#)
- [Examination Regulations Notice of Examination Instructions \(Candidates\)](#)
- [Internal Verification Report Template](#)
- [Internal Verifier Checklist](#)
- [Internal Verifier Role Description \(p.2 of TQO Role Descriptor\)](#)

- [Guidelines for Invigilator](#)
- [Invigilator Incident Report Template](#)
- [Learner Handbook](#)
- [Lesson Plan Template](#)
- [Marking Scheme Template](#)
- [Notice of Examination Instructions \(Candidates\) Template](#)
- [Plagiarism Guidelines](#)
- [Programme Assessment Plan Template](#)
- [Result Approval Panel Agenda Template](#)
- [Result Approval Process](#)
- [Results Approval Panel Meeting Report](#)
- [Results Approval Panel Terms of Reference](#)
- [Sampling Strategy](#)
- [Scheme of Work Template](#)
- [Tutor/Learner Meetings Record Form](#)
- [Work Placement Supervisors' Report Template](#)
- [Work Placement Hours/Timesheet Template](#)
- [Work Placement Registration Form](#)
- [Work Placement Supervisors' Guidelines](#)

### 7.1.3 Reference Documents

- [QQI Quality Assuring Assessment, Guidelines for Providers, Revised 2013](#)
- FETAC Guidelines for Internal Verification
- QBS Quick Guide for Certification V1
- The City of Dublin Vocational Education Committee's (CDVEC) Disability Support Service Principals' Manual
- Disability Support Service Principals' Manual
- Teaching and Learning: Making learning accessible for Learners with disabilities in further education. Ahead Educational Press 2011
- QQI Key Dates and Information - Awards and Certification
- Feedback to Learners in FET Resource List (FESS)

- Academic Writing Handbook for Learners FESS 2019

### 7.1.4 Procedures

- Assessment Planning and Design
- [Learner Assessment Appeals](#)
- [Learner Complaints](#)
- [Internal Verification](#)
- [External Authentication](#)
- [Results Approval](#)
- [Tutor Feedback and Evaluation \(to Learners on Assessment\)](#)
- [Management of Work Placements](#)
- [Security of Assessment Related Processes and Materials](#)
- [Issue of Award Certificates](#)
- [Reasonable Accommodation and Compassionate Consideration](#)

### 7.2 Overview of Assessment Process

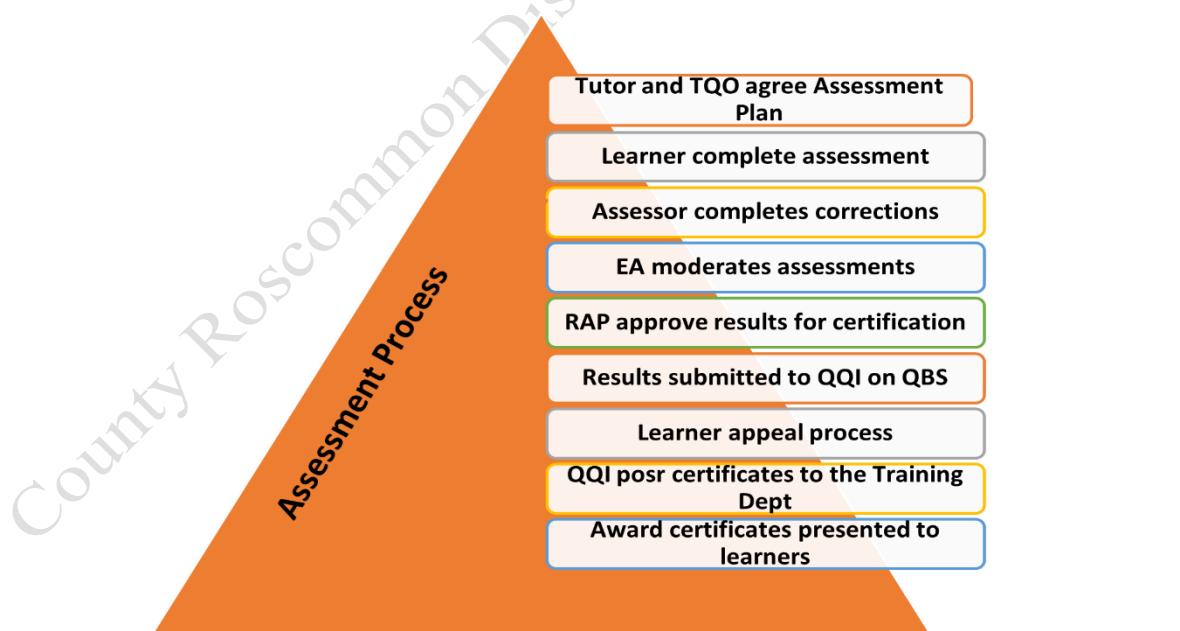


Figure 7-1 Overview of Assessment Process

### 7.2.1 Assessment

- The programme design team devise assessment instruments, marking schemes and assessment criteria.
- The tutors carry out assessment.
- The tutors mark and grade the assessment evidence.
- The TQO records outcomes.

### 7.2.2 Authentication

- The TQO verifies that all assessment procedures have been applied and monitors the outcome of the assessment process.
- The AB assigns an external authenticator on the recommendation of the TQO.
- The external authenticator moderate's assessment results by sampling learner evidence according to our sampling strategy.

### 7.2.3 Results Approval

- The AB establishes a Results Approval Panel (RAP).
- The RAP approves and sign-off assessment results.
- The TQO makes the approved results available to learners.

### 7.2.4 Request for Certification

- The TQO submits learner results to QQI via the QQI Business System (QBS).

### 7.2.5 Appeals Process

- We allow a maximum of fourteen (14) days for learners to lodge an appeal.
- The TQO processes appeals.

### 7.2.6 Assessment Planning and Design

Assessment is planned in advance of commencing learning and assessment activities. We plan and review assessment and update our assessment instruments and processes on a regular basis. The PL, working with the tutors, designs assessment instruments at the design stage based on the requirements set out in the awarding body specifications, the learner profile, and the programme profile. When designing and planning assessment, the programme design team considers:

- The range of specific learning outcomes to be assessed by each assessment technique.
- The assessment techniques and instruments.
- The timing of assessment activities.
- How marks are to be allocated and assessment criteria is to be applied.

### 7.2.7 The TQO

- Confirms the assessment timetable and all assessment instruments and signs off on final copies. All assessment instruments are dated, and version controlled.
- Schedules assessment submission dates with a view to ensuring an even spread of assessment and avoiding assessment overload for learners.
- Reviews the assessment instruments, processes, briefs, exam papers/outline solutions, marking schemes with the PL and updates them as part of programme reviews or more often if necessary.
- Reviews tutor, learner, and Internal Verifier and External Authenticators feedback on assessment and decide on appropriate action based on feedback/recommendations.
- Review's learner application forms to ascertain if there are additional support needs required and makes adjustments, where possible and practicable.

The [TQO](#) meets the tutor for a pre-programme briefing where all aspects of assessment are discussed and agreed. The assessment timetable is confirmed and any arrangements for reasonable accommodations are discussed.

### 7.3 Information and Feedback to Learners on Assessment

The TQO uploads learner resources to GiraffePad. [Learner Handbook](#)

- [Learner Induction Checklist](#)
  - Programme Timetable
  - [Programme Assessment Plan](#)
  - Learner Briefs
  - [Learner Work Placement Guidelines](#)
- All information relating to assessment is made available to learners prior to undertaking assessment activities to ensure that they are clear on their responsibilities and can successfully participate in assessment. There is general information regarding assessment in programme brochures.
  - The tutor discusses assessments and programme assessment plan at induction. All critical assessment-related dates and deadlines are highlighted on the Programme Assessment Plan. Details relating to assessment, including appeals, feedback, repeats, and learner responsibilities are detailed in the Learner Handbook and are also highlighted by the tutors at induction.
  - Our tutors emphasise our policy with regard to academic integrity, and how we deal with incidents of academic misconduct and submission of assessment evidence (also addressed in the Learner Handbook). We let learners know that we make reasonable accommodation available for assessment if they need it. The tutor gives learners a notice of examination at least a month in advance of an examination sitting. When giving the notice of examination, the tutor reads our examination regulations to the class (copy is also in the Learner Handbook).

#### 7.3.1 Feedback

Tutors give timely and constructive feedback on assessments and on their progress to learners on a one-to-one basis through completion of [Tutor/Learner Record Meetings](#). The feedback may include comments, suggestions for improvements or it may identify gaps in their work. Tutors are required to correct assessments within three (3) weeks to accommodate the

certification process timely feedback. Tutors email provisional results and feedback to learners after they have been marked requesting a read receipt. Learners are reminded that these results are provisional and still must go through our authentication process.

### 7.3.2 Security of Assessment Related Processes and Materials

We have systems in place to protect integrity of assessment documentation and materials, learner work, assessment results and records, assessment events (examinations and skills demonstrations).

#### 7.3.2.1 Key Steps

- We maintain a secure electronic Learner Record System (LRS) on a secure drive which is password protected where we record, store and access learner assessment records. Access to these records is limited to the TQO and to others on a needs-basis only and with the permission of the TQO. The TQO is responsible for making changes/updating learner records.
- Copies of module descriptors, examinations, assessment briefs and marking schemes are kept securely on a secured password protected computer drive.
- Learners confirm that assessment work presented is their own work by signing a declaration. Our tutors bring incidents of suspected plagiarism and any other form of academic misconduct to the attention of the TQO immediately who deals with them according to the steps set out in our procedure. We understand plagiarism to be the inclusion of another person's work or writings in a piece of work presented by a learner for assessment without formal recognition and acknowledgement been given to the author. Plagiarism is a form of academic dishonesty and is a serious offence. The tutors guide learners on how to avoid plagiarism and how to reference using the Harvard system during the programme.
- Learners sign an examination attendance sheet when presenting for exam. The TQO assigns an invigilator for each examination sitting (usually the tutor). The invigilator completes and submits an invigilator report form and a seating plan. Completed and submitted assessments are stored securely on one-drive which are downloaded from



GiraffePad. Access to this storage area is on a needs-basis only and with the permission of the TQO.

- All data for certification purposes is thoroughly checked for accuracy and reliability throughout the internal process. The TQO and the PL cross check certification data before it is submitted to QQI.
- We store assessment evidence on one drive throughout the assessment process until the final date for appealing a result has elapsed. All learner evidence is securely deleted three (3) months following the closing date for receipt of learner appeals in line with our [Data Protection Procedures](#). The TQO retains a [record](#) of shredded assessment evidence.
- Learner assessment evidence constitutes personal data and as such is governed by our data protection policy and procedures.

### 7.3.3 Reasonable Accommodation and Compassionate Consideration

In the context of assessment, reasonable accommodation is the adaptation of assessment as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair e.g., learners with a disability, and/or other learners covered by equality legislation. However, all applicants must meet our minimum entry requirements. We encourage learners who have any special needs/requirements to speak to their tutor or the TQO in confidence before or as soon as a programme begins. We also recognise that exceptional circumstances may arise where learners may not be able to submit assessment/ attend an exam on the due date.

We publish details of our reasonable accommodation policy in our Learner Handbook, and we address it at both Learner and Tutor Induction. Our tutors explain what is meant by 'reasonable accommodation' at Induction. We advise applicants to let us know if they need/think they may need additional supports when they are applying for a place (or at the earliest possible opportunity).

The learner applies for reasonable accommodation in writing using the [Reasonable/Special Accommodation Form](#). The application MUST be supported by evidence/documentation. All applications for special accommodation are assessed on their individual merits.

- . We have a question on our [Learner Application Form](#) asking applicants if they need any additional help.
- . Our TQO reviews requests for reasonable accommodation and signs-off on a request only if it is reasonable and practicable to provide reasonable accommodation and that it does not affect the standards of the given award.
- . Our tutors are guided by the TQO, with regard to adapting assessment and providing accommodation for assessment and makes the tutors aware of any adaptations to assessment that they need to consider.
- . The TQO informs the external authenticator about any adaptations made/ reasonable accommodation provided by noting it on the Internal Verification Report and maintains details on the learner record.

Examples of adaptations we can/have made include:

- Rest periods during examinations
- Using a scribe or reader
- Oral (as opposed to written) examinations.
- Extended time to complete assignments.
- Modified presentation of assignments/examination papers, (e.g., enlargements)

#### 7.3.3.1 Key Steps

- The learner is encouraged to inform the tutor at the beginning of the module if additional support is required if the learner seeks additional.
- The Learner must produce relevant evidence/documentation necessary for application for reasonable accommodation in assessment e.g., medical report.
- The TQO co-ordinates and assesses the application for Reasonable Accommodation and informs the learner of the outcome of his/her application.
- If an application is successful, the TQO will work with the tutor in planning and implementing an alternative/adapted assessment to accommodate the learner.

- If the application is unsuccessful (i.e., there is insufficient evidence to proceed with the application), the TQO person will inform the learner. The learner may appeal this decision to the Head of Centre.

## 7.4 Securing Examinations

The TQO coordinates the secure printing, storing and distribution of examination questions and solutions, arranges for the collection of examination scripts, logs all scripts and is responsible for the secure transfer of scripts to and from tutors for marking and grading. Electronic files related to exam papers are password-protected with restricted access. All examinations are invigilated, and the invigilator submits an invigilators report following the exam. The report includes a seating plan. The TQO matches the signed Examination Register against the number of scripts handed in by candidates. The TQO briefs the invigilator, and they are given a copy of our invigilator's guidelines. The TQO makes arrangements for learners for whom special/reasonable accommodation has been approved. Examination questions for each sitting are randomly selected from a bank of examination questions resulting in a different exam paper for each sitting.

The tutor issues a notice of examination to learners at least two weeks in advance of an examination. Included in this notice are details of the day/date/time/location/duration and format of the exam and a copy of the company examination regulations. There is also a copy of the examination regulations in the Learner Handbook.

All examinations are supervised by the invigilator who has been briefed in advance and issued with a copy of our Invigilator Guidelines by the TQO.

- Learner Handbook
- Notice of Examination Regulations
- Invigilator Guidelines

### 7.4.1 Repeats

Learners are given one opportunity to repeat examinations or resubmit an assignment. (Application to Repeat Assessment/Exam). Where a learner receives an unsuccessful grade in the overall component on a first attempt in an assessment activity.

A learner cannot repeat:

- To improve their grade.
- If they have failed one of the assessments but passed the overall component.

Examination re-sits depend on timetabling, the nature of the activity and the practical and/or operational issues involved.

#### 7.4.2 Consistency of Marking

We have systems in place to ensure that tutors mark and grade assessment in a consistent and fair manner and in line with national standards.

- We address marking and grading at tutor induction and in the Tutor Handbook.
- We have detailed marking schemes, based on the validated assessment plans, which show clearly how the assessment evidence is to be marked and graded. All tutors use the same assessment instruments and marking schemes which result in a standardised approach to assessment and consistency in marking and grading.
- The TQO reviews all marks and discusses any concerns with the PL. The TQO records instances of inconsistent marking in the Internal Verification Report.
- We ask our external authenticator to comment on the standard of marking in the External Authentication report. If the external authenticator has any concerns, they are discussed at the RAP meeting and a decision is made with regard to corrective action.
- The TQO highlights any changes made to a tutor's marking by the external authenticator for examination by the RAP.
- The PL organises a blind second marking of a sample of assessments if there is a concern about the standard of marking.
- The quality and standard of marking and grading is a topic for tutor CPD workshops and programme reviews.

### 7.4.3 Plagiarism (Academic Misconduct)

We understand plagiarism to be the inclusion of another person's work or writings in a piece of work presented by a learner for assessment without formal recognition and acknowledgement been given to the author.

Plagiarism in assessment may include but is not limited to:

- Representing work completed by and/or authored by another person (including other learners, family, work colleagues and friends) as their own.
- Copying work from any source or medium without reference (i.e., website book, journal article)
- Taking a passage of text, or an idea, and summarising it without acknowledging the original source
- Passing off copied work as one's own.
- Submitting another learner's work with or without their knowledge.

The submission of such plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately. If the learner admits to plagiarism the piece of work will receive a zero mark. Learners found to have plagiarised may be allowed to resubmit, but a second offence may mean removal from the programme without refund of fees. The learner has the right to appeal to the AB.

### 7.5 Professional Misconduct

Professional misconduct relates to inappropriate behaviour between persons engaged on programmes with the company. Any learners found guilty of inappropriate behaviour may be removed from the programme. The following are examples:

- Aggressive behaviour
- Threatening behaviour
- Inappropriate behaviour or language
- Bullying

- Discrimination
- Persistent poor timekeeping
- Poor attendance
- Breach of confidentiality, or any other behaviour inappropriate or unsuitable in the healthcare environment.

Procedure: [Dealing with Academic Misconduct](#)

## 7.6 Workplace Assessment (Workplace Supervisors)

As part of the Work Experience module, learners are required to undertake a minimum of one hundred and twenty (120) hours work placement outside of scheduled class time in a healthcare setting e.g., nursing home, day care centre. This can be as part of the learners' normal work if already employed in a healthcare setting or working in a voluntary capacity. Learners on work experience must abide by the Learner Code of Conduct and comply with the workplace rules and regulations guidelines laid down by the employer.

### 7.6.1 Aims of the Work Placement

- Provide learning opportunities not available in the classroom.
- Provide an understanding and appreciation of the workplace environment.
- Allow learners to discover personal strengths in a different environment.
- Showcase their abilities.
- Increase the learner's chances of securing employment.
- To afford the learner the opportunity to be assessed for certification purposes as appropriate.

### 7.6.2 Key Steps

- Learners are responsible for sourcing their own work placement and are advised to do so before the start of the programme. This is communicated to learners when registering and repeated at induction. A list of possible/potential employers who are open to taking company learners on work placement is available if required. If a learner

has not sourced a placement within one month of commencing the programme, they are advised to approach their tutor who communicates with the TQO, who has access to a database of previous and possible/potential workplaces.

- Learners are provided with a Work Placement Registration Form at induction which is available on GiraffePad. This form must be completed and signed by the learner and the Workplace Supervisor and submitted to the tutor for review and signed-off *before* the placement begins.
- Workplace supervisors are provided with Workplace Supervisors Guidelines on completing the Supervisors Report and marking assessment criteria.
- Learners are insured by the company and must be Garda vetted before taking up the placement. Learners are informed on this by the tutor at induction and are encouraged to complete this step as soon as possible to avoid delay.
- On the first day of the work placement learners submit the following documents (supplied by the TQO) to their workplace supervisor.
  - . Workplace Supervisors Report
  - . Evidence of insurance cover and Garda vetting
  - . Work placement hours template
- The tutor monitors the quality of the work placement and contacts the supervisor at least once during the placement by email. The tutor communicates any concerns to the TQO. In the event that work placement does not work out, the tutor and TQO assists the learner in securing an alternative placement.

## 7.7 Internal Verification

The TQO acts as the internal verifier.

We have procedures in place to

- Verify that our quality assurance procedures have been applied consistently across all assessment activities.
- Ensure learner evidence exists.

- Ensure that assessment results are correctly recorded.

For all learners requesting certification the TQO checks that all necessary documentation has been submitted for External Authentication.

- Marks are totalled, and percentage marks are calculated correctly, and marks and grades awarded are consistent with QQI grading.
- Marks are transferred correctly from learner scripts to Module Summary Sheet.
- Records details of errors and corrections on the Internal Verification Report.
- Uploads learner result to the QBS system and checks accuracy.
- Generates Authentication Report by Learner Group after uploading results to the QBS system.
- Completes the Internal Verification Report.
- Presents the Internal Verification Report to the RAP for consideration.

## 7.8 External Authentication

### 7.8.1 Role of the External Authenticator

The role of the [External Authenticator](#) is to:

- Provide independent confirmation of fair and consistent assessment of learners.
- Ensure that assessment has been marked in a valid and reliable way, is compliant with the requirements for the award and meets the national standard for the award.
- Review internal verification report(s) and authenticate the findings/outcomes.
- Apply a sampling strategy to moderate assessment results consistent with QQI requirements.
- Moderate assessment results in accordance with standards outlined in the Award Specification.
- Visit the centre and meet with appropriate staff or alternative if required.
- Participate in the results approval process.



- Identify any issues/irregularities in relation to the assessment process.
- Recommend results for approval.
- Produce an external authentication report.

### 7.8.2 External Authenticator Selection Criteria

The company will ensure that the [External Authenticator](#) will:

- Have technical/subject matter expertise within the appropriate award area/ field of learning.
- Have experience of delivering programme assessment or work in the industry/field.
- Have the qualities necessary to interact with assessors and senior staff members i.e., communication skills.
- Possess administrative and IT skills e.g., report writing, time-management skills.
- Undertake to operate within the code of practice and guidelines issued by QQI.
- Be available to us at appropriate times.
- Be independent of the company.

### 7.8.3 Key Steps

- The TQO is responsible for sourcing and recommending a suitably qualified external authenticator who meets our selection criteria. The AB appoints the authenticator based on their suitability for the role.
- The TQO agrees what is involved and what our expectations are with external authenticator prior to visit supplying the following documents:
  - [Contract](#)
  - [Guidelines](#)
- The TQO maintains a panel of external authenticators and evidence of their suitability. We do not contract the services of the same external authenticator for more than three successive certification periods.

- The TQO is responsible for preparing for the visit and for communicating with the external authenticator before, during and following the visit.
- Prior to the visit the TQO agrees the following in writing with the external authenticator:
  - Date, time, and venue
  - Module(s), Code and Title
  - Number of assessments portfolios to be authenticated.
  - We invite the authenticator to attend our RAP meetings to present a verbal report and comment on the outcomes of the process.
  - Fees and payment process
- The TQO ensures that a suitable room is available and ready for the visit and that all resources are in place.
- The TQO makes the following available for the visit in digital format

#### Assessment Portfolios.

- . Assessment briefs.
- . Examination papers.
- . Marking schemes.
- . Programme Assessment plan(s).
- . Assessment results recorded on the Authentication Report by Learner Group by Minor Award Results sheet downloaded from QBS.
- . Completed and signed Internal Verification Report.
- . External Authentication Report Template (we ask the external authenticator to use the template provided by us).
- . Sampling Strategy (authentication is carried out in line with our sampling strategy).
- . [Exemption Claim Forms](#)
- . Details of reasonable accommodation provided.

- The TQO informs tutors that the external authenticator may need to contact them while they are authenticating and asks that they be available to talk to the external authenticator if necessary.

## 7.9 Results Approval and Issue of Results (RAP)

The purpose of the results approval process is to ensure that results are fully quality assured and signed off prior to submission for certification. This involves the establishment of a RAP and processes for submitting learner data.

This process ensures that appropriate decisions are taken regarding the outcome of the assessment and authentication processes. The process includes consideration of the internal verifier and external authenticator reports. When results are approved by the RAP they are:

- Made available to learners.
- Submitted to QQI.

### 7.9.1 Key Steps

- The AB appoints a RAP to formally review and approve results data and to confirm that our assessment results are fully quality assured and signed-off prior to submission for certification and issued to learners.
- We have [Terms of Reference](#) in place for our RAP
- The TQO convenes a meeting of RAP for each certification period to take place as soon as possible following authentication and preferably immediately following authentication to facilitate the attendance of the external authenticator to present their report if this is feasible.
- The TQO presents the following documents at the meeting.
  - Internal Verification Report
  - External Authentication Report
  - Learner Provisional Results
  - Minutes of previous RAP meetings

- The RAP reviews all results recorded in the Internal Verification and External Authentication Reports.
- The RAP discusses any issues arising in relation to the results and any need for corrective action and make recommendations for corrective action if required.
- If the internal verifier or the external authenticator has concerns, they detail them, in their reports and they are discussed and decided upon by the RAP.
- The Panel makes recommendations with regard to appropriate corrective action to address these concerns/correct the irregularities found. The TQO sets out details in a Quality Improvement Plan
- The TQO maintains records of corrective action taken and notifies QQI immediately if there is any action identified which impacts on the integrity of certification.
- The TQO is responsible for implementing the Plan and works with the tutors and all members of the programme team to ensure this.
- The TQO sets out a plan for the implementation of the agreed recommendations, meets the relevant staff members/tutors to discuss the RAP feedback and agrees actions. TQO monitors implementation of the agreed actions and presents a report on progress at subsequent RAP meetings.
- The TQO submits final results to QQI the via the QBS confirming that we have implemented all elements of the authentication process and adhered to agreed procedures.
- The TQO documents the RAP findings, recommendations and agreed actions in the form of a RAP Report which is signed by the Chair and retained for auditing and monitoring purposes.
- The TQO emails Final Statement of Results available to learners with the appeals process procedures.

- The TA records the receipt of award certificates from QQI, contacts the learners to let them know when they can collect the certificate (they must do so in person).
- If not, the TA sends the award certificates to the learners by registered post. The learner must sign to confirm they received the award certificate when they are collecting them.
- If an award certificate is lost, QQI will provide either a Record of Awards or a Replacement Certificate. There is a €100 fee for a replacement certificate. Learners can apply online on the QQI website and must supply proof of identity.

### 7.9.2 Review, Recheck, Appeals and Complaints

We facilitate learners who wish to appeal an approved result which they consider to be invalid or unfair for any reason or who wish to make a complaint about any aspect of assessment. We inform learners that they have the right to appeal assessment results, to have their results reviewed or rechecked or to make a complaint. The tutor is available to the learner to discuss how an assessment was marked and graded. If a learner is still unhappy with their results, they are given fourteen (14) days to lodge an appeal by submitting a [Learner Appeal of Assessment Result Application Form](#). Our Appeals Procedure is designed to be fair, consistent, fit-for-purpose and transparent and is available on GiraffePad. Our Learner Complaints Procedure (also on GiraffePad) may be used by learners if they wish to make a formal complaint regarding any aspect of assessment. We make a clear distinction between appeals and requests for re-marking in the Learner Handbook and in the Appeals Process. We inform learners about the processes at Induction, in the Learner Handbook and when Final statement of results are emailed. The TQO is responsible for co-ordinating appeals and complaints.

### 7.9.3 Supports for Learners (Core Guideline 7)

We provide a range of learner supports designed to suit our learners and programmes. We consider learner supports when we are designing a programme, so they are responsive to needs of the programme and our learners. We list the supports available in the programme descriptor. We update and expand learning supports to reflect up-to-date approaches and learner needs as identified through monitoring and evaluation.

The TQO is responsible for coordinating, monitoring, and evaluating the availability and adequacy of our learner supports and reporting on them to the Academic Board. We encourage tutors to let us know if they need extra resources or if the learners need additional supports and may escalate these requests to the Senior Manager if necessary.

We have a question on our learner evaluation forms about the availability and adequacy of supports and encourage learners to give us feedback.

Learning supports are detailed in our programme brochures, on our website, in the learner handbook and are discussed and explained at learner induction.

#### 7.9.4 Supports

- The training department registers all learners on GiraffePad. An email invitation from GiraffePad is issued to the learner 's personal email account prior to commencement of the programme.
- Learners have access to all the programmes resources, such as the Learner Handbook and Standard Tutor Induction Presentation.
- The tutor inducts the learners at the beginning of the programme using the [Standard Tutor Induction Presentation](#) and highlights the main points. The tutor emphasises the importance of the information contained in the handbook and the need for learners to be familiar with it.
- We have dedicated administrative support staff that support learners at all stages of the learning journey and are available to answer queries and resolve any issues that arise.
- Our tutors meet the learners on a one-to-one basis during delivery to discuss the learner progress and offer advice and guidance. The tutor records details on our Tutor / Learner Meeting Records and records details on the learner record.
- The TQO advises learners on the transfer and progression routes available to them. We also advise learners on employment opportunities open to them including openings in our own organisation.

- We provide advice on possible funding sources e.g., [Technical Employment Support Grants \(TESG\)](#) and we have an instalment payment plan in place for applicants who need it (offered only in cases of financial hardship only)
- We offer basic IT skills training and learners can use the company's IT facilities to complete assignments. We offer learners one-one assistance with regard to document layout, formatting, editing, table of contents, in our on-site computer training room.
- The company provides a Garda vetting service for those who require vetting (for work placements). Details are set out in the [Applying for Garda Clearance Procedure](#) and are discussed in induction.

### 7.9.5 Class Representatives

At induction, the tutor outlines the role and benefits of having a class rep and invites the group to nominate a member of the class to act as class rep. The tutor is available to the class rep throughout the programme to discuss any issues raised by the rep. If the tutor considers any matter raised to be serious, the tutor raises it with the TQO as soon as possible. The TQO reviews issues raised by class reps as part of ongoing monitoring.

### 7.9.6 Class Representative Role

- To represent the views of learners and raise any issues that might impact on the class' learning experience.
- Maintain contact/meet with the tutor to highlight/discuss issues that arise during the programme.

## 7.10 Additional Supports for Learners on Virtual Learning Environment (VLE)

- Tutors are available for scheduled periods in the virtual classroom if individual learners have any queries and/or need one-to-one support. These support sessions are timetabled into the programme.
- The navigation of GiraffePad and accessing Zoom live sessions are discussed in detail at induction and we make frequently asked questions (FAQs) available to learners on VLE programmes.

The PL who leads the delivery of VLE must be familiar with navigating GiraffePad ,Zoom/Teams for virtual classroom and be able to anticipate the likely concerns of learners and respond to learners queries. *Procedure: Learner Induction*

### 7.11 Facilitating Diversity

*Reference: [Equal Opportunities & Diversity Policy](#)*

We strive to ensure that no learner, applicant, or staff member is treated less favourably than others. We accommodate all learners who apply to us to the best of our ability including those who need additional support as long as the requests are reasonable and practicable, and the applicants meet the minimum entry requirements for the programme. We ask learners when they apply to let us know if they need any assistance, e.g., reading, writing, computer literacy and any other special needs on our application form. We also encourage learners to request additional supports at any time during the programme if they need them. We use [Teaching and Learning: Making learning accessible for Learners with disabilities in further education. Ahead Educational Press 2011](#) for reference and guidance when arranging reasonable accommodation. Any learner or applicant, who believes they have been unequally treated, has the right to make a formal complaint. Details of how we manage reasonable accommodation are set out in our [Provision of Reasonable Accommodation Procedure](#).

Examples of supports we can make available to learners. This list is not exhaustive, and we assure applicants that we do our best to accommodate any learner with any support need:

- Physical modifications to the training location, e.g., seating arrangements etc.
- Learning materials provided in accessible format where possible.
- Additional time allocated to complete assessments.
- Alternative assessment formats
- Support from a scribe or a reader to complete examinations/assessments

### 7.12 Access to NALA Resources

The company is a member of NALA which makes access to the eLearning resources available on the NALA eLearning website [www.nala.ie](http://www.nala.ie) available to our learners. Our learners can register with NALA to study programmes leading to awards at Levels 2 and 3 on the NFQ.



Learners can access these resources in the company and at home and all learning is monitored by the tutor and TQO.

**7.13 Learner Complaints**

We have a documented complaints procedure in place if a learner wishes to make a complaint. We let learners know this at induction and in the learner handbook. We aim to resolve complaints in a fair, timely and constructive manner. We treat all complaints seriously and make it as easy as possible for learners to let us know if they are not satisfied with any aspect of the programme or the supports. We urge them to bring any concerns to our attention at the earliest possible opportunity, beginning with their tutor as the starting point (unless the complaint is about the tutor). The TQO deals with feedbacks and complaints and tries to resolve issues immediately and informally if possible. If the scope of the complaint is outside the TQO's remit or if the TQO considers the complaint to be serious or if there is risk involved (e.g., a safeguarding concern) the TQO may escalate the matter to the Senior Manager or the Chair of the Academic Board as appropriate.

The TQO logs details of complaints on our [Complaints Register](#) and retains records of correspondence if the complaint was considered serious.

## Chapter 8: Information and Data Management

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### 8.1 Policy

It is our policy to ensure that we have reliable information and data available for informed decision-making and to ensure that we know what is working well and what needs attention. Controls and structures are in place to generate named data/reports which are communicated to staff and management for self-monitoring and planning purposes. The information gathered reflects the context and mission of the training department of the company.

The company operates under [Data Protection Policy and Procedures](#)

#### 8.1.1 Responsibility

The BoM is primarily responsible for the management of information and data and for safeguarding learner records/data in line with data protection legislation, the requirements of our awarding bodies and best practice guidelines in line with the following principles:

- Ensuring the security and proper use of all learner data, business information and other IT assets.
- Managing information and data covering a range of media and formats (created, received and disposal of).
- Engaging with external providers and consultants to maintain IT systems and their integrity, ensure business continuity.

### 8.2 Schedule of Reports Presented to Governance Units

#### 8.2.1 Governance Units

##### BoM Annual Report

1. Board of Management (BoM)
2. Academic Board (AB) (also acts as the Programme Approval Panel)

Report Title	To:/From	Frequency	Presented by
Programme Reports/ Quality enhancement plans	To AB	Every two years	TQO
Risk Register	To AB	At each meeting	TQO
Self-Evaluation Reports/Programmatic Reviews	To AB	Every 5 years	Self-Evaluation Coordinator
New Programme Proposals	To AB	As they arise	TQO
Applications for Validation/Validation Manuals	To AB	As they arise prior to submission to awarding body	AB
RAP reports	To AB and BoM	Following each RAP meeting	TQO
External monitoring reports and implementation / action plans arising	To AB and BoM	As they arise	TQO
Feedback from awarding bodies	To AB and BoM	As it arises	TQO
External Authentication reports	To RAP	Each certification period	External Authenticator
Internal Verification reports	To RAP	Each certification period	Internal Verifier
Academic Board Reports	To: BoM	Following each meeting	Chair
Data collected from Zoom and the Learner Management System LMS to include attendance and engagement and viewing/downloading materials	To AB	Each meeting	TQO

**Table 8-1 Schedule of Reports Presented to Governance Units**

## 8.2.2 Schedule Of Reports for Publication

Report Title	Published Where	Frequency	Approved by
Quality Reports	website	Annually	TQO
QQI Panel reports	website	As they arise	TQO
External Monitoring reports	website	As they arise	TQO

Table 8-2 Schedule of Reports for Publication

## 8.3 Information and Data Management

On-site network attached storage devices hold information in a secure password protected environment. This information is only accessible by the TQO, the TA and the IT and Information Security Liaison. All PCs with access to this storage have up-to-date anti-virus. Information stored is automatically mirrored to a secondary hard drive and frequently backed-up to external devices which are then stored in a separate building. The IT and Information Security Liaison ensures the systems are kept secure with patches and anti-virus updates. New network attached storage with advanced encryption will soon be implemented. (Sharepoint 2023)

The company training department utilises cloud services such as Dropbox, one-drive and Google Drive on occasion to securely share data with external authenticators and consultants. This data is securely shared for limited periods and then removed.

The company training department complies with current legislation regarding management of personal data in our Data Protection and Records Management policies.

## 8.4 Securing Personal Sensitive Data

The TQO is responsible for safeguarding and securing personal or sensitive information relating to learners and/or tutors. This is done in accordance with the Data Protection Policy.

## 8.5 Submission of Data to QQI

We use the QQI Quality Business System (QBS) to request certification service and to access other QQI systems, e.g., validation and Q-help. Access to company login to the QBS is limited

to the TQO and TA through a password-protected link. All certification data is double-checked for accuracy by the TQO and TA before it is submitted to QQI.

## 8.6 Maintenance of Learner Records

We maintain learner records and statistics securely on a password protected computer drive with access only by the TQO and the TA. This drive hosts all assessment documentation and materials, learner work, assessment results and records, assessment events (examinations and skills demonstrations), learner enrolments, retention, completion, and progression. Hard copy data is maintained for the period of registration of the individual learner. This can include:

- Application Form
- Copy of Identification (ID) (e.g., Driver's License/ Passport)

This is updated regularly with any changes communicated by learners.

Learner Records are monitored by the TQO as part of our ongoing monitoring and evaluation processed This information is captured from our application forms, certification records and attendance records and stored on our LRS.

## 8.7 Security of assessment material

### 8.7.1 Data Protection

The company gathers and maintains a variety of personal data which assists in the delivery of services to learners and other interest parties. This data is controlled by the company to ensure its safety and integrity, refer to [Data Protection Policy Appendix 10.6](#).

### 8.7.2 Personal Data

Personal identifying information on learners is gathered and maintained for the purpose of providing an individually tailored service to each learner, and for registering learners for certification with QQI. Learners are required to confirm they agree to the holding of their personal information and sharing for specific purpose, when applying. At the application/registration stage, learners are also informed of the company's obligation to share this information with QQI/other relevant bodies e.g., for certification or if Protection of Enrolled Learners (PEL) arrangements are invoked. Learners are informed of any changes

within fourteen (14) days of such change. This information is collected for each individual learner as part of the application admission process /registration and Garda Clearance.

- Learner's Name
  - Learner's Address
  - Personal Public Service Number (PPS Number or PPSN)
  - Telephone Number(s)
  - Email Address
  - Date of Birth
  - Next of Kin
  - Emergency Contact Number
  - Course/Programme of Study
  - Module and Certification Results
- Learner information is recorded through several channels and formats, including online Application for Admission, manual files, and digital files, typically utilising the Microsoft Office suite software.
  - All personal Learner information collected is inputted onto the company's designated password protected computer drive with access only by the TQO and TA.
  - Additional hardcopy documentation gathered in the application process is maintained for the period of registration of the individual learner. This can include:
    - Application Form
    - Copy of ID (Drivers' License/ Passport)
    - Component Awards Certificates
  - This is updated regularly with any changes communicated by learners.

The company operates under Data Protection Policy and Procedures. Under the Data Protection Act 1998 and the Data (Amendment) Act 2003 and GDPR May 2018, personal information and assessment material recorded manually and electronically will be stored

safely and treated as confidential by the company. Such data will be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Full Privacy Policy visit: <https://rsg.ie/privacy-training/>

**8.7.3 Data Protection in An Online Environment**

We adhere to the same data protection principles in the online environment including secure backup of personal information that is password protected and accessible to only authorised staff members. Account passwords are routinely changed and required to be strong with minimum length and complexity. Personal information is securely deleted from all devices and backup locations once deemed unnecessary beyond their original purpose. All devices accessing the information are protected by anti-virus and/or firewall protection.

County Roscommon Disability Support Group CIC

## Chapter 9: Public Information and Communication

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### 9.1 Policy

*\*Public information refers to the information that we communicate and publish about our programmes and activities\**

We are committed to communicating with applicants, learners, staff, the local community, QQI and other stakeholders openly and honestly. We recognise the importance of providing information to prospective and current learners, staff and others who are interested in our work. For communication to be effective we believe that it must be a two-way process. As part of our communications strategy, we commit to consulting with all stakeholders on a regular basis on matters of importance to us and to them and to hearing and taking their views onboard where appropriate.

We actively encourage applicants, learners, staff, members of the local community and other stakeholders to communicate with us using the various communications channels available to them including our website and social media. We make every effort to ensure that the company, at an organisational level, is aware of the importance of good and effective communication and that the media and methods of communicating we use are appropriate to the specific audience, and the message being conveyed.

Under the terms of Section 67 of the Qualifications and Quality Assurance (Education and Training) Act 2012 all QQI provider institutions are requested to specify:

- Details of the award
- Name of the awarding body
- Title of the award
- Whether the award is recognised within the NFQ
- Level of that recognition
- Whether the award is a Major, Minor, Special Purpose or Supplemental
- Where the programme does not entitle the learner to an award.



- A statement of the procedures for access, transfer and progression under *Section 56* which applies to the programme.

### 9.1.1 Responsibility

The TQO is responsible for ensuring that the information we make available publicly is comprehensive, complete, timely and accessible and complies with the 2012 Act. The TQO approves all information before it is published electronically or in hardcopy.

## 9.2 Information for Applicants

The TQO and the TA provide information to applicants in response to telephone calls, emails or queries submitted via our social media platforms. If the query is complicated, we escalate it to the PL.

### 9.2.1 Brochure

We publish a [Training Brochure](#) annually. This brochure contains information under the following headings:

- Information on the Health Care Support Programme 5M4339
- Information on Other Programmes
- Application Process
- Programme Duration and Delivery
- Prior Knowledge
- Protection of Enrolled Learners (PEL)
- Contact Details
- Programme And Award Title and Code
- Accrediting/Awarding Body
- Level Of the Award on the NFQ, and Associated Credits
- Programme Content
- Programme Duration
- Workload/Time Commitment

- Mode Of Delivery – Online/Face-To-Face
- Programme And Any Other Applicable Fees
- Learner Profile
- Application Process and Entry Requirements
- Teaching, Learning and Assessment Strategy
- Access Transfer and Progression Options

The brochure is distributed to potential learner groups, DEASP offices, community employment schemes in the local area, social services, community education group and other interested parties.

### 9.2.2 Mailshots

The public are invited to join an email list, through which the company communicates upcoming events, programme offerings and closing dates. We also distribute promotional material to a broad electoral area.

### 9.2.3 Company Training Open Days

We host annual [open evenings](#) where potential learners receive information about the programmes and services available. We participate in educational recruitment fairs and community initiatives to provide information and to promote company training.

### 9.2.4 Website

Our website is our primary vehicle for providing information about, our programmes to potential applicants and other interested stakeholders. Visitors to the [website](#) can view our training calendar, access details of our programmes and supports and guided through the steps to applying for a place on our programme. The website contains information under the following headings:

- Background
- Staff
- Mission, Aims and Values

- QQI and the NFQ
- Protection of Enrolled Learners (PEL)
- [Brochure](#)
- Training Updates
- Programmes Schedule and Course Information
- Fees
- Contact Details
- Registration
- Comments /Message
- [Testimonials](#)
- Data Protection

There is also a live chat facility where website visitors can ask questions.

### 9.2.5 Social Media Platforms

We publish information and updates on:

Facebook: <https://www.facebook.com/rsgctraining>

Twitter: <http://www.twitter.com/rsgrocommon>

LinkedIn: <http://linkedin.com/company/rsgrocommon>

### 9.3 Information for Learners

The tutor is the main and primary point of contact and information for learners throughout the programme and responds to all requests for programme and programme related information. If the tutor is unable to provide the required information for any reason, they redirect the query to the TQO.

The following documents are provided to all learners when they begin a programme:

- . Learner Handbook
- . Timetable/Programme Assessment Plan

Learner Handbook – learners are made aware of the company quality assurance system and their responsibilities and entitlements within. It contains information about the programme and accreditation, attendance, assessment, and academic integrity.

#### 9.3.1 Learner Induction

All learners are inducted by the tutor at the outset of the programme using our standard induction presentation. The aim of induction is to ensure that learners have all the necessary information regarding the programme and supports which will help to ensure to a successful outcome for them. The induction session lasts approximately 45 minutes and is timetabled into the programme.

#### 9.3.2 Information about Transfer and Progression

Learners are provided with advice and information about transfer and progression opportunities following the successful completion of a programme. Information is available in:

- . Learner Handbook
- . Induction

#### 9.3.3 Information on using our Virtual Learning Environment (VLE)

We provide additional information for our online learners.

- There are tutorials on navigating GiraffePad, downloading the Zoom platform including online learning netiquette guidelines. The tutor provides a practice session with all learners before the commencement of the programmes.

#### 9.4 Communications with Tutors

The TQO is the primary point of contact for our tutors and is in regular contact through email, telephone, messaging, Zoom, Teams and face-to-face contact. TQO uploads all required tutor documents on GiraffePad which can be assessed by all tutors delivering the programme.

This folder contains:

- Programme Materials/Resources
- QA Documents
- Reference Documents

This folder is reviewed biannually at a minimum by the TQO with input from the PL as needed.

#### 9.5 Publication of Quality Assurance Evaluation Reports

We publish key findings from QA evaluation reports in an easily accessible format and location on the website as soon as practicable after the evaluation event and in line with awarding body requirements.

- We publish:
  - Our QA Policies and Validation Reports
  - Self-Evaluation Reports

#### 9.6 Information Related to QQI

The TQO acts as the main point of contact with QQI and is responsible for the timely distribution of communications from QQI to other members of the programme team and members of governance units.

#### 9.7 Awards Ceremony

We host an [Annual Awards](#) Ceremony where we acknowledge learner achievements.

## Chapter 10: Self-Evaluation, Monitoring and Review

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### 10.1 Policy

The monitoring, evaluation, and continuous improvement of all aspects of programme provision are a fundamental part of our quality assurance system. We are committed to monitoring and improving the quality of the teaching and learning and of our programmes and supports. We work hard at an organisational and individual level to ensure that quality standards are maintained and enhanced and that our programmes and processes are relevant and up to date. Monitoring is a continuous process that has both formal and informal elements and involves ongoing dialogue with all stakeholders.

#### 10.1.1 Responsibility

- The AB maintains oversight of all self-evaluation, monitoring and review processes and review and approves reports.
- The SMC ensures that the resources are in place and that there is organisational commitment to the processes.
- The TQO is responsible for coordinating self-evaluation, monitoring, and review processes.

### 10.2 Procedures

- [Self-Evaluation](#)
- [Learner Feedback and Evaluation](#)
- [Tutor Feedback and Evaluation](#)
- Programme Review

### 10.2.1 Supporting Documents

- Feedback Forms
- Programme Review Team (PRT) Meeting Agenda
- [Programme Review Report Template](#)
- [Self-Evaluation Report \(SER\) Checklist Template](#)
- [Complaints Register Template](#)

### 10.3 Ongoing Monitoring and Evaluation

Evaluation Method	Who is monitoring?	Frequency	Content Reviewed
Analysis of learner feedback. Feedback from Class Rep	TQO	Following each programme	Post-programme learner evaluation forms
Analysis of tutor feedback forms	TQO	Following each programme	Tutor Evaluation Form
Analysis of recorded complaints	TQO	Quarterly	Complaints Register
Review any changes to documents risks. Add details of new risks identified	TQO and Compliance Officer	Quarterly	Risk Register
Analysis of tutor performance/learner issues	TQO & PL	Following each programme	Tutor/Learners Meeting record
Learner Attendance data	TQO	Ongoing during programme	Attendance Records submitted by the tutors
Learners drop-out/early exit data	TQO/PL	As required	Attendance Records
Adequacy of facilities and resources	TQO/Maintenance Manager/Caretaker	Ongoing	
Monitoring of tutor performance	TQO/PL	Ongoing	Learner feedback/complaints/assessment results/learner attendance. Informal communication with learners/lv and EA reports/Tutor self-assessment
Learner enrolments, retention, completion and progression statistics	TQO	Quarterly	Learner records

**Table 10-1 Schedule of Ongoing Monitoring Activities**

#### 10.4 Learner and Tutor Feedback

Collecting, analysing, and acting on learner and tutor feedback are an important element of our monitoring. We encourage learners to give us feedback through mid-course and end of course feedback forms, verbal feedback, meetings/contact with tutors and any member of the programme team and through the class rep. Mid and End of course evaluation forms for learners are made available on GiraffePad through online links provided, during the programme. All tutors must submit a completed evaluation form at the end of the programme, usually submitted with assessments corrections. This allows issues to be identified quickly and be responded to appropriately, as well as further supports being put in place, if needed. The tutors emphasise to the learners the benefits of providing feedback and suggestions for programme improvement at induction and throughout the programme. From time-to-time we may ask learners for feedback in response to a concern of a change or development in the delivery of a programme (e.g., introduction of a new tutor or new content).

<https://rsg.ie/testimonials-training/>

#### 10.5 Feedback from Early-Exit Learners

We pay particular attention to learners who exit early/do not complete a programme. If the learner contacts us, the TQO discusses the reasons with them and records details on the Early Exit Record. If it is an issue we can help with, we put whatever supports we can in place. If not, we assure them we will be happy to welcome them back at any stage. If the learner does not contact us, the tutor highlights their concern to the TQO and the TQO contacts the learner by phone to confirm if they have exited the programme, the reasons for the early exit and to ask if there is anything we can do to help or support them. We consider feedback from early-exit learners to be significant when reviewing and evaluating our programmes and supports.

#### 10.6 Programme Review and Planning

We review and critically re-appraise all programmes every two years and make modifications within the bounds of validation. Programme reviews are also forward looking, and we use the review data to inform the development of the programme.



The Programme Review Team (PRT) is made up of all those who are directly involved in all aspects of the programme, which consists of the TQO, PL, Tutors and Programme Administrator. The TQO is responsible for convening the meetings and managing the documentation and reporting.

- i. The TQO and the PL meet to plan the review and agree the outline of the [Programme Review Report Form](#) and a timeline.
- ii. The PL produces a draft programme report based on the agreed headings in the Programme Review Report Form template.
- iii. The TQO and the PL meet to discuss the draft programme report and to check if we are meeting our obligations arising from QQI's Policies and Criteria for Validation of Programmes
- iv. The TQO convenes a meeting of the PRT and sets out a timeline and responsibilities for implementing the agreed actions.
- v. The TQO circulates copies of the draft programme report to members of the PRT at least two weeks in advance of the meeting (+2 weeks).
- vi. The PRT meet to discuss the findings/recommendations in the draft programme report and agree an action plan for programme enhancement. We view the action plan as a living, document which is regularly referenced, edited, and updated.
- vii. The PL presents the draft programme report/action plan to the AB for review, comment, and approval.
- viii. The PL updates the programme content after every review and highlights the changes to the tutors at programme team meetings and in the shared online Folders.
- ix. The TQO, with the input of the PL, monitors the implementation of the action plan and documents progress.
- x. The PL reports on progress at programme team meetings and highlights any gaps.

- xi. If external expertise is needed to implement any of the recommendations (or at any stage of the process), the TQO sources suitable expertise, confirms with the SMC that the budget is in place to cover the cost and makes arrangements.

#### 10.6.1 What do we review?

- Data on learner enrolments, retention, completion, and progression which has been captured and stored on our LRS.
- Status of curriculum content/programme materials and resources – are they UpToDate/reflect best practice/in line with current thinking and regulation.
- The assessment strategy
- Adequacy of learner materials and supports.
- Adequacy and effectiveness of premises, equipment, and facilities
- Programme staffing, management, administration
- Data from ongoing monitoring and evaluation
- Grade analysis and benchmarking
- Authentication reports
- Views of employers and other stakeholders e.g., CE supervisors regarding the impact of the programme
- Overall learning experience

#### 10.6.2 Monitoring of Learning (VLE)

We have additional questions on our learner and tutor evaluation forms asking for feedback on their virtual experience. We occasionally organise focus group meetings for learners to explore the virtual learning experience in more depth, listen to learners' recommendations for improvements and identify any issues. Generally, the tutor does not attend these meetings. The TQO meets the IT support officer regularly to ensure that the IT facilities and resources are adequate and working well. Programme materials designed for a learning environment are reviewed on an ongoing basis with the input of an instructional designer if required. We compare assessment results of face-to-face and VLE learning programmes and

investigate any disparities. We ask our external authenticator to comment on the evidence of learning on our VLE programmes.

### 10.6.3 Monitoring of Work Placements

The tutor is responsible for monitoring the quality of work placements and reporting on it to the TQO and the PL. The tutor monitors the following.

- Garda Vetting and insurance
- Feedback from the workplace supervisors
- Quality of the work experience journals
- Feedback from learners and the external authenticator
- Marks and grades achieved by learners in the Work Experience Skills Demonstration

## 10.7 Self-Evaluation

### 10.7.1 Policy

*“The self-evaluation by a provider of its programmes and services is a fundamental part of its quality assurance system<sup>5</sup>. It is a way of developing the programme through constructive questioning leading to positive recommendations and improvement planning. It should be viewed as a process primarily for the benefit of the programme, its current and future learners and the staff working on it’.*

Self-evaluation is a collaborative, reflective process of internal review which we undertake every five years in line with revalidation. The process is enhancement-based and focused on identifying improvements to programmes, policies, structures, and processes. It is a wide-scale comprehensive review of all aspects of a programme and the quality assurance processes that underpins it. Equally important, it is forward looking, and we use the data produced to inform the development and future planning for the programme (if we decide to

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<sup>5</sup> <https://www.qqi.ie/Downloads/Quality%20Assurance%20Guidelines%20FET%202013.pdf>

continue with the programme). The findings of our self-evaluations are detailed in a [Self-Evaluation Report \(SER\)](#) which articulates our vision and plans for the programme. The SER is published on our website and submitted to QQI.

### 10.7.2 Aims of Self-Evaluation

- To provide the data to make an informed decision to retire or revalidate the programme.
- Provide programme teams with an opportunity to systematically look at how they deliver training, the quality of our programmes and the quality assurance processes that support training provision.
- To identify existing effective practices and areas needing improvement.
- To identify the strengths and weaknesses of a programme.
- To develop a quality improvement plan.
- To examine the governance and management of the programme.
- To further embed a quality culture.
- To identify current gaps and priorities for improvement in the context of QQI statutory QA guidelines.
- To examine how the programme is innovating and responding and adapting to change and how it is competing in the market.
- To plan for the future.

### 10.7.3 Process of Self-Evaluation

The AB establishes a Self-Evaluation Team (SET) to undertake the self-evaluation and agrees a term of reference, the scope, and a timeline. We generally group modules leading to a major or special purpose award, where there is significant overlap in terms of content and focus, for evaluation.

The TQO coordinates and provides administrative support to the SET and ensures that all members understand their roles. The AB confirms that the resources in terms of time, expertise (internal and external), and organisational commitment is in place and makes

recommendations to the SMC accordingly. The SET membership comprises a member of the AB (acts as Chair), members of the programme team, the PL, the TQO, a learner/recent graduate (or not more than two years), an employer/industry representative and a community representative.

The views of the BoM, the AB, current and past learners, and those who have left before completion, tutors, employers/industry and other stakeholders, all members of programme team and of an independent evaluator are considered.

#### 10.7.3.1 Learner Involvement in Self-Evaluation

- A learner/recent graduate is a member of the SET.
- Feedback from learner focus group meetings and learner evaluations recorded on an ongoing basis feeds into self-evaluation.
- The external evaluator consults with current and past learners and those who have left before without completion as part of the external evaluation process.

#### 10.7.3.2 Selection of External Evaluator

The TQO, with the approval of the AB, sources a suitable external evaluator and obtains CVs, details of professional qualifications and relevant experience confirming the suitability of the appointment. We regard the selection of a suitable evaluator who is competent to make a positive contribution to the process and to future plan for the programme as being key to the success of the self-evaluation exercise. The evaluator is selected based on their match to the stated selection criteria. Following approval, the TQO set out the details of the arrangements in a contract which is signed by both the Chair of the SET and the external evaluator.

#### 10.7.3.3 Selection Criteria for External Evaluator

- Independent of the company and the programme.
- Able to provide objective feedback.
- Experienced in programme evaluation.
- Have broad subject matter expertise and a recognised qualification.

- Capable of comparing the quality of programme(s) being evaluated with that of similar programmes.
- Able to contribute to the development and enhancement of the programme(s) being evaluated.
- Familiar with qualifications frameworks and the NFQ in particular.

#### 10.7.4 Methodology

The process involves evaluation, reflection, reviewing and reporting on the quality and effectiveness of a programme(s) using quality assurance data collated during the 5-year period being addressed by the evaluation.

#### 10.7.5 What We Evaluate

- The current and future market demand for the programme.
- Similar programmes being offered by other providers.
- Financial viability of the programme.
- The relevance of the programme to the sector/learner profile it was designed for.
- A review and critical analysis of the QA system which facilitates the achievement of the programme aims and objectives.
- An analysis of programme strengths and weaknesses.
- Performance of learners including grade profiles and trends, progression and completion rates, retention, withdrawal rates.
- Existing curriculum and assessment processes.
- Resources required to deliver the programme including human resources.
- The success of the Teaching, Assessment, and Learning Strategy.
- Links with employers, industry, the business and wider community.
- Transfer and progression options.
- Findings from programme reviews.

- Findings of awarding body monitoring reports (if any).
- Legislative/regulatory changes which need to be incorporated into the programme.
- Changes in QQI requirements.
- Levels of training and assessment skills to ensure they are sufficient and appropriate.
- Suitability and appropriateness of the physical facilities and anticipate changing needs in the future.
- Minimum entry requirements and their appropriateness for the current context.

#### 10.7.6 Outcomes of the Self-Evaluation Process

- Self-Evaluation Report (SER)
- A programme improvement plan based on the recommendations contained in the SER
- Updates and modifications to our QAS
- Revised QA documentation

County Roscommon Disability Support Group CLG

## Chapter 11: Appendices

### Appendix 1 – Glossary of Terms

Term	Definition
<b>AB</b>	Academic Board (Company Academic Subcommittee). The Academic Board oversees all matters relating to training provision. It is responsible for academic decision-making and protecting learner interests
<b>Award</b>	<p>A qualification conferred, granted, or given by an awarding body and/or institution to record that a learner has acquired a particular standard of knowledge, know-how skill and/or competence.</p> <p>There are four main categories of award-type in the Irish National Framework of Qualifications.</p> <p>Major Awards (the principal type at each NFQ level)</p> <ul style="list-style-type: none"> <li>. Minor Awards (for partial completion of the outcomes for a Major Award)</li> <li>. Supplemental Awards (for learning that is additional to a Major Award)</li> <li>. Special Purpose Awards (for purpose-specific achievement)</li> </ul>
<b>Awarding Body</b>	An organisation that makes awards
<b>Award Standards</b>	Award standards describe the learning, in terms of knowledge, skill and/or competence that is to be acquired by learners before an award may be made. The awards standards describe the learning required to pass.
<b>BoM</b>	The Board of Management is the highest level of governance and ensures that the company is governed effectively and responsibly by demonstrating accountability to stakeholders
<b>CE</b>	Community Employment (CE) programme is designed to help people who are long-term unemployed (or otherwise disadvantaged) to get back to work by offering part-time and temporary placements in jobs based within local communities
<b>Charities Governance Code</b>	The standards set out by the Charities Regulator for managing and controlling a charity.
<b>CPD</b>	Professional Development (CPD) is a combination of approaches, ideas and techniques that will help you manage learning and growth.
<b>Company Training Department</b>	County Roscommon Disability Support Group CLG training department operates as an integrated unit of the company and is governed by the Board of Management, provides a range of accredited and non-accredited customised training workshops and programmes in healthcare, manual handling, safe patient moving and defibrillator training to company employees and the wider public.
<b>DEASP</b>	The Department of Employment Affairs and Social Protection (DEASP) works closely with other parts of government, non-governmental, and community organisations to help deliver many supports and services. It is responsible for the delivery of a range of social insurance and social assistance schemes including provision for unemployment, illness, maternity, caring, widowhood, retirement, and old age.



<b>Delegated Authority</b>	Authority delegated to providers of education and training to make awards as per Sections 52 and 53 of the <i>Qualifications and Quality Assurance (Education and Training) Act 2012</i>
<b>EA</b>	External Authenticator (EA) provide independent confirmation of fair and consistent assessment of learners. Ensure that assessments have been marked in a valid and reliable way, is compliant with the requirements for the award and meets the national standard for the award
<b>EE</b>	External Evaluator (EE) compares the quality of programmes with that of similar programmes elsewhere and gives an informed view on the success of the programme. The EE is independent of the programme and makes make constructive recommendations for improvements.
<b>FET</b>	Further Education and Training (FET) offers a wide variety of life-long education options to anyone over 16. FET includes apprenticeships, traineeships, Post Leaving Cert (PLC) courses, community, and adult education as well as core literacy and numeracy services.
<b>GiraffePad</b>	GiraffePad is a software package that enables the learner, to manage their learning journey in one-easy to use platform
<b>GDPR</b>	General Data Protection Regulation (GDPR) is an EU law with mandatory rules for how organisations and companies must use personal data in an integrity friendly way.
<b>ICT</b>	ICT stands for 'Information Communication Technology'. Everyday usage of digital technology includes when you use a computer, tablet, or mobile phone, send email, browse the internet, make a video call - these are all examples of using basic ICT skills and technology to communicate.
<b>IV</b>	Internal Verification (IV) is the process by which the provider's assessment processes and procedures related to planning, managing, and operationalising all aspects of assessment practices will be internally verified i.e., monitored by the provider itself." .
<b>Learning Outcomes</b>	Learning outcomes (LO's) describe what a learner is expected to know, to understand and / or be able to do at the end of a period of learning. All awards in the NFQ are described in terms of learning outcomes.
<b>LLL</b>	Life-Long Learning (LLL) "systematic learning undertaken by adults who return to learning having concluded initial education or training." Learning for Life: White Paper on Adult Education, July 2000
<b>LMS</b>	Learning Managements Systems (LMS) enables providers to create, manage, and deliver online learning. enrol and manage training audiences, track, and assess performance.
<b>LRS</b>	A Learning Record System/Store (LRS) is a data store system that serves as a repository for learning records collected from connected systems where learning activities are conducted.
<b>NALA</b>	National Adult Literacy Agency (NALA) is an independent charity committed to making sure people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs.

<b>NFQ</b>	National Framework of Qualifications (NFQ) describe the qualifications of an education and training system and how they interlink. The Irish National Framework of Qualifications (NFQ) is a 10-level, single national entity through which all learning achievements may be measured and related to each other. Underpinned by quality assurance principles, the Irish NFQ describes qualifications in the Irish education and training system and sets out what each qualification says about what learners know, understand and are able to do. It also sets out qualification's pathways from one NFQ level to the next.
<b>PEL</b>	Protection of Enrolled Learners (PEL): The legal requirement ensures that learners enrolled on a programme, of longer than three months duration and where fees have been paid, are not disadvantaged in the event of the programme ceasing prior to completion. Provides security for learners and their course fees in the unlikely event of closure of the company.
<b>PL</b>	Programme Lead/Leader (PL) provides disciplinary leadership for the programme leading to the Healthcare Support 5M4339 award and contribute to the company's strategy, policies and procedures and approaches to teaching, learning and assessment.
<b>Programme</b>	Programme (of education and training) this means any process by which learners may gain knowledge, skill, or competence.
<b>Provider</b>	A provider is an organisation that provides, organises, or procures a programme of education and training.
<b>QA</b>	The term "quality assurance" is used to describe the processes that seek to ensure that the learning environment (including teaching and research) reaches an acceptable threshold of quality. QA is also used to describe the enhancement of education provision and the standards attained by learners.
<b>QAS</b>	The company Quality Assurance System (QAS) applies to all activities associated with training provision, and to the work of our governance units, staff, tutors, external advisors, learners, and other stakeholders involved in training for or on behalf of the company. The system is designed to quality assure all the company training provision; programmes leading to QQI awards and non-accredited programmes.
<b>QBS</b>	QQI Business System (QBS) is the online service provided by QQI to facilitate the making of awards to learners incorporates all awards made by QQI and operates at all 10 levels of the NFQ.
<b>QQI</b>	Quality and Qualifications Ireland (QQI) is the independent State agency responsible for promoting quality and accountability in education and training in Ireland. The functions of QQI are set out in law and include the provision of advice and information to the Minister for Further and Higher Education, Research, Innovation and Science on matters concerning policy and practice with respect to quality assurance and improvement in education and training.
<b>RAP</b>	Results Approval Panel (RAP) ensures that results are fully quality assured, approved, and signed-off prior to submission to QQI in line with our Assessment Policy.
<b>RPL</b>	Recognition of Prior Learning (RPL) describes a process used to evaluate skills and knowledge gained through life outside of formal education and training, for the purpose of recognising life achievements against a given set of standards or learning outcomes.
<b>Service User/ Participant</b>	The individual receiving the service from the company.

<b>SOP</b>	A standard operating procedure (SOP) is a set of step-by-step instructions compiled by an organization to help employees carry out routine operations.
<b>TLA</b>	Teaching Learning and Assessment (TLA) provides a framework for the enhancement of learning, teaching, and assessment. Supportive environment in which learners enjoy their learning, and whose achievement will enable them to progress to or in employment and/or further study.
<b>ToR</b>	Terms of Reference (ToR) defines the purpose and structures of a project, committee, meeting, negotiation, or any similar collection of people who have agreed to work together to accomplish a shared goal. ... vision, objectives, scope, and deliverables (i.e., what must be achieved).
<b>TQO</b>	Training & Quality Officer (TQO) coordinates all programmes and ensure that courses are run effectively and efficiently with responsibility for assessment processes with review and development of Quality Assurance standards.
<b>Validation</b>	The process by which an awarding body will satisfy itself that a learner may attain knowledge, know-how and skill, and/or competence, in taking a proposed programme, for the purpose of an award made by the awarding body.
<b>VLE</b>	A Virtual Learning Environment (VLE) is an online platform used for educational purposes.
<b>Work Placement</b>	A Work Placement is a limited period of time, usually forming part of a course of study, during which someone works for a company or organization in order to get work experience, Learners must spend at least 120 hours outside of scheduled class time working in a healthcare setting e.g., nursing home, day care centre.
<b>WPS</b>	Work-placement Supervisors (WPS) assess learners' skills, knowledge and competence during their work-placements under stated criterion.
<b>UDL</b>	Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn, including Learners with Disabilities.