

Gorey Community School

Quality Assurance (QA) Draft Manual V2 102022

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Chapter 1: Governance & Management of Quality Assurance

Aligned to Core Guideline 1 of the QQI Core QA Guidelines

Governance

Provider Profile

Gorey Community School is committed to developing and maintaining a governance structure that is effective, fit for purpose and appropriate to the scale and scope of the school's FE provision. The organisation is controlled by a Board of Management, whose principal function is the control and management of strategic direction, finance and governance.

An Academic Board is appointed by the Board of Management. The role of the Academic Board is to assist the Board of Management in planning, co-ordinating, overseeing and developing the accredited further education provision at GCS. This responsibility is discharged by means of a series of sub committees including the Academic Board and a Results Approval Panel and Programme Teams. Each of these governance units has clearly defined terms of reference and each committee reports to, and is directly answerable, to the Board of Management.

This structure ensures that the organisations academic activity is managed effectively with clear and appropriate lines of responsibilities and accountability.

Governance Policy

The Board of Management is responsible for the governance and direction of the school, the use of school resources and the management of budgetary allocations made to the school by the Minister. To discharge its duty in this regard, the Board must ensure that there is an adequate system of control, delegation, and accountability in place to ensure the smooth and efficient operation of school services and school administration. While the Board may delegate many of its responsibilities to the principal and in some circumstances to sub committees of the Board, it must remain aware of its responsibilities and of its accountability to the Minister. To this end, the Board of Management has set up a sub-committee of the Board with external members to act as the Academic Board and has assigned specific duties, terms of reference and reporting guidelines to this group. Having external members on our Academic Board helps us to avoid/resolve any conflict that may arise between strategic and resource allocation decisions and academic decision-making and to ensure that decisions on academic matters and quality standards are made without undue influence of the Board of Management. The external members on our Academic Board have been selected based on their expertise and knowledge of the context we operate in. They provide independent oversight of significant academic decisions and constructive analysis of monitoring data. We benefit from their expertise in terms of insights into practices in other organisations, insights into learner needs and existing standards and regulations.

The Patron

The patron is the person recognised by the Minister in accordance with section 8 of the Education Act, 1998. Where two or more persons exercise the functions of a patron they may be registered as joint patrons. It is the duty of the patron, in accordance with section 14 of the Education Act, 1998 to appoint, where practicable, a board of management. Section 16 of the Act provides that the patron may, with the consent of the Minister, remove a member of a Board or dissolve a Board.

Board of Management

The Board of Management is the highest level of governance in GCS and is body of persons appointed by the patron to manage the school on behalf of the patron. The functions of the Board of Management are set out in section 15 of the Education Act, 1998 which provides, inter alia, that it shall be the duty of the Board to “manage the school on behalf of the patron and for the benefit of the students and their parents and to provide or cause to be provided an appropriate education for each student at the school for which that board has responsibility”. Section 15 of the Education Act, 1998 also provides that a “board shall perform the functions conferred on it and on a school by this Act”.

The Board of Management are appointed for a three-year term. The Board manages the school on behalf of the patron and is accountable to the patron and the Minister of Education. The principal is responsible for the day-to-day management of the school, including guidance and direction of the teachers and other staff of the school, and is accountable to the Board of Management. The Board must uphold the ethos of the school and is accountable to the patron for so doing.

Membership

6 representatives from the trustees/patrons (the WWETB., the Loreto order and the C.B.S),
School Principal (Secretary to BOM)
2 teachers' representatives,
2 parents' representatives

Responsibilities

- Determines the School’s vision, mission and overall strategy.
- Reviews and approves strategic plans proposed by the Senior Management Team.
- Establishes the culture, values and ethics of the school.
- Risk identification and monitoring
- Ultimate responsibility for compliance with relevant quality assurance procedures & legal and statutory obligations.
- Responsibility for budgetary / financial governance of the school.

Oversight of School Policies

The Board of Management maintains oversight of the development, implementation, and review of school policies and must ensure that the appropriate and necessary school policies are in place as required.

The policies include but are not limited to;

- Admissions
- Assessment
- Safeguarding
- Anti-Bullying
- Complaints
- Health and Safety Statement
- Data Projection

Ref: *Governance Manual for Community & Comprehensive School*

Resource Management

Section 15 of the Education Act, 1998 requires the board of management, in carrying out its functions, to monitor the efficient use of resources and the efficient use of State funds. Boards have a statutory duty to ensure that appropriate systems are in place to ensure school resources (including grants, staffing, and other resources) are managed appropriately and efficiently and in a manner that provides for appropriate accountability to the relevant parties.

Risk Management

The Board of Management has overall responsibility for ensuring that risk is appropriately managed, and the Principal has delegated responsibility for managing risk in the school. This involves the identification, categorisation, rating and monitoring and reporting risks and maintenance of the schools' risk register.

Risks are categorised as extremely serious, severe, medium, negligible, and rated in terms of their impact. The Academic Board maintains oversight of programme/academic/learner related risk. Programme-related risk is identified at the programme design stage. Risk is a standing item on the agenda for all Board of Management and Academic Board meetings. A copy of the relevant section of the risk register is available at Academic Board meetings and any new or changing risks are highlighted by the Department Director.

Equality and Diversity

The board of management is responsible for ensuring that there is a working and teaching environment that accommodates and encompasses equality and diversity and respects everyone. Our aim is to create a supportive and inclusive place of learning and work that is free from any form of discrimination – direct or indirect, where the dignity of the individual is protected and respected and diversity is positively accommodated. We are committed to equality in access and participation in our programmes insofar as this is possible. We do not

tolerate bullying or harassment in any form and this behaviour may be grounds for disciplinary action.

[Academic Governance](#)

The Academic Board is appointed by the Board of Management. The role of the Academic Board is to advise and make recommendations to the Board of Management in relation to the planning, co-ordinating, overseeing and developing the accredited further education provision at GCS.

Results Approval Boards are convened for QQI (FET) programmes. The Board meetings are held after internal and external moderation has taken place.

[Terms of Reference](#)

School Management

The Principal is responsible for the day-to-day running of the school including FET provision and he is supported in this role by three Deputy Principals who form the senior management team.

There are two Department Directors linked to the school's FET provision and these roles are integral to the implementation of the QA system. The Department Directors manage programme development, delivery, and quality assurance.

The day-to-day running of the school rests with the Principal supported by the Senior Management team, i.e., Deputy Principals who report to the Board of Management.

Programme Teams have responsibilities for the development of programme content and delivery, whilst the academic management of programmes is the responsibility of the Academic Board.

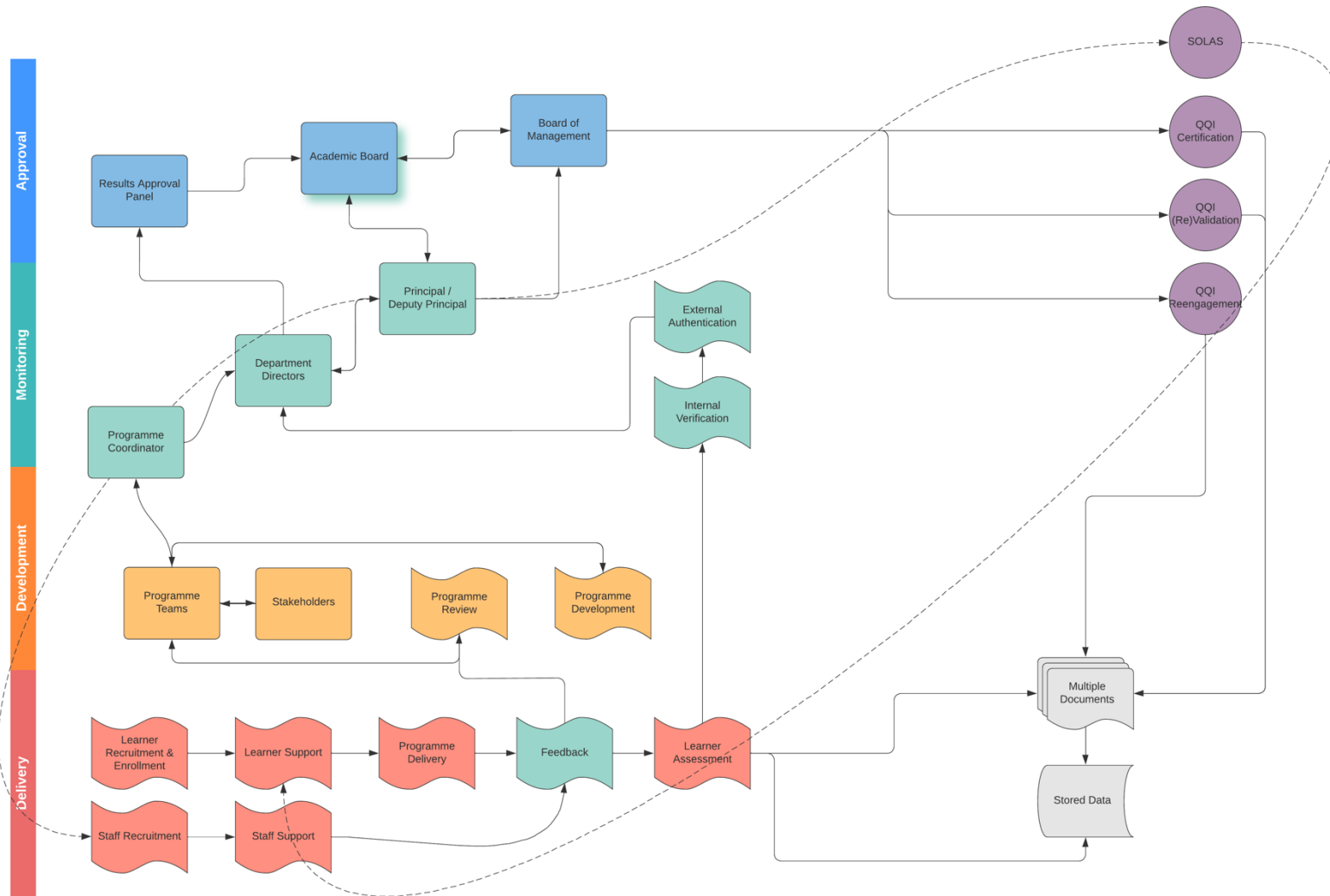
Structure of FET Provision in GCS

- The Principal is responsible for the day-to-day management of the school, including guidance and direction of the teachers and other staff of the school and the quality of FET provision. The Principal reports to the BOM.
- The Principal is supported in his role by three Deputy Principals.
- The Director of the GSA assumes a management role over programme development, delivery and quality assurance for all activities related with the day-time FE provision at GCS. He/she reports to the school Principal, the Results Approval Panel, the Academic Board, and the Board of Management. The Department Director of GSA

role is integral to the quality assurance system and is responsible for quality assurance and enhancement.

- The Director of Adult Ed assumes a management role over programme development, delivery and quality assurance for all activities related with the night-time FE provision at GCS. He/she reports to the school Principal, the Results Approval Panel, the Academic Board, and the Board of Management. The Department Director role is integral to the quality assurance system and is responsible for quality assurance and enhancement.
- Programme Teams are formed to develop programme content and delivery and then to work with the Programme Coordinator to ensure the programme is running smoothly and provision is to a high standard.
- Programme Coordinators manage the delivery and development of each programme and are supported by the programme teams, which are made up primarily of programme tutors and students, all who are involved in aspects of the programme.

Organisation Flow Chart



Role Descriptions

There are documented role descriptions for all roles depicted on our organisation chart. See Appendix 2 Role Descriptions

Scope of Provision

Programmes leading to major awards at levels 5 and 6 of the NFQ validated by QQI delivered using a face-to-face model of delivery in the areas of art and design, filmmaking, photography, childcare, business, healthcare and animal welfare.

Portfolio Preparation QQI Level 5
Advanced Portfolio Preparation QQI Level 6
Documentary Filmmaking & Photography QQI Level 6
Digital & Analogue Photography (BTEI)
Drawing & Painting (BTEI)
Printmaking & Art Appreciation (BTEI)

Early Childhood Education QQI L6
Early Childhood Education QQI L5
Business Studies QQI L5
Animal Care QQI L5
Healthcare Support QQI L5
Training and Development QQI L6
Entrepreneurship for Women BTEI

Learner Profile

At Gorey Community School, we serve the needs of two distinct learner cohorts through our day and night further education programme.

Day Provision - Learner Profile (Gorey School of Art)

The FE Day provision at Gorey Community School is primarily progression orientated. Most learners have recently completed the leaving certificate and require the development of skills and knowledge as well as accredited points to support an application(s) to HE programmes. Each full-time course will cater for mature learners and learners with disabilities. On average about 13% of our learner enrolments are from learners with disabilities. These disabilities range from mental health disorders, learning impairments and physical disabilities. Enrolment of learners with severe sight loss or severe loss of hearing are rare.

Evening/Night Provision – Learner Profile (Gorey Adult Ed.)

Students on Adult Education Programmes are typically over 23 years of age, are currently employed and wish to improve their employability prospects. They may qualify for

Technical Employment Support Grants through INTREO or a Local Development Office. Some have fees paid by their current employer. All students are the primary agent in their selection and attendance on courses. All participants will typically have life and work experience prior to attending a class. We do not allow students who have just completed the Leaving Cert to join a programme. Typically, Students complete between one and four modules over two terms. Learners can present with poor communication skills or where English is not their primary language. We rarely have students with significant physical or mental disabilities.

Chapter 1: Appendices

Terms of Reference

Academic Board
Result Approval Panel
Senior Management Team
Programme Team

Role Descriptions

Principal
Department Director
Programme Coordinator
Programme Tutor
Administrator

Forms

Membership Form - Academic Board
Membership Form – Results Approval Panel
Membership Form – Programme Team

Policy Monitoring

Responsibility	Frequency	Methods
Department Director – Document Update	Per QA audit schedule	-Review of documentation as set out in Area 2: Ongoing Review and Update of QA Documents.
Department Director	Ongoing	<ol style="list-style-type: none"> 1. Review of effectiveness of board and committee meetings. 1. Output of QA Monitoring (Quality Improvement Plan). 1. Output of external reviews such as Reengagement, School Review, and desk-based monitoring activities.

Chapter 2: Documented Approach to Quality Assurance

Aligned to Core Guideline 2 of the QQI Core QA Guidelines

Policy

The QQI Core QA Guidelines (2016, page 9) requires that our 'quality assurance system is fully documented; there are robust, documented policies and associated procedures for the assurance of the quality and standards of provision'. The QA documents that make up our QA system are designed to be consistent; accessible; easy to read and all references and cross references correct and easy to follow. comprehensive or detailed. Robust, documented QA policies and associated procedures, fit for purpose and appropriate to our context, informed by and aligned to relevant QQI's quality assurance guidelines. Include arrangements for monitoring, evaluation, and review of policies and procedures. A robust approach to document control and standardisation in supporting the QA system.

Definitions

Ref: QQI Reengagement Application Guide February 2017 V 0.1

Policy

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. Policies that set out the approach to a given area (for example programme development). Policies are relatively high-level documents setting out the 'why' a provider does something and the principles that inform the approach.

A *policy*:

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

Procedures

Policies are supported by procedures that set out the 'how', 'when' and 'by whom' written with a level of detail to that makes it clear how something is done. A *procedure* describes a process intended to deliver all or part of a policy commitment.

A *procedure*:

- Is written to be available and understood by the people who will be operating the process or engaging with it
- Addresses the practicalities of the process – actions, forms, actors, timelines, information flows, records etc.
- Is designed with the intention of delivering quality and consistency
- Must 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

- Evolves over time as possible improvements are identified and implemented.

Responsibilities

- The Academic Board maintains oversight of the QA system and the documents that make up the system
- The Department Director manages the QA system
- The Department director is responsible for the maintenance of the documents on a day-to-day basis

Elements of our QA System

- The QA Manual - the core QA document
- QA Procedures
- Role Descriptions
- Terms of Reference
- Learner and Tutor Handbooks
- QA Document Register – Excel File to track all QA documents
- Reference documents that provide pertinent details for consultation e.g., QQI QA Guidelines, Qualifications and Quality Assurance (Education and Training) Act 2012)
- Support documents we use to implement procedures e.g., internal verification form, learner evaluation form)
- Visuals e.g., organisation chart, governance chart
- Glossary. An alphabetical list of terms we use with the definitions for those terms

Design of QA Documents

The QA Manual is the core document in the QA system and 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 our QA policies and procedures systematic approach to the development and approval.

Integration of the quality assurance system for QQI validated programmes of education and training with the management of other legislative and regulatory responsibilities e.g., Health & Safety, Employment, Child Protection, Finance, Human Resources, and partnerships.

Written in plain language; a style of writing that is intended to help the reader to understand the message the first time they read it. It involves the orderly and clear presentation of information so that readers have the best possible chance of understanding it. We write with the users in mind and aim to present information clearly and accurately. We do not include personnel names in our QA documents – we use role titles.

Use of Visuals

We use visuals in our QA documents where they are appropriate and help to clarify the meaning of the text. Visuals take many forms; **process maps, workflow documents**, the organisation chart, flowcharts. We use visuals to support written information to support the users understanding. The following are the key visuals included in the QA manual.

- A visual representation of the governance structure
- A visual representation of the organisational structure
- A process map of our QA system based on the QA schema designed by QQI

Principles of Document Design and Use

- Aim to have clear, concise communication that is easily understood
- Use simple and accessible language
- Know your audience
- Write with the user/s in mind – test with the user
- All documents are readily identifiable by name, version number and date
- Every policy and procedure have an identified owner
- Remove obsolete documents from use and securely destroy or archive them
- All documents are approved prior to issue

Naming Convention for Files and Folders

Descriptive file names are an important part of organizing, sharing, and keeping track of data files.

File naming best practices

- Files should be named consistently
- File names should be short but descriptive (<25 characters)
- Avoid special characters or spaces in a file name
- Use capitals and underscores instead of periods or spaces or slashes
- Use date format ISO DDMMYYYY
- Include a version number
- Document your file naming convention (FNC) in your data management plan

Format And Presentation of QA Documents

We maintain our QA documents in electronic format for ease of use and access. The electronic format makes revision and version control easier to manage and reduces the need for emails and paper. We make the QA documents which guide staff and learners in implementing QA processes available using online folders. We use a system of hyperlinks across QA documents to ensure that if a QA procedure or document is updated, the change is consistent across all sources of information. Each chapter in the QA Manual has a series of tables, which house hyperlinks to documents relating to that chapter. The tables have been designed to make the manual practical, live and current. The documents linked to the manual are *published to the web* and as changes are made to each document, the version available via the manual is updated instantly. QA documents are version controlled and the version number and date are visible on QA documents.

Learner and Tutor Handbooks

We regard the learner and tutor handbooks as key QA documents. They are updated annually with the input of users and issued with a new version number and date. The Department Director archives previous versions and removes them from circulation. The tone of the handbooks is welcoming and direct, written in plain, reader-friendly language and signposted in a manner that improves readability and navigability for learners and staff. The contents provide or point to the quality assurance policies and procedures which are most relevant to the audiences. We deliberately keep these handbooks as short and concise as possible, 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/VLE.

We make these handbooks available at or in advance of induction and there is a copy of the learner handbook in the VLE. There is a copy of the tutor manual in the shared online tutor folder.

Maintaining QA Documents

We regard our QA procedures as dynamic processes which evolve and adapt as our provision grows and changes. While our policies, by definition, change infrequently, we are constantly reviewing, amending, updating and/or archived/destroying our QA procedure documents to reflect experience and changing context, and formally once a year when they are benchmarked against prevailing QA requirements. We have a systematic approach to monitoring documented procedures and have a documented review schedule which is a useful tool for embedding continuous improvement development.

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.

We use a QA Document Register - an Excel file to track and record all QA documents.

Chapter 2: Appendices

Procedures

School Procedures

<u>Reviewing & Updating QA Documents</u>

Department Specific Procedures

Gorey School of Art	Gorey Adult Education

Forms

School Forms

Department Specific Forms

Gorey School of Art	Gorey Adult Education

Reports

School Reports

Department Specific Reports

Gorey School of Art	Gorey Adult Education

Policy Monitoring

Responsibility	Frequency	Methods

Chapter 3: Programmes of Education & Training

Aligned to Core Guideline 3 of the QQI Core QA Guidelines

Policy Statement

We identify the needs of learners and other interested parties and source and develop programmes to meet these needs. The rationale for providing QQI (Quality and Qualifications Ireland) validated programmes and the associated financial, time and human resource costs are documented and are considered by the BOM and the ACADEMIC BOARD before we proceed with programme development. We ensure that programme structures, training methodologies, materials, delivery, and assessment methodologies are designed to meet the needs of our potential learners, is consistent with the QQI award, the community we serve and other stakeholders. Programmes are designed to reflect the strands of the NFQ – i.e. knowledge, know-how and skills and competencies, and learning outcomes associated with the different levels.

We have documented work placement **procedures** that include work placement guidelines that clearly articulate the roles and responsibilities of the work experience teacher, the learners on placement and workplace supervisors.

We do not offer a programme leading to a QQI award to learners before it is validated by QQI. We provide those involved in the management, co-ordination, delivery, and support of a programme with the most up to date validated programme documents.

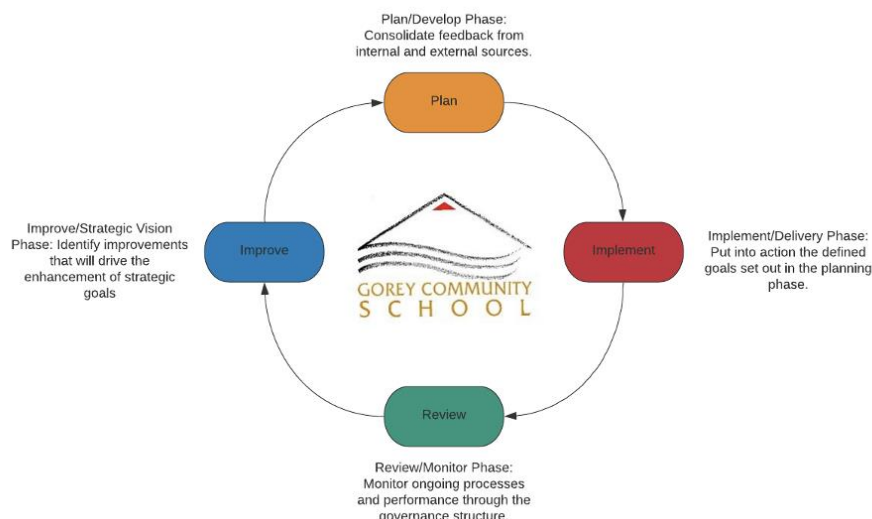
Definition

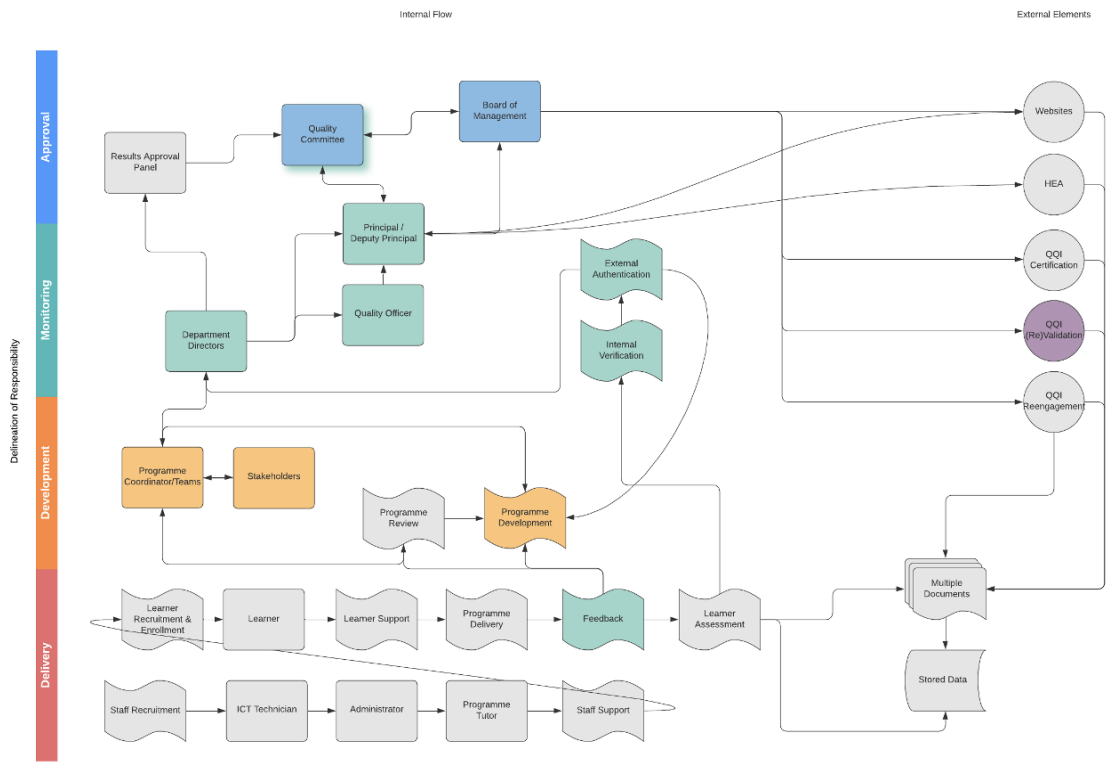
"A programme of education and training is a process by which a learner acquires knowledge, skill or competence and includes a course of study, a course of instruction and an apprenticeship."

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

Responsibilities

- The Academic Board maintains oversight of programme design and approval, delivery, quality, and resources
- The Department Director manages the programme development process and programme delivery and reports to the Principal and the Academic Board
- The Department Director is the RPL Coordinator





Programme Design

We constantly assess the training and educational needs of our own learners and the school and local community we serve. We encourage members of the Board of Management, the Academic Board/Academic Board, staff, teachers, past and present learners, and employers to suggest new programmes for development

Avenues To Programme Design

- Develop a new programme ab initio using the Common Award System (CAS*)
- Develop a new programme *and* a new award standard ab initio outside CAS
- Adapt a programme validated by the ETB accessed through the “Shared Curricula”

* CAS Awards

The award outcomes have already been developed by QQI. A CAS programme may lead to a major, special purpose, supplemental or minor award(s).

Programmes Leading to Non-CAS Awards

This involves proposing a new award, through the development of a programme that is consistent with the relevant NFQ award-type descriptor. The programme learning outcomes are the standard for the new, associated QQI award as no CAS award exists. A non-CAS programme may lead to a major, special purpose, supplemental or minor award(s). A non-CAS programme maps its learning outcomes to a relevant NFQ award type descriptor to provide evidence that the programme can lead to a new QQI award.

ETBI Programme Sharing Process

Our school has access to programmes which were developed by ETBs for sharing with Department of Education and Skills providers. We gain access to these shared programmes through a process managed by the ACCS/JMB Further Education Support Unit (FESU).

The procedure is as follows;

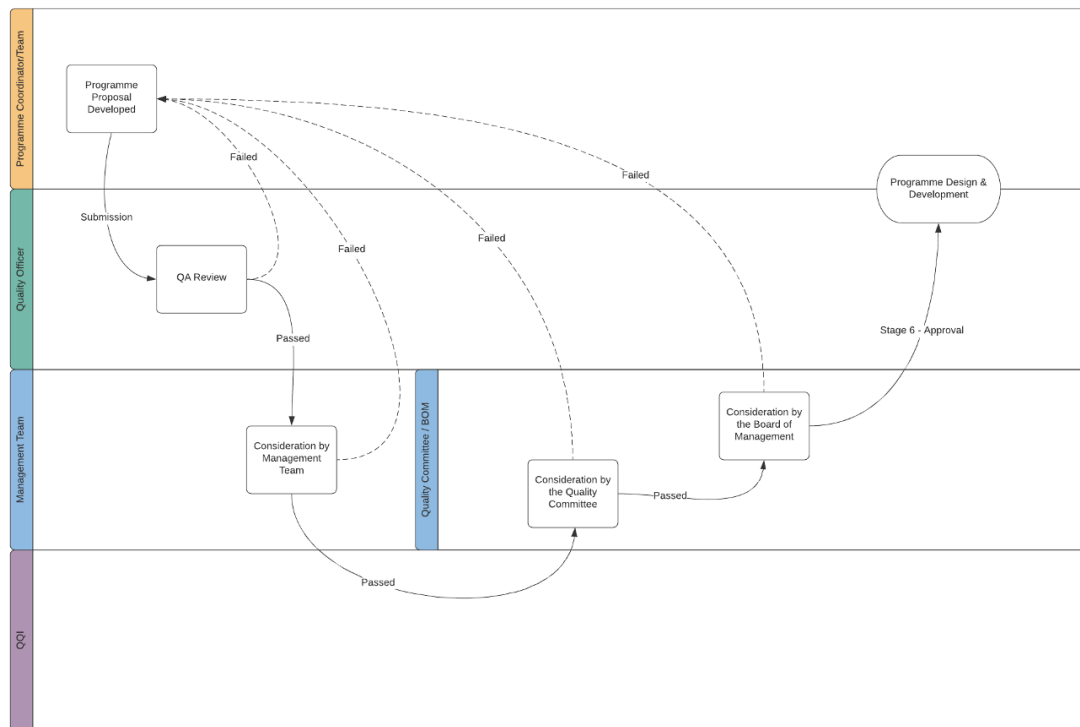
- The Department Director requests a copy of the component specification from FESU via FESS.
- The Department Director or Programme Coordinator completes the *FET Programme Validation Application Form, Part 2, Programme Module Descriptor*, and drafts sample assessment briefs, marking schemes and outline solutions
- The Department Director submits the completed application form and supporting document to FESU for screening.
- FESU screens the application for completeness and general accuracy. This is not an evaluation.
- FESU may ask for additional information / clarification at screening
- The Department responds to FESU with additional information / clarification
- Following successful screening, FESU forwards the application to QQI for approval.
- QQI confirms approval with FESU who informs X that they are approved.

Procedure for Developing a New Programme (CAS/non-CAS)

This procedure sets out the steps we follow to design and develop a new programme

Scope

Applies to the development and design of all programmes



Key Steps in Implementation

- The Programme Team led by the Programme Coordinator completes a *New Programme Proposal Form* following needs identification and presents it to the Principal who decides to send the proposal forward to the Academic Board who considers it from an academic and quality assurance perspective.
- The Department Director discusses the proposal with the Academic Board.
- The Academic Board makes a recommendation to the BOM which considers the proposal and the Academic Board recommendation from a resource and strategic perspective. All programmes must be in line with the mission, vision and values and the strategic plans of the school. If the BOM approves the proposal, it agrees a timescale, budget for development and approves the Department Director to lead the design and development process.
- The Department Director puts together a programme design team, which must include a subject matter expert, and Programme Coordinator/Programme Design Team Chair is responsible for ensuring that the design is aligned with our agreed QA policy and procedures and QQI requirements, a member with expertise in the design and validation of programmes, and eLearning expertise if there are any eLearning elements to the programme
- The programme design team;
 - Meets QQI (if relevant)
 - Takes the implications arising from the [QQI Policies and Criteria for Validation of Programmes 2016](#) into account throughout the design process.
 - Sets out a project plan which includes a target date for submitting the application for validation to QQI.

- Consults with employers and takes their view on board in respect of programme outcomes and content
 - Designs the curriculum using learning outcomes and aligns it with the relevant award standard (if applicable) or maps its learning outcomes to a relevant NFQ award type descriptor (for non-CAS programmes) which provides evidence that the programme can lead to a new QQI award.
 - Maps the learning activities to the learning outcomes and set out clear instructions as to how the tutor and the learners must complete the programme activities.
 - Builds the processes for ongoing monitoring and periodic review into the programme
 - Details the tutor profile based on the needs of the programme and learner profile
 - Carries out a risk assessment as part of the design process
 - Design an appropriate assessment strategy keeping the learner profile and the subject matter in mind; assessment instruments, marking schemes and assessment criteria
 - Set out the conditions for the design of a caring, disciplined and inclusive environment for learners and tutors/teachers
 - Ensure that the programme complies with QQI requirements in relation to access, transfer, and progression. This involves seeking out and documenting suitable transfer and progression opportunities and may involve meetings and discussions with other FE and HE providers.
 - Produces a programme descriptor which houses all the information about the programme in one document
- The programme design team may involve the school's careers guidance counsellor regarding transfer and progress to advise on the Higher Education Links Scheme (HELs) which gives learners the opportunity to use their QQI Level 5 or 6 major award to apply, through the CAO, for a place in the first year of a higher education programme (If the programme being designed to lead to an award at Level 5 or 6).
 - The Programme Coordinator/Design Team Chair presents the programme descriptor to the Academic Board allowing members at least one week before a meeting to consider the document.
 - The Academic Board discusses the programme descriptor at a meeting and may make some suggestions for amendments which are incorporated by the programme design team if they are appropriate
 - The Academic Board makes a recommendation to the Board of Management who approves the programme

Supporting Documentation

- Programme Proposal form
- Standard programme descriptor template

Reference Documents

- QQI Determinations for the Outline National Framework of Qualifications
- Learning Outcomes Guide DIT
- QQI Policies and Criteria for Validation of Programmes 2016
- A Conceptual Framework for UDL for Irish FET Sector (Solas)
- Using Bloom's Taxonomy to Write
- Effective Learning Objectives

Programme Delivery

The Programme Coordinator is responsible for planning and organising programme delivery ensuring that the venue, equipment, tutor, learner information and other resources are in place. If the Programme Coordinator identifies a need for new or additional equipment or resources, he/she alerts the Department Director who sources what is needed and consults with the Principal, and Board of Management if significant expenditure is required.

The Department Director;

- Checks that there are enough applicants for the programme to proceed and discusses this with the Principal, if necessary
- Makes sure that the training facilities are suitable for the programme, the learners and tutor and complies with health, safety and accessibility.
- Checks the availability of a suitable room for an examination
- Updates the Tutor QA Folder on the VLE
- Confirms that any arrangements for reasonable accommodation are in place

The Programme Coordinator meets the tutor for a pre-programme briefing to discuss;

- Resources, equipment and facilities
- Learner induction
- Assessment strategy and timetable
- Arrangements for examination/security
- Review applications/learner profiles
- Arrangements for reasonable accommodation (if any)
- RPL applicants (if any)
- Health, safety and risk
- Monitoring and evaluation
- Dates and arrangements for certification
- Updates to programme content
- Updates to the Tutor QA folder.

Programme Validation/Revalidation

Programme Validation

'Validation is a quality assurance process intended to ensure that a proposed programme can enable a learner to acquire and demonstrate the necessary knowledge, skill or competence to justify the award(s) being offered in respect of that programme.'

We must have a programme which leads to an award on the NFQ validated by QQI before we offer it to learners. As part of the design process, we ensure that the programme is consistent with the QQI award standard and in line with QQI validation policy and guidelines. Information relating to making a validation application to QQI is available on the QQI website and the programme design team use the application templates provided by QQI to help us present our applications and programmes consistently and systematically, taking care to ensure that all the criteria are addressed, and all template sections completed. We facilitate external reviews by QQI of a validated programme if requested to do so by QQI. As part of our monitoring and review processes we check that we are meeting the conditions of validation of programmes set out the Certificate of Validation issued by QQI. Validation by QQI is for a maximum of five years and then automatically lapses unless renewed through revalidation. We arrange for the revalidation of continuing programmes every five years

(unless otherwise advised by QQI) in accordance with the QQI policies, procedures and guidelines related to revalidation prevailing at the time.

Procedure for Submitting an Application for Validation

- The programme design team produce a draft application for validation based on the programme descriptor and on the QQI guidelines for validation prevailing at the time
- The Department Director stress-tests the final drafts for compliance with our QA system and QQI guidelines/requirements and asks a colleague to double-check, proof-read, and format the final version of all documents being submitted to QQI, and check for consistency of language and terminology
- The Principal signs-off on the application before it is submitted.
- The Department Director submits the application for validation to QQI via the QHub and arranges for the fee to be paid.

Admissions

We welcome all applicants if they meet the minimum entry requirements/are eligible for entry by RPL and we can accommodate them if they have specific needs. We give applicants comprehensive and up-to-date information on the programme, the entry criteria and the admissions process before they apply. We reply promptly to all queries and encourage anyone interested in applying for a place to talk the details through with us before they apply. All programmes have a Capacity to Succeed statement, a clear statement of the level of commitment and time involved and what is required of a learner who can expect to successfully complete the programme. In programmes offered to learners whose first language is not English, the statement details the level of English required to successfully complete the programme.

English Language Requirement for Entry

Competence in written and spoken English is an entry requirement for our programmes. Applicants whose first language is not English, may be required to demonstrate proficiency in English to an appropriate level as specified by the Common European Framework of Reference for Languages (CEFR). The specific level required is outlined for each individual programme as some programmes require a higher level of proficiency than others. Details can be found on individual programme brochures under the heading *Minimum Entry Requirements*.

Applicants whose first language is not English are required to have an appropriate score in an approved examination in English language. Generally, we accept an IELTS test score of 6 which indicates that a person is 'competent', meaning they can cope in a classroom situation even though there may be some mistakes or misunderstandings with language. We also accept IELTS equivalents such as TOELF score 60-78 and Cambridge exam level B2. If an applicant does not have a test result from one of these exam centres, they can take an online Duolingo English Test before applying. They can take the test at englishtest.duolingo.com/applicants at a cost of approx. €40 and the test result is available within 48 hours. Applicants' must submit the Duolingo Online test score directly to us.

- The applicants complete the application form from the school website(s) or requests it via telephone/email.
- The applicant is asked to confirm, when applying, that they understand and meet the entry requirements.
- The administrator reviews the completed application forms. If there is any doubt about the suitability of the applicant e.g., not meeting the entry requirements, the administrator

escalates the application to the Programme Coordinator who seeks to establish the suitability of the programme for the applicant and vice versa

- The Programme Coordinator invites the applicant to attend an interview
- If an applicant is requesting reasonable accommodation, the Programme Coordinator escalates the request to the Department who deals with the issue. The Programme Coordinator informs applicants of the result of their application as soon as possible
- The Department Director notifies successful applicants of the offer of a place by email
- If the applicant is not offered a place, we explain the reasons for this decision, and they have a right to appeal the decision
- Applicants secure a place by paying the relevant course fee before a set date. Failure to do so may result in the offer being withdrawn

Registration

The learners complete the registration (Student Profile Form) at induction. This includes contact details, the form of their name they want to appear on the award certification, their date of birth and PPS number.

Transfer and Progression

We facilitate transfer and progression inwards and outwards from our programmes in line with our validated arrangements. Graduates of our programme have the option of transferring or progressing to other FE or HE institutes who offer programmes leading to awards on the NFQ in related areas. The programme design team research and detail appropriate transfer and progression options at the design stage. Details are written into the programme descriptor and agreed with QQI as part of the validation process. Information on transfer and progression pathways is included on programme brochures and our website. Transfer and progression are explained in the learner handbook and is addressed at induction. The Careers Guidance Counsellor meets learners on a one-to-one basis to discuss their specific queries/plans in relation to transfer and progression. We facilitate and support learners who are applying for entry to other programmes by providing transcripts, academic reference and any other relevant documentation in a timely manner.

For courses such as Art Level 6 for example there are established pathways to Institutes of Technology, Universities, as well as Degrees through UCAS in the UK to facilitate direct entry options to year 2 or 3 of HET Degree programmes. In the case of the Institute of Art, Design & Technology, Dun Laoghaire, there is a specific agreement in place that deals with several areas including progression.

Full details of progression and pathways is provided in promotion brochures and on the Adult Education and Gorey School of Art websites.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) can *“be used by the learner to gain entry to a programme; gain exemptions within a programme; gain credit towards an award: a learner may gain a credit towards an award using previous certification and/or attain an Award: a learner may be awarded a Major or Minor Award on the basis of previously acquired learning for which they do not have a formal certificate”* (CEDEFOP, 2011, p7).

We encourage learners who do not meet the stated entry requirements but have appropriate prior experiential learning to apply for admission using RPL. Requests for admission by RPL are considered

on a case-by-case basis and X guides and supports the applicant through the process. An RPL applicant must be able to demonstrate learning based on what they achieved through another programme of study, their work or other learning experiences.

Procedure

- Applicants complete and submit an RPL application form and supporting evidence that is consistent with the award standard. Evidence may include, but is not limited to CV, references, certificates or testimonials, products or samples, job descriptions and/ or evaluations, evidence of attendance at training courses or workplace assessments
- The Programme Coordinator assesses the application/supporting evidence in accordance with the award standard. This evaluation may include an interview with the applicant.
- The Department Director advises the applicant of the outcome. If the applicant is not accepted, the department Director explains the rationale behind the decision and advises the applicant that they can appeal the decision if they wish. Appeals are examined and decided on by an independent examiner who investigates if correct procedures were followed.
- The Programme Coordinator advises the tutor at the pre-programme briefing if there are any RPL learners and asks the tutor to monitor and report on their progress.

Chapter 3: Appendices

Procedures, Forms & Reports

Procedures

School Procedures

Programme Proposal Procedure
Programme Design & Development Procedure
Procedures for Admission/Enrolment
Procedure for Course Inductions

Department Specific Procedures

Gorey School of Art	Gorey Adult Education

Forms

School Forms

Department Specific Forms

Gorey School of Art	Gorey Adult Education
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Feedback Form – New Entrants	

Reports

School Reports

Department Specific Reports

Gorey School of Art	Gorey Adult Education

Policy Monitoring

Responsibility	Frequency	Methods

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Chapter 4: Staff Recruitment, Management & Development

Aligned to Core Guideline 4 of the QQI Core QA Guidelines

Policy

Under section 24 of the Education Act, 1998 (as amended by the Education (Amendment) Act, 2012) the board of management is the employer of teachers and other staff of the school. The Board's role as an employer includes responsibility for the recruitment and dismissal of teachers and other staff within the school, subject to relevant Department circulars, employment legislation and sectoral agreements. Issues with teacher performance and conduct are addressed under agreements reached under section 24(3) of the Education Act, 1998.

Procedures in relation to professional competence issues and general disciplinary matters are set out in circulars issued by the Department of Education All teachers and staff are garda vetted and recruitment of staff is done in a fair and transparent way as per the Department of Education procedures. Staff are encouraged to take up opportunities for professional development.

For our adult education programme, we aim to ensure that we attract tutors who have the appropriate qualifications, skills, competencies, and attitude to provide high quality training to our learners. Our contracted part-time tutors are subject to recruitment, selection and appointment practices and procedures consistent with legislative requirements. We continually seek out qualified tutors of the highest calibre to fill vacancies. We do our best to ensure that these tutors are well supported and encouraged to contribute to the quality of our programmes. We regard them as full members of our programme teams and value and act on their feedback, as appropriate. We support them in developing their professional competencies to enable continuous improvement of the learning environment and individual programmes. Staffing is a recurring item on the agenda of Board of Management and Academic Board meetings.

Responsibility

- The Board of Management are the employers and have ultimate control of school's finances and strategic development
- The Academic Board maintains oversight of staffing needs in relation to education and training provision and makes recommendations to the Board of Management
- The Principal takes charge of the day-to-day operations of the school, including staffing needs.
- The Department Directors oversee the management, and development, of programmes and tutors

Role Descriptions

There are documented role descriptions for all roles depicted on our organisation chart. The tutor role description is set out in the tutor handbook, discussed at induction, and reviewed regularly by the AEO and updated if needed

Induction and training of staff and tutors

All staff and tutors managing, co-ordinating and delivering programmes leading to QQI awards must adhere to the QA system agreed with QQI. Induction, on-going training, and team meetings ensures that staff and tutors understand their role in implementing the QA system and assuring quality.

Recruitment of Adult Education Tutors or General Academic Support Tutors

When a vacancy for a tutor arises;

- the Director draws up a role/job description detailing the role and responsibilities of the position, the requirements in terms of qualifications, skills and experience as set out in the programme-specific statement of required qualifications, and terms and conditions.
- The Director advertises positions in as wide a variety of outlets as possible including local/regional newspapers, website, and social media platforms.
- The Director and Assistant Directors short-lists the candidates, and the Director invites them to attend for interview.
- Applicants for tutor positions are interviewed by Adult Education Director and Assistant Directors. Candidates are required to make a 10-minute prepared training presentation in their subject matter area as part of the interview process. The focus of the interview is on content delivery and pedagogical practices and the candidate's ability to create a supportive teaching and learning environment
- The Principal approves the appointment based on the recommendation of the interview panel
- The Director checks out the references
- Tutors who work with/have access to learners aged 18 or under or vulnerable adults must be Garda vetted and undergo safeguarding training in line with our Child and Vulnerable Adults Protection Policy.
- Tutors must submit evidence of qualifications and experience and must update their CVs and supporting documents before they sign any contract.

Tutor Induction

The Department Director inducts tutors. All new tutors must attend induction. Induction consists of a recorded presentation and includes the Tutor Handbook and the Tutor Role Description followed by a Q and A with the Director which can be in person or virtual, preferably in person if possible.

Induction includes;

- The QA system and the tutor's role and responsibilities in implementing it, including attendance and timetabling
- Course Content
- Learner Supports
- Facilities and Equipment
- Health & Safety
- VLE
- Course Calendar
- Assessment

Supports for Tutors

The Director organises programme team meetings each term to discuss programme development and encourage collaboration. Teaching and assessment skills are a standing item for these meetings. Updates and changes to programmes are discussed and agreed at these meetings and training provided if necessary. Any changes to the QA system which impacts on the work of tutors are also highlighted and discussed at these meetings

We encourage tutors to share learning and resources and when a contracted tutor is appointed, we give them access to a shared online folder which contains the following;

- A copy our QA manual
- QQI Quality Assurance Assessment Guidelines for Providers 2013
- Tutor Handbook
- Learner Handbook
- Programme specific documents – assessment briefs etc

We also encourage tutors to engage in communities of practice and to avail of training opportunities which will enhance their programme. if they identify an opportunity, we encourage them to talk to the AEO who will consider an application for support to avail of the opportunity. Training is provided either in-house by staff or externally where appropriate. We provide training health and safety, equality and diversity, and data protection.

We expect staff and tutors to maintain membership of relevant professional bodies, attend relevant seminars and conferences and to engage in professional networking. Staff and tutors are encouraged to be reflective and to assess their own performance and development needs, and to request additional training that will benefit their roles, the learners, and the development of the programmes.

Tutor Handbook

The Tutor Handbook is a key QA resource for tutors and forms an important part of tutor induction. It is updated annually by the Department Director and Programme Coordinators with the input of tutors and re-issued with a new version number and date. The previous version is removed from the QA system and archived. There is a copy of the Tutor Handbook in the shared online tutor folder.

Staff Handbook

Our Staff Handbook applies to all staff and is given to staff at induction. It covers employee rights and responsibilities, disciplinary and grievance procedures, procedures in relation to bullying, harassment and dignity at work, data protection, health, and safety.

Monitoring Tutor Performance

The Department Director evaluates tutor performance on an ongoing basis. We regard this evaluation as critical for quality assurance and enhancement. We use the following metrics as indicators of the quality of tutor performance and to check if tutors are performing to the required standards or if they need any additional support and/or training

- Learner attendance and drop-out rates
- Assessment results
- Learner feedback on tutor performance
- Tutor feedback/self-assessment

- Complaints and appeals
- External Authenticator feedback

Required Qualifications for Tutors

Essential qualifications and experience

Tutors must be/have been practitioners in the relevant sector, and/or have primary degrees in their field, and if possible, have a postgraduate degree in a relevant field

Programme-specific qualifications and experience

There are programme-specific requirements for each programme to ensure that tutors have the qualifications and experience required to meet the needs of the learner profile and the subject matter specific to that programme.

Desirable qualifications and experience

- Knowledge and appreciation of the theory of adult and community education
- Experience of online training delivery

Tutors' Role in Quality Assurance

Our tutors are one of the most important elements in ensuring the quality of our programmes and supporting our learners and we value and facilitate their input into the ongoing enhancement and development of our QA system.

- Tutors are informed of updates to the QA system at programme team meetings (held every term)
- Tutors must be familiar with our QA system and the tutor and learner handbooks which we talk through at induction
- Tutors are represented on the results approval panel and the Academic Board
- We involve tutors in the design and updating of the tutor handbook
- We ask for tutors' feedback on the ease-of-use and the value of the QA system when we are reviewing it.

Contingency Plan for Tutor Absence

- We expect tutors to give us as much advance notice as possible if they are unable to attend a class for any reason. They must contact the Department Director by email and phone. If the Department Director is not available, they must contact Programme Coordinator.
- If possible, the Department Director arranges for another tutor from panel of tutors to cover for the absence.
- We only cancel or defer classes as a last resort.

Chapter 4: Appendices
Procedures, Forms & Reports

Procedures

School Procedures

Procedure for Recruitment of Learner Support Staff
Procedure for Recruitment of Short Term Teaching Posts (Non-Pro Rata)
Procedure for Recruitment of Teaching Posts (Pro Rata)
Procedure for Staff Communication
Procedure for Staff CPD and Training
Procedure for Staff Feedback
Procedure for Staff Induction

Department Specific Procedures

Gorey School of Art	Gorey Adult Education

Forms

School Forms

Garda Vetting Form
Staff Survey (CPD) Form
Staff Survey (VLE) Form

Department Specific Forms

Gorey School of Art	Gorey Adult Education
FSD Additional Tutor Form	
FSD Personal Assistant Form	

Reports

School Reports

Department Specific Reports

Gorey School of Art	Gorey Adult Education

Policy Monitoring

Responsibility	Frequency	Methods

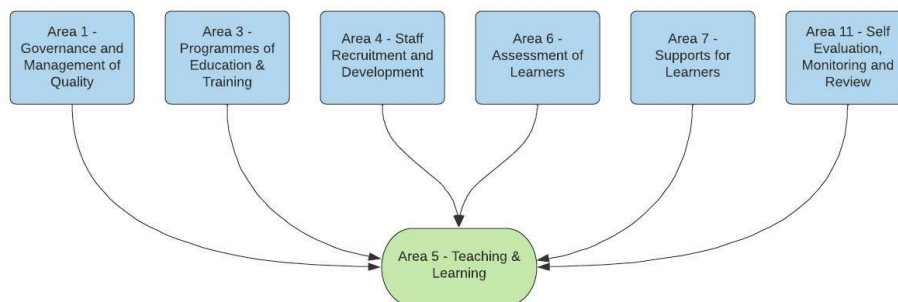
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Chapter 5: Teaching & Learning

Aligned to Core Guideline 5 of the QQI Core QA Guidelines

Teaching and Learning Policy

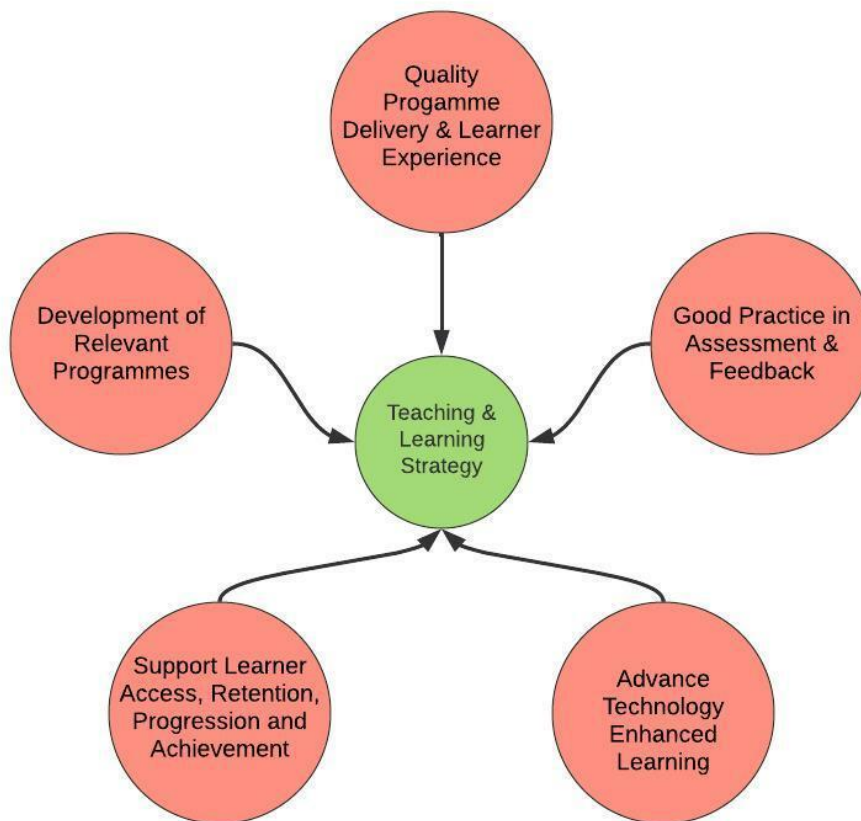
We work hard to ensure that Tutors/teachers and learners achieve the best possible outcomes by creating and sustaining a positive, appropriate, and inclusive teaching and learning environment. All stakeholders, from members of our governance units to our learners, have a role in contributing to creating and sustaining this environment. We seek regular feedback from teaching staff, learners, and stakeholders and have the resources in place to provide our Tutors/teachers and learners with the resources they need to achieve their maximum potential. We have a clearly documented, overarching Teaching, Learning and Assessment (TLA) strategy, to which programme-specific strategies are aligned leading to a strengthening and informing pedagogic practices and programme design. This strategy is appropriate to the context of the school and takes our learner profile and needs into consideration.



Responsibility

- The Academic Board is responsible for maintaining oversight of the teaching and learning environment and teaching, learning and assessment strategies.
- The Department Director is responsible for ensuring that the appropriate facilities and resources are in place to ensure a high-quality teaching and learning environment.
- The Department Director and Programme Coordinator is responsible for ensuring that our teaching, learning, and assessment strategies are implemented and for supporting their implementation.
- The Tutors/teachers are responsible for creating an environment where learners can maximise their potential.

Teaching and Learning Strategies



We document our teaching, learning and assessment strategies to include the activities, strategies, methodologies, and resources in our Programme Descriptors, and these are agreed at the programme validation stage by QQI (if the programme is designed to lead to an award on the NFQ)

- **Independent and self-directed learning**
- **Learner Attendance and Engagement**
- **Learning Methodologies**
 - We design a range of methodologies as part of our delivery strategy. We expect Tutors/teachers to use a range of delivery methodologies and to consider the full range of learning styles when preparing their programme materials.
 - Classroom-based instruction – impart information and create a learning environment for class discussions, explore issues that have arisen as part of programme content or assessments.
 - Group work is used to help learners develop their analytical and communication skills and to create a collaborative learning environment which our learners enjoy and benefit from as part of their experience.
 - Practical demonstrations and training – demonstrations of practical skills via face-to-face delivery in line with best practice. Learners are supervised when carrying out practical skills with feedback provided by the tutor/teacher.
 - Simulated work environment
 - Workplace/ On-the-job training learning - via work experience module placement, gives learners opportunity to apply what they have learned in a real working environment.
 - Blended Learning - allows for lectures to be delivered via live webinars, course work to be available online and all assignments to be submitted digitally.

- Field trips to visit galleries/museums, site-specific art projects, film/photography shoots and studio visits.

The Teaching and Learning Environment

Physical Infrastructure and training facilities

Gorey Adult Education Department

The Adult Education classrooms are fully equipped with the requisite furniture, technical, audio-visual equipment, and Wi-Fi. There is a social space/canteen for learners to meet.

Gorey School of Art

GSA is equipped with 12,00sq ft of dedicated art studio space, a fabrication room, a digital research lab, a comprehensive book library, 32-seater cinema, dedicated film/photography editing lab, and common spaces including a canteen. The school of art has a secure Wi-Fi network through the facilities.

Health and Safety of Learners and Tutors/teachers/Teachers

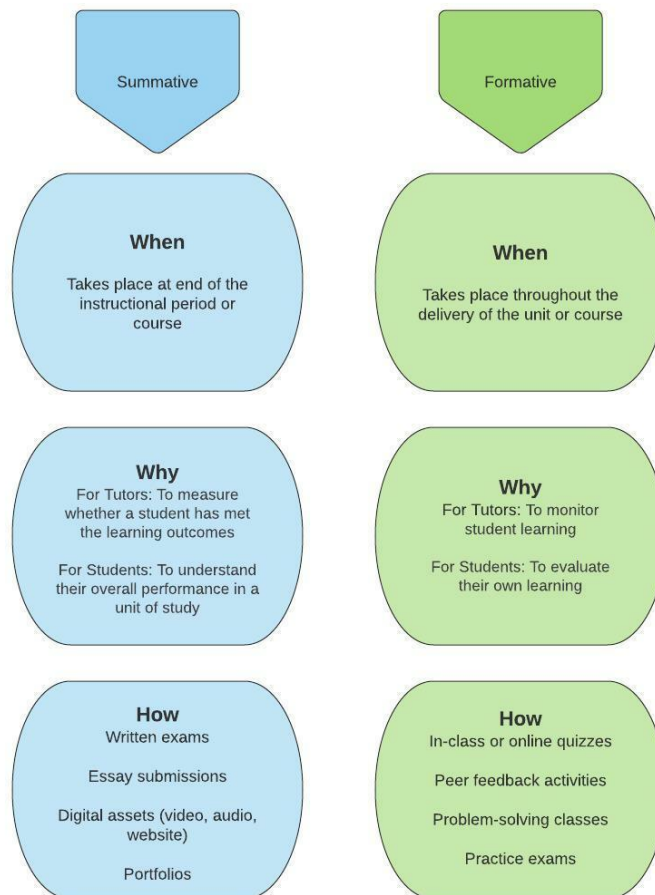
Creating and maintaining an appropriate and effective learning environment must take the health and safety of learners, Tutors/teachers, and all members of the programme team into account. We comply with all relevant statutory provisions and takes all practicable measures to minimise risk and ensure 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 and evacuation drills. Training equipment is regularly inspected, serviced, updated, and certified as fit-for-purpose. We have an accident/incident reporting procedure in place. We have documented risk to teacher/tutor and learner health and safety in our risk register. Our safety statement, which is updated annually, is prominently displaying in the school and on our website

Formative Assessment

Tutors/teachers use formative assessment and feedback on an ongoing basis to monitor learning and learner progress throughout the learning journey, to engage and motivate the learners and to monitor and improve their own performance. We use the outcomes of formative feedback to inform continuous professional development for tutors/teachers. We have documented formative assessment tasks for each programme which the learners undertake at various stages through the programme. Formative assessment/feedback helps learners identify their own strengths, weaknesses and gaps in knowledge/skills and improve their learning. The Tutors/teachers analyse learners' participation and level of engagement in the classroom and use the results to modify their instruction to enhance its effectiveness. The programme design team documents the formative assessment strategy at the programme/ assessment design stage, and it is detailed in the programme descriptor.

Summative Assessment

Summative assessment is used for certification purposes and is based on the cumulative learning that takes place. Assessment undertaken for the purpose of achieving QQI certification is summative assessment. Summative assessment instruments are designed by the programme design team, based on the techniques and weightings detailed in the QQI award specification (if applicable) and validated programme and are discussed at the pre-programme briefing.



Chapter 5: Appendices

Procedures, Forms & Reports

Procedures

School Procedures

Department Specific Procedures

Gorey School of Art	Gorey Adult Education

Forms

School Forms

Department Specific Forms

Gorey School of Art	Gorey Adult Education

Reports

School Reports

Department Specific Reports

Gorey School of Art	Gorey Adult Education

Policy Monitoring

Responsibility	Frequency	Methods

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Chapter 6: Assessment

Aligned to Core Guideline 6 of the QQI Core QA Guidelines

Policy Statement

GCS is a post-primary and further education provider. Under The Qualifications and Quality Assurance (Education and Training) Act 2012, revised 2014, GCS is recognised as a provider of Further Education and Training programmes, and it is required under the Act, to have in place Quality Assurance policies and procedures including an Assessment Policy.

It is the policy of GCS that we ensure all learners are given the opportunity to engage in effective assessment that supports the teaching and learning received. GCS aims to provide assessment procedures that are fair and consistent and give learners responsibility for demonstrating learning achievement. GCS is committed to adhering to QQI standards and up keeping the learning outcomes of each programme and component that is offered. Teaching and learning are an integral part of the assessment process in GCS. GCS is committed to providing effective teaching and learning strategies to provide a holistic approach to teaching, learning and assessment.

Learners will be assured that the assessment procedures that are followed in GCS are in keeping with current QQI standards and guidelines. All staff will ensure that assessment procedures are credible, and all assessment material will be managed securely.

It is of utmost importance to GCS that assessment methods are reviewed and renewed as necessary to meet the needs of all learners and learners will be invited to take part in this process. Feedback is a fundamental part of the assessment process, and all reasonable measures will be taken to facilitate learners to receive feedback on all assessment material. This will be done in line with the feedback policy and a particular timeframe will be outlined for staff and learners in which feedback will happen.

Learners will be given details about all assessment procedures during their course induction at the beginning of each year. It will be clearly outlined to them how and why they are being assessed, and they will be provided with appropriate feedback. Learners will be informed about the process for assessment, complaints and appeals. We facilitate and encourage learners to talk to us if they consider an assessment result to be invalid or unfair or if they have a query about any aspect of the assessment process. Management will ensure the assessment, complaints and appeals process are fair, consistent, and fit for purpose. They will also endeavour to ensure that this is completed in a straightforward, efficient, timely and transparent manner.

A key element of quality assuring assessment is the approval and sign off assessment results before we submit them to QQI for certification. This is formalised in the Result Approval Panel meeting, which takes place towards the end of each assessment period.

Our assessment policy and procedures are designed to be consistent with QQI's assessment policy and to meet the requirements of the following QQI guidelines;

- *Quality Assuring Assessment, Guidelines for Providers, Revised 2013*
- *FETAC Guidelines for Internal Verification*
- *Quality Assuring Assessment Guidelines for External Authenticators*

Responsibilities

- The Results Approval Panel maintains oversight of our assessment processes, approves results and make recommendations for corrective action to the Academic Board
- The Board of Management has overall responsibility for assessment

- Independent Programme Coordinators are the internal verifier for programmes that they are not connected to.
- The tutors mark and grade the assessments and are responsible for ensuring all assessment activities are carried out as set out in the programme descriptors

Overview of the Assessment Process

Assessment

- We develop and agree our assessment policies, processes and procedures with QQI and regularly review and update them
- The programme design team devise assessment instruments, marking schemes and assessment criteria when developing the programme
- The tutors assess the learners and mark and grade the assessment evidence
- The tutors submit the documents as set out in the assessment portfolio checklist to the Internal Verifier who records the outcomes

Authentication

- The Internal Verifier verifies that assessment procedures have been applied consistently across all assessment activities and that the assessment results are recorded accurately.
- The Academic Board appoints an external authenticator based on recommendations from the Department Director
- The external authenticator moderates assessment results by sampling learner evidence according to our sampling strategy

Results Approval and Issue

- The Department Director convenes meetings of the Results Approval Panel
- The Panel reviews, approves and sign-off assessment results
- Programme Coordinators follow an agreed template and email approved results to learners, and advises them of appeal deadlines and the date they should receive their QQI award certificate

Certification

- Programme Coordinators submit learner results to QQI via the QBS
- Learners are allowed 10 working days to lodge an appeal
- Department Director processes appeals
- The Administrator issues award certificates

Assessment Planning and Design

The programme design team consider all aspects of assessment and set out a comprehensive assessment strategy at the design stage which is subsequently agreed with QQI as part of the validation process. The assessment strategy contains detail on how formative and summative assessment and feedback is provided, assignment briefs, marking schemes, assessment schedules, exam questions and solutions, based on award specification, the programme and learner profile and resources required for assessment. The detail of this assessment strategy is set out clearly in the programme descriptor.

When a programme is scheduled for delivery, Programme Coordinators draft the assessment schedule and set out details in the form of a programme assessment plan which details dates for submissions/exams and feedback. Programme Coordinator and the tutor discuss and agree the assessment plan at the pre-programme briefing.

- The Programme Coordinator plans for reasonable accommodation and informs the tutor
- The Department Director agrees the appointment of a suitably qualified external authenticator with the Academic Board
- The Department Director inputs learner details onto QQI QBS allowing sufficient time to deal and resolve invalid entries to ensure that the agreed assessment schedule for return of the master folder, assessment portfolios, internal verification, external authentication, results approval, and issue of results are met

Marking Schemes

A marking scheme sets out the specific assessment points against which the assessment evidence is judged and applied by the assessor to determine to what extent the learner has demonstrated the required standard. Marking schemes must be consistent with the relevant detail in the module; the assessment criteria, the learning outcomes mapped to the assessment technique/task in question and the assessment guidelines. They must also be consistent with the detail in the assessment brief. In other words, the marking scheme must allocate marks to everything asked of the learner in the assessment brief

Outline Solutions/Model/Sample Answers

The tutor develops outline solutions alongside an examination paper and related marking scheme. The tutor may also develop an outline solution to a non-examination assessment (an assignment), but this is not a requirement.

Depending on the nature of the assessment, the outline solution/model/sample answer may be:

- one answer
- a range of acceptable answers
- a list of minimum acceptable key points
- an indication/guideline of what form a response may take

Information to Learners and Tutors on Assessment

We make assessment information available to learners in the learner handbook, at induction and on the VLE. The tutors demonstrate to the learners how to access the assessment schedule, exam notices and regulations at induction via our VLE. The assessment schedule includes submission deadlines and examination dates. Tutors also provide learners with detailed assessment briefs (a set of instructions outlining the assessment requirements, deadlines, submission procedures and assessment criteria) for each piece of assessment. The briefs are based on the assessment strategy validated by QQI.

Learner responsibilities around assessment and examination regulations are detailed in the learner handbook and are reinforced throughout the programme by the tutor.

All tutors have a copy of the tutor handbook, which details the assessment procedures. The purpose of this handbook is to;

- To help ensure fair and consistent assessment of learners
- Detail the role and responsibilities of tutor when acting as an assessor

- Present all the information tutors need to perform their role as an assessor to a high standard and in line with our agreed quality assurance procedures

Tutors must be familiar with *QQI Quality Assurance Assessment Guidelines for Providers 2013* on which the design of our QA procedures is based and with Chapter 6 of our QA Manual

Pre-Programme Briefings

The Programme Coordinator meets the tutor before the programme begins to talk through the assessment strategy, the assessment schedule, assessment portfolio checklist, assessment briefs, marking sheets, arrangements for examination and reasonable accommodation. Copies of all documents are also available to the Tutor via the QA folder within our VLE.

Security of Assessment Materials and Related Processes

We have systems in place to protect the integrity of assessment documentation and materials, assessment evidence, assessment results and records. All teaching staff are responsible for the security of assessment material and associated documents on the VLE through two-factor authenticated secure accounts and are prohibited from using shared computers. The Tutor adds details of assessment submission and results for each learner to their learner record which is maintained by the VLE.

Assessment materials are stored securely in the VLE which is encrypted with restricted password protected access. Copies of assessment materials are printed only when they are needed. Programme Coordinators record the outcomes of assessment and uploads results data to the QBS at the earliest available time.

Tutors are responsible for the secure storage of all assessment related materials while in their possession and must report any breaches to the Programme Coordinator as a matter of urgency. Our procedure for dealing with breaches of academic conduct is highlighted at induction and in the handbooks and a there is a copy on the VLE.

Academic Integrity

Definition: *Academic misconduct is any action which gains, attempts to gain, or assists others in gaining or attempting to gain unfair academic advantage*

We assume that tutors and learners will be honest in all matters. However, we have a procedure in place to deal with incidents or suspected incidence of academic misconduct if they occur. Learners are informed of the procedures in relation to assessment malpractice, including plagiarism, essay mills and referencing techniques in the learner handbook and learner induction. Assessment malpractice is addressed in learner and tutor induction and in the learner and tutor handbooks. There are also guidelines on the VLE and the standards of academic integrity we expect is referenced by the tutor throughout the programme

The tutor is the main source of guidance and information for learners in relation to academic integrity. We also provide guidelines, video content and reference documents on the VLE which explain the concept of academic integrity and help to enhance learners' referencing skills. We use plagiarism software to verify potential plagiarism

Practices that may breach academic integrity include;

- Plagiarism. the presentation of someone else's work as one's own. Examples of plagiarism include taking texts from websites, using essay mills, and presenting works or sections of works written by another person.
- Falsification of data
- Collusion and cheating in examinations
- Submitting the same or similar work for more than one assessment
- Failing to reference sources of information or data appropriately

Authorisation Statements

Learners must complete, sign, date and submit an authorship statement when they are submitting an assignment confirming that the assessment evidence, they are submitted is their own work, is genuine, not plagiarised and properly referenced. All assignments and authorship statements are submitted via the VLE ensuring that we have a secure digital record of assignment submission.

Dealing the Breaches of Academic Integrity

If a tutor or any member of the programme team suspects a breach of academic conduct where a learner has sought to gain an unfair advantage, they bring the details and any evidence they have to the attention of Department Director to decide how to deal with it. The learner may be interviewed, and a judgement reached about whether academic integrity has been breached. If we conclude after investigation that a breach has occurred, we may impose penalties up to and including removal from the programme. We regard academic misconduct by a tutor (e.g. fabrication of evidence or interference with results) as gross misconduct and is dealt with through the Staff Misconduct Procedure.

Conduct of Examinations

All exams are invigilated by an invigilator appointed by the Department Director from a panel of invigilators who have been briefed the Department Director. Invigilators must be familiar and comply with the *Invigilators Guidelines* which is talked though at the briefing. If a candidate takes an exam in separate room, an invigilator must be present in that room.

If an invigilator suspects a learner of cheating in an examination, they retrieve the evidence of cheating and completes a *Misconduct Report Form*, which is forwarded, with the alleged evidence, immediately to the Department Director who meets with the learner and the invigilator. Invigilators must complete and return the examination attendance register, invigilation report and seating plan at the end of the exam using the template provided.

Quality Assuring Assessment in the Workplace

One of the responsibilities of the workplace supervisors who take our learners on placement as part of the Work Experience module is to assess and rate the learner's performance under a number of stated criteria and complete the *Workplace Supervisor Report* using the template provided by the work experience tutor. They are briefed in advance of the assessment by the tutor and given a copy of our *Work Placement Guidelines – Workplace Supervisor* which guides them in undertaking the assessment. The work experience tutor reviews the completed Workplace Supervisor Reports submitted by the supervisors, countersigns them and may comment on them. We make the completed reports available to the external authenticator who reviews a sample with a focus on supervisors who are assessing for the first time.

Presentation and Submission of Assignments

Details of how an assignment is to be presented and submitted are set out clearly in the assessment brief. All assessments are submitted electronically via the VLE and must be submitted in the format required. We advise learners to maintain copies of all submissions for their own reference. To ensure fairness all assessment items must be submitted on or before the dates set out on the assessment timetable issued at induction (unless otherwise notified in advance by the tutor). We do not accept assignments received after the due date unless an extension has been granted in advance. We grant extensions to learners who have genuine difficulty in meeting a submission deadline. Requests for extensions must be submitted in advance of the submission date to the Programme Coordinator using the *Reasonable Accommodation or Compassionate Consideration Request Form* with supporting verifiable evidence if relevant e.g., medical certificate in case of sickness.

Repeating and Deferring Assessment

If a learner fails an assessment, the tutor contacts them directly and gives them detailed feedback on the areas where they fell short. Information relating to repeating is included in the learner handbook. A learner must notify Programme Coordinator by email if they wish to repeat an assessment and the Programme Coordinator and Department Director agrees the arrangements with them. We do not charge a fee to repeat, and we allow only one opportunity to repeat an assessment. The repeat or deferred assessment will only be accommodated at the next available assessment period i.e., the following academic year.

Reasonable Accommodation

Documented procedure

We clearly explain what we mean by reasonable accommodation in the context of assessment at induction and in the learner handbook. Examples of adaptations we can/have made include: -

- Rest periods during examinations
- Use of a scribe or reader
- Oral (as opposed to written) examinations
- Extended time to complete assignments

We urge learners to let us know when they apply/as soon as possible if they think they need or may need additional supports for assessment and to complete and submit the *Reasonable Accommodation Request* form. The Department Director and Programme Coordinator review requests on a case-by- case basis, discusses the requirements with the tutor and signs-off on a request only if it is reasonable and practicable to accommodate the learner and that it does not affect the standards of the given award. The Programme Coordinator agrees the proposed arrangements in advance with the tutor and guides the tutors in relation to adapting assessment. The Internal Verifier includes details of any adaptations made/ reasonable accommodation provided in the internal verification report thereby making the external authenticator aware of any accommodation provided.

Marking and Grading

The Internal Verifier monitors the standards of marking and grading. Marking and grading is addressed at tutor induction and in the tutor handbook. Detailed marking schemes, based on the

validated assessment plans, which show clearly how assessment evidence is to be marked and graded, are available to tutors in the Tutors QA folder. The marking schemes are reviewed and updated, if required, as part of programme review.

The Internal Verifier is asked to comment on the consistency of marking and highlight any concerns/inconsistencies in the internal verification report. We ask the external authenticator for feedback on consistency of marking and grading and to record any observations in their report. If there are any concerns, they are discussed at the Results Approval Panel (RAP) meeting and a decision made regarding corrective action.

Internal Verification

We carry our internal verification in line with QQI guidelines set out in the '*Quality Assurance Assessment Guidelines for Providers 2013 (pages 24 and 25)*'.

The Internal Verifier verifies our assessment process and outcomes.

Role of the Internal Verifier

- Check that tutors have adhered to our assessment procedures and applied them consistently across assessment activities.
- Check that assessment results are calculated, transcribed, and recorded correctly and accurately.
- Highlight any irregularities or deviations from the normal distribution of marks.
- Checks the master folder or VLE submitted by the tutor contains:
 - List of all learners alphabetically by surname with a breakdown of marks
 - Module descriptor
 - Award Specification
 - Assessment Briefs
 - Marking Schemes
 - Exam papers (if appropriate)
 - Sample solutions (if appropriate)
 - Evidence of cross moderation (Where appropriate)
 - Video/Audio evidence (clearly labelled) and links are active with appropriate access granted

If the master folder is not complete, the internal verifier returns it to the tutor with notes

- Takes corrective action if results and/or assessment evidence is missing, contacting the tutor, rechecking assessments and/or evidence for mislaid items, reviewing attendance registers and submission logs to ensure evidence was received
- Completes and signs the internal verification report including observations and recommendations
- Makes the internal verification report available to the external authenticator in advance of authentication and to members of the Results Approval Panel in advance of the RAP meeting
- Presents the internal verification report to the RAP meeting, highlighting any concerns or issues documented in the report, particularly issues which may need be addressed with corrective action.

External Authentication

We arrange for the authentication of assessment by a suitably qualified independent person as part of the quality assurance of assessment. Through a process of moderation, the authenticator confirms that learners have been assessed fairly and consistently, that the marking and grading is valid and reliable, and that the assessment evidence meets the national standard for the award.

Selection and Appointment of the External Authenticator

The Department Director sources suitably qualified external authenticators based on their match to our selection criteria and makes a recommendation to the Academic Board regarding the appointment. When the Academic Board has approved the appointment, the Department Director;

- Records evidence of the suitability of the appointment
- Liaises with the external authenticator and issues a contract and guidelines setting out what is involved and our expectations
- Let's the tutors know about the arrangements for authentication and ask them to make themselves available if the authenticator needs to contact them to discuss results (usually by phone)
- Makes a copy of the *QQI Quality Assuring Assessment Guidelines for External Authenticators* available to the authenticator
- Plans for the site visit
- Agrees payment and date for submission of the completed external authentication report
- Invites the authenticator to attend the results approval panel meeting to report on the outcomes of authentication and to help us to identify strengths, gaps and areas for improvement.
- Submits an agenda and a copy of the Internal Verification Report to the external authenticator by the agreed date prior to the authentication visit.

We rotate the use of authenticators and do not contract the services of the same authenticator for more than three consecutive certification periods. Both the external authenticator and the Department Director sign the external authenticator reports and the Principal stores them securely in hard copy and maintains them indefinitely.

External Authenticator Selection Criteria

- Technical/subject matter expertise
- Competent to confirm that we are implementing our quality assurance policies and procedures
- Understanding and appreciation of our context, approach and learner profile
- Experience of external authentication and/or external examining
- Independent of the College, our programmes and tutors

Results Approval and Issuing of Results

The Board of Management appoints a Results Approval Panel (RAP) which operates under a documented terms of reference to formally review and approve results data, review the internal verification and external authentication reports and check that the assessment results are fully quality assured and signed-off prior to submission to QQI for certification and issued to learners. The Panel highlights any issues identified and improvements recommended and any need for corrective action. The Results Approval Panel carefully consider any changes to marking and grading recommended by the external authenticator and decides. If the panel decides not to accept a recommendation for change/s, a detailed justification for this decision is recorded in the RAP report

The Principal

- Convenes a meeting of the Panel for each certification period
- Issues an agenda and supporting documents (internal verification and external authentication report) to members in advance.
- Prepares a report of the meeting which is signed by the Chair, retained for auditing, and monitoring purposes.

Issue of Results and Certification

The final steps of the results approval process are the submission of results to QQI and the issue of results to learners. The Department Directors.

- Makes results available to learners in writing as soon as possible following RAP approval
- Completes the data entry, quality assurance and data edits
- Submits the results to QQI (at this point, the data can only be edited by QQI).
- Completes the signoff / declaration on the QBS that the data is ready for certification confirming that we have implemented all elements of the authentication process and adhered to all agreed procedures.
- Prints off the *Final Statement of Results* from the QBS (available after the certification date for the period)

Issue of Award Certificates

QQI issues award certificates for all results received except those flagged as being under appeal according to a pre-defined schedule, at the end of February, April, July, August, October and December each year. We receive the award certificates from QQI approximately 2 to 3 weeks after the Final Submission Date for the certification period.

On receipt of the award certificates, the Department Directors

- Logs receipt of the award certificates in our *Award Certificate Register*
- Checks the certificates to make sure the name and other details are correct
- Posts the relevant certificates to the relevant learners
- If this cannot be done in individual cases those award certificates must be stored securely

Corrective Action

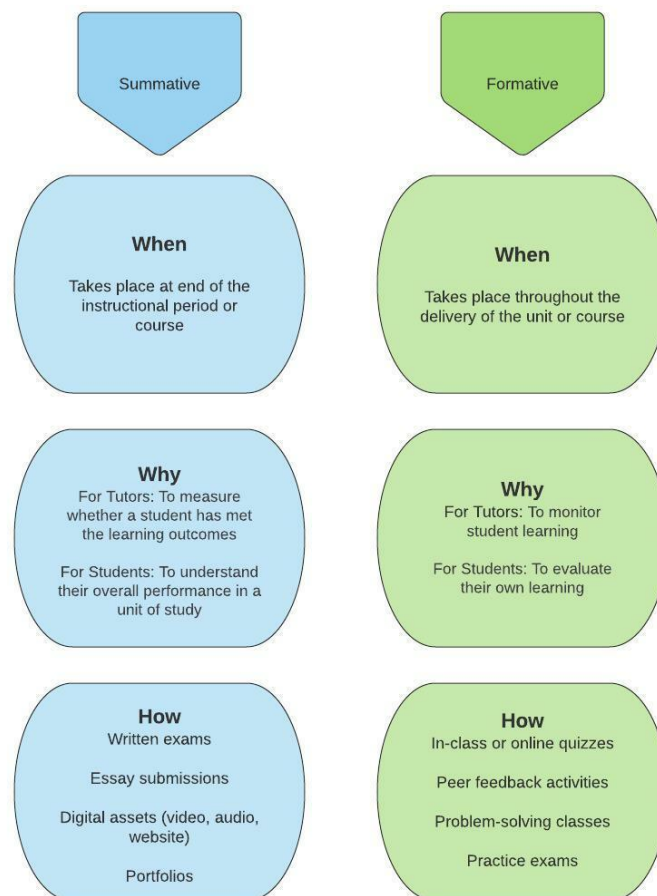
We take corrective action if any error, omission and/or deliberate act on the part of a learner or tutor/assessor or anyone involved in the assessment process impacts or potentially impacts on the validity of the assessment process. We ask the external authenticator to identify any areas where they consider there is a need to instigate corrective action and/or to identify any irregularities and to detail their concerns in the external authentication report, providing sufficient detail to enable the Results Approval Panel to make recommendations for corrective action. Any areas of potential vulnerability identified by the internal verifier or the external authenticator, or any tutor/staff member involved in assessment is considered by the RAP. Recommendations and comments from the external authentication in relation to grade changes are considered. The Panel considers any issues identified and makes recommendations. The Principal records decisions regarding corrective actions. If the implementation of corrective action results in a delay in the issue of results to a learner, The Department Director contacts the learner to explain.

Feedback to Tutors Following Results Approval

The Department Director provides the relevant feedback from the external authenticator and the results approval panel to tutors and integrates it into programme review and development. The tutors and other members of the programme team use the findings of the results approval process and RAP recommendations to inform and improve future practice

Feedback to Learners

Tutors are responsible for providing timely and constructive, formal, and informal, formative and summative feedback to learners throughout the programme which helps to ensure a successful outcome to assessment. Feedback must contain enough detail to enable learners to evaluate and improve their performance. Tutors make themselves available throughout the programme to provide formative feedback on a one-to-one basis if requested to do so by the learner. The tutors also encourage learners to ask for additional feedback and/or further clarification if they need it. How, when how often and in what format feedback is provided to learners is agreed at the pre-programme briefing. It is usually given at specific stages of the programme and provided in the form of written comments on learners' work, or, in some instances, written feedback is provided using the *Assessment Feedback Form. Guidelines on Providing Feedback to Learners* is included as an appendix to our tutor handbook and this is also addressed at tutor induction. Tutors are required to comment on the assessment scripts when they are marking, and the Internal Verifier checks for evidence of feedback provided by the tutors.



Formative Feedback

We use formative assessment and feedback throughout the programme to support the learning process, aid revision and inform learners and tutors on their progress. Feedback is provided on a one-to-one basis and/or group basis and must contain enough detail to enable learners to evaluate and improve their performance. Formative feedback can take different forms including but not limited to;

- group discussions based around learner's ongoing assignment work
- Tutor demonstrations and/or tutors giving feedback on learner's ongoing assignment work
- Tutorials with individual learners

Summative Feedback

We use summative assessment and feedback at the end of assignments and the completion of the programme to inform learners and tutors on their progress. Feedback is provided on a one-to-one basis and must contain enough detail to enable learners to evaluate their performance. Summative feedback is given to Learners individually by the relevant tutor in the form of;

- A detailed breakdown of the learner's marks
- A detailed description of the marking criteria
- Accompanying comments where appropriate describing any low marks the learner may have received

Recheck and Appeals

Documented Procedure

The Department Director is responsible for coordinating appeals in accordance with our documented procedure, ensuring that learners are aware of and familiar with the procedure, and that the procedure is implemented fairly and effectively. The tutors let the learners know about rechecks and appeals at induction and they are also addressed in the learner handbook. We remind learners of the opportunity to appeal when the approved results are issued to them. The Department Director retains copies of appeals forms and correspondence with appellants.

Monitoring and Evaluation of Assessment

The RAP examines assessment outcomes and trends, benchmarking assessment outcomes against those from previous years and against national data and makes recommendations for corrective action accordingly. The recommended corrective actions are presented to the ACADEMIC BOARD as part of the RAP report considered and agreed by the ACADEMIC BOARD. The Department Director monitors the implementation of the agreed actions and reports back at subsequent RAP meetings. We ask learners for their views of the adequacy of feedback provided in the Learner Evaluation forms.

When the work experience tutor is reviewing the work placement with the learner, they ask them for feedback on the quality of the assessment, records anything of significance and submits it to the Department Director

Chapter 6: Appendices
Procedures, Forms & Reports

Procedures

School Procedures

Assessment Design Procedure
Assessment Information for Learners
Assessment Malpractice Procedure
Coordinated Planning of Assessment Procedures
Implementation of Assessment Activities Procedure
Reasonable Accommodation Procedure
Secure Storage of Assessment Materials, Records and Learner Assessment Evidence

Department Specific Procedures

Gorey School of Art	Gorey Adult Education

Forms

School Forms

Compassionate Consideration Application Form
Learner Appeals Application Form
Misconduct Form
Reasonable Accommodation Application Form

Department Specific Forms

Gorey School of Art	Gorey Adult Education

Reports

School Reports

Department Specific Reports

Gorey School of Art	Gorey Adult Education

Policy Monitoring

Responsibility	Frequency	Methods

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Chapter 7: Supports for Learners

Aligned to Core Guideline 7 of the QQI Core QA Guidelines

Policy

To comply with QQI's 2016 Core Statutory Quality Assurance Guidelines we are required to provide supports for learners that are fit for purpose and accessible and we must inform learners about the range of services available to them and survey them for their impressions of learning resources and supports such as art studios, fabrication facilities, equipment, computer graphics systems, library, and information, as well as academic and non-academic supports. We regularly reviewed them for adequacy and effectiveness. We have mechanisms for learner representation in place for learners to make representations to us about general matters of concern.

In keeping with our vision and values to promote excellence in learning and become a trusted educational partner for our learners, Gorey Community School is committed to providing learners with a range of integrated and coherent learner supports and resources throughout their learning journey. All learning resources and learner supports are designed to meet the needs of the programme and the learner profile and are monitored and reviewed on an ongoing basis.

Learner supports can and do change in response to learner feedback, changes in programmes under offer and/or changes to programme assessment, programme evaluation and programme review. Our learner-centred ethos is realised in practice within the design of programmes, and the provision of complementary support services. Key to ensuring an appropriate range of supports is that our different learner support /resource units' network with each other to ensure a coherent approach.

We are committed to equality of access and attainment among learners and proactively seeks to promote equality and facilitate diversity. We recognise the diversity of identities and experiences and treat each person with honesty, dignity, fairness, accountability, and integrity. We aim to provide training which is accessible to all learners including those individuals with additional or diverse needs and other non-standard applicants insofar as this is possible and practicable. We have an Equality and Diversity Policy which clearly sets out our commitment to facilitating diversity and difference

Responsibility

- Board of Management is responsible for ensuring that adequate resources are provided for supports for learners
- The Academic Board maintains oversight and reports to the BOM
- The Department Director monitors the adequacy and effectiveness of supports and reported on them to the Academic Board who may recommend enhancements
- Programme Coordinators monitor the day-to-day resources and their effectiveness
- Tutors monitor the supports and resources while delivering and bring any issues to the attention of Programme Coordinator
- All staff have responsibilities, directly or indirectly, in providing learner support

Supporting Documents

- Request for Additional Supports Form
- Individual Learning Plan Template
- Request for Reasonable Accommodation Form
- Complaints Register
- Learner Complaints Form

Information for Learners

Documenting what type of accommodations and positive supports we make available (and what limitations exist) allows applicants to make informed decisions and choices. We let learners know about the full range of supports in the learner handbook, on the VLE and at induction and highlight details on notice boards throughout the College in relation to who to contact for the various supports we have in place. We advise prospective learners with disabilities about the types of accommodations or supports that are available. Learner supports are listed and described in programme information sources and in the Learner Handbook. They are also signposted throughout the teaching and learning process so that learners know what is available and how to request supports when they need them.

To ensure that supports are visible and easily accessed by learners, learners are informed about the range of supports at induction, in the learner handbook, on the VLE and throughout the programme, primarily by their tutor.

The learner handbook includes information on:

Resources and Supports Available to Learners

- Comfortable, well-maintained, fit-for-purpose facilities which are conducive to learning with appropriate, high-quality equipment and resources
- Week-long induction for fulltime learners and day/class-long inductions for learners on part-time courses where they are made aware of key information regarding coursework, learner supports, assessment dates, and policies as well as practical instruction around the use of VLEs, creating and collating assessment material.
- Reasonable accommodation
- Compassionate consideration
- Technical services to assist with any IT issues etc.
- Learner representation

Procedures Associated with this policy

- **Reasonable Accommodation Procedure**
- **Compassionate Consideration Procedure**
- **Learner Complaints Procedure**

We have an initial assessment process for reasonable accommodations to identify student support needs in a timely manner. We aim to identify the diverse needs of learners at the application stage but also encourage learners to approach their tutor or other staff member at any point if they wish to highlight a specific need or need extra support. We consider each request on a case-by-case basis. While we make every effort to accommodate special needs and non-standard learners, we can only respond to requests that are reasonable and practicable and applicants must meet minimum entry requirements for the programme. We provide equality and diversity training as part of staff induction and on an ongoing basis to ensure staff are aware of equality and diversity issues and have the capacity to accommodate diversity. Equality and diversity are addressed in the learner and tutor handbooks and at induction.

Reasonable Accommodation

These are examples of situations which may qualify for reasonable accommodation. This list is not exhaustive, and we do our best to accommodate all learners presenting with any other support need as far as is practicable.

- Low vision/blindness

- Hearing loss
- Learning Disability
- Mobility/motor impairment
- Speech impairment
- Chronic health condition
- Mental health

Examples of Reasonable Accommodation Provided

- Physical modifications to the training location such as seating arrangements or easier access
- Learning materials provided in accessible format
- Additional time, alternative formats and a reader/scribe for assessments
- Alternative assignments for oral presentations (such as written assignments or one-to-one presentation)
- Flexibility with in-class discussions
- Separate room/space for examinations or practical skills tests
- Flexible attendance requirements
- Additional time to complete assignments with allowances for breaks
- Assignments made available in electronic format
- Use of email to facilitate communication

Examples of circumstances which do not qualify for reasonable accommodation

- English is not the first language of the learner
- Literacy ability which is not because of a specific learning difficulty
- Injuries/disabilities that do not have an impact on the learner's ability to demonstrate the required standard of knowledge, skill, and competence
- Poor time management
- Absenteeism
- Unsupported or undocumented illness

Compassionate Consideration

To ensure fairness and consistency across all assessment activities, learners may apply for compassionate consideration in relation to assessment where there are extenuating circumstances. This could include deferring an assessment activity or availing of an extension to an assessment deadline and is only granted in extenuating circumstances where supporting evidence/documentation is provided. In these circumstances, the learner must not be disadvantaged or must not gain significant advantage when compared with other learners as a result of compassionate consideration.

Examples of circumstances where a learner may apply for compassionate consideration are

- Serious accident or serious illness (self or close family member)
- Death of a family member or close friend
- Domestic crisis

This is not an exhaustive list and there may be other circumstances which we will consider. We will consider each application on its own merits.

Pastoral Care

Programme Coordinators are responsible for inquiries about pastoral care issues from learners.

In addition to providing educational supports, we also support learners' general wellbeing. Personal and emotional support is available to all further education learners.

Gorey Community School career guidance department offers access to career guidance and counselling services for all full-time learners. Part-time students are referred to external services via the Programme Coordinator.

Careers Guidance

- Assistance and information are provided on potential career pathways, progression routes and third level institutes
- Learners may also be referred to adult guidance services provided by the local ETB which is available to our learners

Academic Support Services

Academic literacy support

Library, information and computing services and access to same

Access to VLE. Learners receive online and in-person tutorials to support access to the VLE, followed by detailed practical workshops at induction. Learners can request one-on-one support with the VLE at any point by contacting the Programme Coordinator.

Class Representatives (Class Reps)

The role of the class rep is to represent the views of learners as a class group and raise issues about general matters of concern that might impact on the class's learning experience. They maintain regular contact with the tutor to discuss any issues as they arise during the programme and meets the Programme Coordinator on an occasional basis to highlight/discuss issues.

Monitoring and Evaluation of Learner Supports

Learners are surveyed annually for their overall impression of learning resources and learner supports. We have questions on our learner and tutor feedback forms about services, supports and communications and consider the feedback of all learners including learners we have accommodated. During course inductions, learners are encouraged to give us one-to-one feedback via email.

Learner Complaints

Policy

We are committed to maintaining a positive learning environment for all, to open communication between staff, tutors, and learners on issues of concern, and to responding promptly when a grievance or complaint is raised by a learner. We provide a forum for learner complaints to be resolved in accordance with principles of natural justice, fairness, and equality, promptly, fairly, and confidentially. We foster a learning environment where the informal resolution of issues is the norm

and expect that most grievances will be resolved at the informal stage. Our aim is to ensure that grievances and complaints are resolved amicably as far as possible and to the mutual satisfaction of both the complainant and the respondent. Our complaints procedure is designed to ensure the necessary degree of independence from any earlier decision making and provide for arbitration independent of any conflict of interest.

Appropriate flow diagrams could be used to support the narrative and make the process clearer from the learner's perspective. The tutor is the first contact point for discussion of any queries or concerns. It is recognised, however, that from time-to-time issues may arise which need more formal arrangements to ensure a satisfactory and effective solution. In such cases, we encourage the learner to use our formal learner complaints procedures.

Chapter 7: Appendices
 Procedures, Forms & Reports
 Procedures

School Procedures

Learner Complaints Procedure
Compassionate Consideration Procedure

Department Specific Procedures

Gorey School of Art	Gorey Adult Education
Fund for Students with Disabilities (FSD) Application Procedure	
Staff Recruitment for FSD Procedure	

Forms

School Forms

Complaints Form

Department Specific Forms

Gorey School of Art	Gorey Adult Education

Student Profile (Advanced Portfolio Preparation)	
Student Profile (Documentary Filmmaking & Photography)	
Student Profile (Portfolio Preparation)	
Student Profile (Drawing & Painting BTEI)	
Student Profile (Photography BTEI)	
Student Profile (Printmaking & Art Appreciation BTEI)	

Reports

School Reports

Department Specific Reports

Gorey School of Art	Gorey Adult Education

Policy Monitoring

Responsibility	Frequency	Methods

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Chapter 8: Information and Data Management

Aligned to Core Guideline 8 of the QQI Core QA Guidelines

Policy Statement

It is our policy to collect and use all data responsibly and securely and to maximise the use of this data to achieve our aims and objectives and to protect our learners and other stakeholders. We regard the data we generate and hold as an important resource and a key asset that we need to manage and secure effectively. Reliable information and verifiable data support and facilitates informed decision-making and helps us identify what we are doing well and where there are gaps. Staff who are responsible for data collection, storage, security, maintenance, dissemination, and quality must do so in a systematic, planned, and secure way. Maintaining the quality of data is crucial so that decision-makers know that their decisions are based on data, which is robust, accurate and complete. We are committed to meeting our legal and regulatory requirements in relation to the protection of data.

Responsibilities

- The BOM has delegated responsibility to the principal for the management, maintenance and security of data and information
- The Academic Board is responsible for the oversight of the data which relates to training provision
- The Department Director assumes the role of data protection officer and is responsible for ensuring that the information and data presented to governance units is robust, verifiable and timely.
- The Department Directors and Programme Coordinators are responsible for safeguarding and securing personal or sensitive information relating to learners and/or tutors

Data Management Systems

In-house record management system to maintain learner information maintained securely and confidentially critical quality indicators, include:

- Learner attendance rates
- Learner withdrawal numbers
- Programme completion rates
- Learner certification rates
- Learner and employer feedback
- Funding bodies feedback
- Trainer performance monitoring
- Staff feedback

Information and Data Management Systems

Learner Records

A learner record encompasses all records, files, documents, and other materials that are directly related to a learner. Data included on the learner record include.

- Name
- Home Address
- Email
- Contact telephone number/s

- PPSN (removed/destroyed when successfully registered on the QBS)
- Attendance records
- Tutor
- Education details
- Employment details
- Social Welfare recipient (Y/N)
- Details of reasonable accommodation provided (if any)
- RPL (Y/N).
- Assessment results
- Complaints/Appeals
- Disciplinary issues
- Fees paid
- Date of results notification
- Date of certification
- Date of issue of award certificate.

The course administrator under the oversight of the Department Director manages the learner record system and adds, edits and removes content as required. We maintain a few systems, including Programme Learner Support Service (PLSS), and Office 365, and Easy Payments, and Google Workspace. The course administrator inputs learner data from hard-copy application forms.

Data on the learner record allows us to track the learner journey from application to certification. Access to the system is restricted and through a login with a password. The Department Director(s) controls access to the PLSS system and is the only staff member(s) who is authorised to make changes to learner records on PLSS.

Information and Data Provided to Governance Units

The programme lead, working with the other members of the programme team, produces an annual programme report which captures key information and data in relation to the programme. Programme reports, which include KPIs, are presented to the ACADEMIC BOARD by the programme lead.

We define a key performance indicator (KPI) as a measurable value that demonstrates how effectively we are achieving our objectives. All the data collected during monitoring and review provides important information about the success of our programme, learner progress, areas requiring improvement and opportunities for further development.

- Number of enquires
- Number of applications and trends over three years
- Learner numbers per programme, trends over 1 year, 3 years, 5 years
- Conversation rate from enquiry to application
- Number of dropouts/early exits
- Number of completions
- Number certified
- Number of deferrals
- Comparison of award outcomes and other programme data with those of other providers using QQI Infographics
- Grade distribution over time
- Number of RPL applications
- Number of 'non-standard' applications

- Number of applications for reasonable accommodation for assessment/ number granted
- Attendance rates
- Progression rates
- Number of CPD events – internal and external
- Learner rating of tutor and staff performance
- Tutor and learner ratings of the standards of programme resources and learner supports
- Number and level of seriousness of complaints
- Number of accidents/incidents and appeals.

Schedule of Reports Presented to Governance Units

- Board of Management
- Academic Board
- Results Approval Panel

Report Title	To:/From	Frequency	Presented by
Quality Report	To the BOM and the ACADEMIC BOARD	Annually	Department Director
Programme Reports	To the ACADEMIC BOARD	Annually	Department Director
Risk Register Complaints/Appeals/Accidents and Incidents Registers	To the Board of Management and the ACADEMIC BOARD	At each meeting	Principal
Self-Evaluation Reports/Programmatic Reviews	To BOM	Every 5 years	Principal
New Programme Proposals	To AB and/or BOM	As they arise	Department Director
Applications for Validation/Validation Manuals	To BOM	As they arise prior to submission QQI	Principal
Results Approval Panel (RAP) reports	To Academic Board and BOM	Following each RAP meeting	Principal
External monitoring reports and implementation / action plans arising	To BOM	As they arise	Princiapl and Department Director
External Authentication reports	To Results Approval Panel (RAP)	Each certification period	Department Directors
Internal Verification reports	To Results Approval Panel (RAP)	Each certification period	Department Directors
Academic Board Reports	To: Board of Management	Following each meeting	

Data Protection

Legislation defines personal data as "any information relating to an identified or identifiable natural person". All staff are briefed on the implications of data protection legislation and best practice and their role in ensuring that all personal data is protected at induction. Teachers are reminded that assessment evidence is regarded as personal data as a person is capable of identification either directly by name or indirectly by identification number from an assignment and an exam script

We protect data related to;

- Current and past learners
- Members of governance units
- Staff and job applicants
- Tutors
- Contractors and consultants.
- Workplace Supervisors

We use, collect, store, secure and destroy personal data related to learners, staff and other stakeholder in compliance with statutory obligations and have processes in place to ensure the accuracy, security, and integrity of any personal data we process. We provide privacy notices to those whose personal data we process and advise them of the following at the point of collection;

- what data we collect
- why we collect it
- what we use it for
- who we will share it with and for what purposes
- their rights as the data owner
- how we protect their personal data
- how long we retain it.

We limit the data we collect to that which is necessary, and we keep it for the minimum time required and then securely destroy it. We securely destroy hardcopy attendance registers, application forms, completed assessments and assessments marking sheets annually. All office computers are password protected and maintained in securely locked offices. All staff cloud accounts, such as Google Workspace and Office 365, are two-factor authentication (force-enabled) and staff are supplied with secure devices and are not permitted to use computers in computer rooms or any shared spaces, other than secure offices. Hard copy records are stored in securely locked presses. We store the data we capture from our application forms, certification records and attendance records on our learner record system. We maintain statistics and learner assessment records securely on cloud-based 2-factor authenticated accounts. This information includes assessment documentation and materials, learner work, assessment results and records, assessment events (examinations and skills demonstrations), learner enrolments, retention, completion, and progression, when available.

Backups and Disaster Recovery

The security and retention of learner data is paramount, and a multi-layer back-up approach is in place. We use Google and Microsoft, high secure, education accounts to backup and manage information. All files are backed up continuously to secure cloud storage. The system is designed to handle hardware failure on any individual device with no disruption to user information.

Protecting Assessment Evidence

Assessment evidence is classified as personal data and is maintained accordingly. Assessment records include PPS numbers and sensitive data submitted to support applications for reasonable accommodation and assessments. All assessment evidence and records are maintained securely, and the Department Director is responsible. We retain one full set of assessment evidence and associated documentation from one certification period to the next.

Securing Personal Data – Tutors

Tutors can choose to support learners outside of the classroom and studio via our VLE. Tutors are instructed not to share their personal contact information such as mobile phone numbers or non-school email accounts, or social media accounts. With respect to Gorey School of Art, the Vault feature in Google Workspace is employed to save all correspondence between staff and students, and this information can be retrieved only by the Department Director in cases where the school requires this evidence. Staff are made aware of this feature and its purpose.

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Responsibility	Frequency	Methods

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Chapter 9: Public Information & Communication

Aligned to Core Guideline 9 of the QQI Core QA Guidelines

Policy

We are committed to providing prospective and current learners individuals and relevant agencies with accessible information about the programmes/services offered with up-to-date and accurate information on all its activities. All information is approved before we publish it prior to its publication. Information about our programmes, supports and activities is communicated through our website. Information for prospective learners is also published in brochures which are distributed throughout a wide catchment area.

Communications with staff, tutors, learners, visitors, and other stakeholders are of the highest possible standard. Open two-way communications create an environment of trust and mutual respect. This ensures that all information provided to stakeholders or published in any format is accurate, helpful, and written with the reader in mind.

Responsibilities

- The ACADEMIC BOARD maintains oversight of the programme and quality assurance information we publish
- The Department Director approves programme information prior to publication and liaises with the school Principal in relation to publication.
- The Principal and Department Directors are responsible for communications with QQI
- The Principal is reasonable for communication with Solas

Communications Media

- Course Brochures
- Website
- Social media - Facebook
- Entries in directories – nightcourses.ie, fetchcourses.ie
- Texting and E-Mails
- written documentation
- marketing flyers
- verbal communication.

Our websites are the main source of information about our programmes, learner supports, QQI and the NFQ. Visitors to the website can view our schedule of training and be guided through the steps to applying for a place on a programme, with signposting to support and guidance from staff as required.

Information for Applicants

- We provide pre-entry information about the entry requirements, content, assessment and demands of the programme to enable applicants to make an informed choice on our website and in brochures and the prospectus.
- Whether or not a programme leads to an award on the NFQ/the type of award and awarding body.
- The full name of the programme and the award, QQI Code and NFQ Level
- Access transfer and progression procedures/details of other related awards
- Protection for Enrolled Learners arrangements if applicable.
- Learning outcomes,
- Progression routes and job opportunities.
- Work experience requirements (if any)

- Start and finish dates and outline of the timetable
- Fees, grants, fee waivers
- Terms and Conditions
- How to enrol

Information for Learners

The tutor is the primary point of contact and source of information for learners throughout the programme and responds to all requests for programme-related information. If the tutor is not able to respond to queries, they redirect the query to programme co-ordinator.

Learner Induction

The aim of induction is to ensure that learners have all the necessary information regarding the programme and supports to help ensure a successful outcome for them. At the start of a programme, Programme coordinators induct the learners using our standard Learner Induction Checklist and talks through the following documents.

- Learner Handbook
- A programme timetable and assessment schedule
- Details of appeals and complaints procedures
- Assessment briefs and assessment criteria

Induction also includes a tutorial on using the Virtual Learning Environment and accessing the virtual classroom.

Learner Handbook

The Learner Handbook forms part of the QA system and is published on our website and on the VLE. It is designed to make clear and comprehensive information for learners available in an easily accessible manner. It is updated and reissued annually by the staff team during Programme review meetings.

Publication Of Quality Assurance Documents and Evaluation Reports

We publish our quality assurance manual and key findings from quality assurance evaluation reports in an easily accessible format and location on our website as soon as practicable after the evaluation event and in line with QQI requirements, after they have been considered and approved for publication by the ACADEMIC BOARD and the Board of Management

We publish

- Our QA Manual
- Learner Handbook
- Certificates of Validation
- Self-evaluation reports

Information related to QQI

As a provider recognised by QQI, we comply with QQI's requirements regarding the provision of QQI information. We are aware that if we provide enrolled learners with information which is false or misleading in any material respect, we are committing an offence. The Department Director ensures that references to QQI and the NFQ that we publish are correct and accurate and that we use only the current versions of the NFQ graphic and the QQI award brand. As part of our programme review process, we review the information about us on the Irish Register of Qualifications and contact QQI regarding any changes or errors. We also review and update our organisational chart annually as required and inform QQI of any organisational changes that may impact on our relationship with QQI. The Department Director is our main point of contact with QQI and is responsible for distributing communications from QQI to other members of the programme team and governance units.

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Responsibility	Frequency	Methods

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Chapter 10: Other Parties Involved in Education & Training

Aligned to Core Guideline 10 of the QQI Core QA Guidelines

Chapter 11: Self-Evaluation, Monitoring and Review

Aligned to Core Guideline 11 of the QQI Core QA Guidelines

Policy

We continually monitor and evaluate our programmes, the quality of provision and the learning and teaching in environment in order to ensure high quality programmes and to identify opportunities for development and improvement. Ongoing monitoring and regular review and evaluation is essential if we are to ensure that we are meeting the requirements of learners, staff, tutors, QQI and other stakeholders and that our programmes are updated and regularly refreshed. Review and self-evaluation differ in frequency and scale.

Programme review is on-going and typically focuses on specific indicators. Formal self-evaluation has a broad, systemic focus and is conducted at specified intervals. To ensure effective and thorough self-evaluation we take the views of all stakeholders; learners, tutors, employers, QQI, external authenticators and governance units into account and regard them as central to the processes. We regard the selection of a suitable external evaluator who is competent to make a positive contribution to the process and to future for the programme as being key to the success of the self-evaluation exercise.

The outputs of all our review and evaluation processes are reported on in aggregate form to the Board of Management and/or our ACADEMIC BOARD and used to implement change and improve, helps us to identify best practice and stay abreast of developments that impact on our programmes.

Responsibility

- The ACADEMIC BOARD maintains oversight of all self-evaluation, monitoring and review processes and reviews reports
- The DAE is responsible for coordinating self-evaluation, monitoring and review processes

Ongoing Monitoring and Evaluation

Evaluation Method	Who is monitoring?	Frequency	What do we review?
Analysis of learner feedback	Programme Team	Twice per academic year	<ul style="list-style-type: none"> • Post programme learner feedback forms • One-to-one feedback provided by learners
Analysis of recorded complaints	Department Director	Quarterly	Complaints Register
Review any changes to documents risks. Add details of new risks are identified	Board of Management	Quarterly	Risk Register
Analysis of tutor performance/learner issues	Department Director	Annual	Learner feedback forms/complaints/assessment results/RAP Meeting/learner attendance.
Learner Attendance data	Programme Tutors	Daily attendance taken	Daily Attendance Records kept by the tutors
Learners drop-out/early exit data	Programme Coordinators	Annual	Attendance Records

Adequacy of facilities and resources	Programme Coordinators	Annual	PIP Form/Facilities and resources inspected; repairs logged with caretakers.
Monitoring of tutor performance	Department Director	Annual	Learner feedback/complaints/assessment results/learner attendance. Informal communication with learners/iv and EA reports

Schedule of Ongoing Monitoring Activities

Learner Feedback

We use a range of mechanisms to gather feedback from learners. We encourage them to give us feedback by completing mid-course and end of course feedback forms, give us informal feedback through meetings/contact with tutors or any member of the programme team and through their class rep on the ACADEMIC BOARD. Occasionally we may use structured group discussions/focus group meetings. This is primarily done as part of our self-evaluations. The Learner feedback forms are designed to elicit honest feedback about the programme content, tutors, learner supports, teaching and learning methodologies, the quality of the venues and facilities, and any other matters relevant to the learner and ask for both qualitative and quantitative feedback. The tutors emphasise to the learners the benefits of providing feedback at induction and during the programme.

Tutor Feedback

Collecting, analysing, and acting on feedback is an essential element of our monitoring. All tutors must submit a completed self-evaluation form at the end of the programme. This allows issues to be identified and responded to appropriately, as well as further supports to be put into place, if needed.

Feedback from Early-Leaver Learners

We pay particular attention to learners who exit early/do not complete a programme and consider feedback from early-leavers when reviewing and evaluating our programmes and supports. If the learner who has decided to leave a programme contacts us, the programme coordinator discusses the reasons with them and records details. 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 lets the programme coordinator know who contacts the learner to confirm if they have exited the programme, discusses the reasons for the early exit and to ask if there is anything we can do to help or support them.

Reviewing and Maintaining Programmes

Our programme review teams (PRT) review and critically re-appraise 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 PRT is made up of all those who are directly involved in all aspects of the programme. The Department Director is

responsible for convening the meetings and managing the documentation and reporting to the ACADEMIC BOARD.

Programme Review Procedure

- The Department Director produces a draft programme report based on the agreed headings in the *Programme Review Report Form*
- The PRT meet to discuss the findings/recommendations in the draft programme report and agree an action plan for programme enhancement.
- The Department Director presents the draft programme report/action plan to the ACADEMIC BOARD for review, comment, and approval.
- The Programme Coordinator updates the programme content after every review and highlights the changes to the tutors at programme team meetings
- The Programme Coordinator monitors the implementation of the action plan and documents progress. The action plan is viewed a living document which is regularly referenced, edited, and updated
- The Programme coordinator for each programme reports on progress at programme team meetings and highlights any gaps

What does the PRT review?

- Data on learner enrolments, retention, completion, and progression from our learner record system
- The 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, 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., work placement supervisors
- Overall learning experience and success of the programme

Monitoring of Quality of Work Placements

The work experience tutor is responsible for monitoring the quality of work placements and reporting on it to programme coordinator. The tutor monitors the following.

- Feedback from the workplace supervisors
- Quality of the work experience journals
- Feedback from the learners on placement and the external authenticator
- Assessment results for the work experience module

Self-Evaluation

Policy

“The self-evaluation by a provider of its programmes and services is a fundamental part of its quality assurance system. 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.” QQI

The Self-evaluation of a programme or a related group of programmes is a collaborative, reflective process of internal review and external evaluation which we undertake every five years in line with

revalidation. The process is enhancement-based and focuses 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 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 after it has been approved by the ACADEMIC BOARD.

Aims of Self-Evaluation

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

Process of Self-Evaluation

The process involves evaluation, reflection, review 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. We group modules leading to a major or special purpose award, where there is significant overlap in terms of content and focus, for evaluation.

The Programme coordinator establishes a self-evaluation team (SET) and agrees a terms of reference, the scope and a timeline. The SET membership comprises members of the programme team, the programme lead, the QO, a learner/recent graduate (or not more than two years), an employer/industry representative

The programme coordinator coordinates and provides administrative support to the SET and ensures that all members of the SET understand their roles.

The BOM ensures that the resources in terms of time, expertise (internal and external), and organisational commitment is in place

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 feed 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.

Selection and Appointment of the External Evaluator

Selection Criteria for External Evaluator

- Independent of our school 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
- Competent to contribute to the development and enhancement of the programme(s) being evaluated
- Familiar with qualifications frameworks and the National Framework of Qualifications (NFQ) in particular

The Department Director sources a suitable external evaluator and obtains CVs, details of professional qualifications and relevant experience confirming the suitability of the appointment. The appointment is approved by the ACADEMIC BOARD. The evaluator is selected based on their match to the stated selection criteria. Following approval by the ACADEMIC BOARD, the department director sets out the details of the arrangements in a contract which is signed by both the department director and the external evaluator. We use peer reviewers whenever possible (i.e., a person from another provider who can give an informed view on the success of the programme and able to contribute to its improvement)

What we consider/evaluate

- The views of the Board of Management, the ACADEMIC BOARD, current and past learners and those who have left before completion, tutors, employers/industry, work placement supervisors (if applicable) and other stakeholders, all members of programme team and of an independent evaluator
- The current and future 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
- Programme strengths and weaknesses
- Performance of learners including grade profiles and trends, progression and completion rates, retention, withdrawal rates
- Curriculum and assessment processes
- Resources required to deliver the programme including human resources and the levels of training and assessment skills required
- The success of the teaching, assessment, and learning strategy
- Links with employers, industry, the business and wider community
- Transfer and progression pathways
- Findings from programme reviews
- Findings of QQI monitoring reports (if any)
- Legislative/regulatory changes which impact on the programme
- Changes in QQI requirements
- Suitability and appropriateness of the physical facilities and anticipate changing needs in the future
- Suitability and appropriateness of the IT resources and infrastructure which supports the programme e.g., the VLE
- Minimum entry requirements and their appropriateness for the current context

Outcomes of the Self-Evaluation Process

- Self-Evaluation Report (SER) and a programme improvement plan based on the recommendations approved by the ACADEMIC BOARD
- Updates and modifications to our QA system/revised QA documentation
- SER submitted to QQI following approval
- Relevant and useful feedback is conveyed to tutors and other relevant stakeholders

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Template - Learner Feedback Form, Year End
Template - Learner Feedback Form- Mid Year

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Programme Review Report Template
Programme Review/Improvement Plan Template
SER Staff Self Evaluation Report Template

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Policy Monitoring

Responsibility	Frequency	Methods

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