**Donegal Education and Training Board**

# QQI Quality Assurance

# OPERATIONAL POLICIES AND PROCEDURES

**for**

# Programme Co-ordinators

# Edition 3:September 2014

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*NOTE: The assessor is the teacher, tutor, trainer or lecturer*

## FOREWORD

This document is the result of a lengthy process of consultation and collaboration among the staff of Donegal ETB's Adult Education Services.  This process was a valuable one in many ways, in that it has:

- raised awareness and promoted discussion in relation to quality issues
- allowed for the documentation of quality standards already being achieved
- provided an opportunity to improve the quality of programmes and Services through development of new quality standards
- increased understanding and encouraged co-operation among programmes operating within the auspices of the Adult Education Services
- promoted dissemination of good practice across programmes
- encouraged the development of expertise in quality assurance in the staff team

We are grateful to all of the people who devoted time and energy to the process, always in the spirit of improving the Services that we provide for adult learners in Co Donegal.  Particularly deserving of thanks are:

- The Adult Education Services Senior Staff Team
- Donegal ETB Adult Education Services QQI Working Group
- The programme staff teams of Youthreach, VTOS, BTEI, Learning for Living, STTC, Community Education
- Walter Balfe (Development Officer, QQI)

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Adult Education Officers

# INTRODUCTION

The QQI Quality Assurance is a strategy to guide and monitor quality standards in QQI registered Centres. It sets out the main policy areas and outlines the procedures that will operationalise these policies.

This manual provides a practical step-by-step approach that will guide the Programme Co-ordinator/Principal as they work towards promoting and maintaining a high quality Adult Education Services. It outlines the evaluation system which will operate through evaluation teams in each ETB Adult Education & Training Centre and its associated outreach Centres. The implementation of the quality assurance will provide opportunities for cross-programme support and co-operation as well as a sharing of good practice within the Services.

# COMMUNICATIONS POLICY

It is the policy of Donegal ETB's Adult Education Services to
have effective, transparent and respectful communications inclusive of diversity.
Therefore we commit to:
- an open door communications policy
- to provide information and support about our programmes and in an appropriate, accurate and supportive way
- to seek constructive feedback

so that we can make our programme and as relevant and useful as possible to our learners and other stakeholders.

This policy commits the Adult Education Services to communicate effectively with learners, staff and stakeholders. The Programme Co-ordinator must ensure that communication is clear and that learners, assessors and other stakeholders are provided with an opportunity to give feedback on both their needs and experiences of the course or courses offered and that, in turn, information and feedback is given to learners, assessors and stakeholders in a constructive and supportive manner.

The following tables outline the communications methods to be used with learners, assessors and other stakeholders. It is the responsibility of the Programme Co-ordinator/Principal to ensure that the Donegal ETB's Communications policy and related procedures are adhered to.

## 1.1 Communications with Learners

| Method | Personnel | Evidence |
|---|---|---|
| Evaluations | Programme Co-ordinator, Core Programme Staff And Programme Management | Programme Evaluation Forms |
| Informal Meetings | | Schedule And Diary Record Of Meetings |
| Formal Meetings | | Agenda And Minutes Of Meetings<br>Records Of Discussion And Feedback<br>Progress Report Forms |
| Recording Learning Experience | | Adult Learner Handbook |

## 1.2 Communications with Staff

| Method | Personnel | Evidence |
|---|---|---|
| Staff Meetings | Programme Co-ordinator, Core Programme Staff And Programme Management | Staff Meetings & Minutes |
| Regular Updates Of Information | | Issue Of Magazine Or Up To Date Website Noticeboard<br>AES QQI Assessor Handbook & VES Staff Handbook |
| Written And Verbal Correspondence | | Emails, Memos, Staff Reports, Letters |
| In-Services, Information Seminars & Training Days | | Programme Of Events, Record Of Attendance |

## 1.3   Communications with other stakeholders

| Method | Personnel | Evidence |
|---|---|---|
| Network Meetings | | Records Of Meetings (Minutes, Agenda) |
| Publicity Material | Programme Co-ordinator, Core Programme Staff And Programme Management | Publicity Materials |
| Correspondence | | Copies Of Correspondence |
| Seminars And Awareness Raising | | Programme Of Events |

### Procedures relating to this policy will be monitored as follows:

| Monitoring | | |
|---|---|---|
| Monitor | Frequency | Method |
| Donegal ETB Adult Education Services QQI Quality Assurance Monitoring Team | Once Every Two Years | Review Of Evidence |

**Programme Co-ordinators/Principals are responsible for:**

1.  Ensuring that all written communication (letters, memos, emails) are retained on file.
2.  Holding a meeting of core centre/programme staff at least once a term and keeping accurate account of meeting
3.  Ensuring that **all learners have a Adult Learner Handbook and Journal** and are informed of its content and aware of its purpose and value. A formal record of these meetings/information/inductions sessions needs to be maintained.
4.  Ensuring that **all assessors have a AES QQI Assessor Handbook and Journal** and are informed of content and made aware of the purpose and value. A formal record of these meetings/information sessions needs to be maintained.
5.  Ensuring that assessors, keep accurate records of learner attendance and progress
6.  Ensuring that assessors keep accurate records of discussions with their learners
7.  Ensuring that evaluations involving learners are held at least twice during a course and that the findings are collated. Evaluations to take a variety of forms (questionnaires, focus groups, interviews and course evaluation forms)
8.  All publicity and promotional materials used are retained on file
9.  Meetings with stakeholders are documented and that agenda and minutes are retained on file.
10. That programme staff are aware of the necessity to accurately file all records of meetings that they may attend.
11. Developing programmes for awareness training and information sessions and ensuring that these are dated and filed.
12. Maintaining a learner and staff notice board in their centre
13. Providing training to meet identified staff development needs
14. Providing written details of available training programmes

# EQUALITY POLICY

Donegal ETB's Adult Education Services is committed to providing and promoting, through all its processes, practices and structures, an environment where all individuals are treated with respect and dignity in terms of race, gender, disability, religion, age, sexual orientation, family status, marital status and membership of the Traveller community.

This policy commits the Adult Education Services to ensuring that not only are all staff in each Centre aware of equality issues but that they will endeavour to promote equality and combat discrimination in their Centre. The Programme Co-ordinator/ Principal of each centre will organise and chair Centre Staff Team Meetings where equality issues will be discussed and training needs recorded. In addition the Programme Co-ordinator/Principal of each Centre will participate in and reflect their own centre needs and issues at Co. Donegal ETB Programme Team meetings. The following tables outline the implementation of the equality procedures.

## 2.1    Equality Training

| Method | Personnel | Evidence |
|---|---|---|
| Awareness<br>• Intercultural<br>• Literacy<br>• Disability | Programme Co-ordinator, Core Programme Staff And Programme Management | Schedule Of Training Diary Entry Of Training Dates Record Of Attendance |
| Induction Training For Staff | | Statement Of Equality In AES QQI Assessor Handbook & ETB Staff Handbook |
| Meetings With Centre Staff | | Equality Statement Include In Health An Safety Statement |
| Observations | | Record Of Observations And Action Taken |

## 2.2    Equality Planning

| Method | Personnel | Evidence |
|---|---|---|
| Facilitating Diversity | Programme Co-ordinator, Core Programme Staff And Programme Management | Learning Materials In Varied Media – Audio, Large Print, Computer Software, Centre Resources, etc<br><br>Specialised Assessment – Dyslexia And Specific Learning Difficulties<br><br>Selection Of Venue To Suit Individual Or Group Needs Staff And Management Reports |

**Procedures relating to this policy will be monitored as follows:**

| Monitoring | | |
|---|---|---|
| Monitor | Frequency | Method |
| Donegal ETB Adult Education Services QQI Quality Assurance  Monitoring Team | Once every two years | Review of evidence |

**Programme Co-ordinators/Principals are responsible for:**

1.  Ensuring that assessors use materials and methods that meet the needs of all learners in the group
2.  Using venues that meet any special needs of the group or an individual within a group
3.  Designing timetable to meet the needs of group
4.  Ensuring that timetables are retaining on file
5.  Informing assessors in confidence of any special needs of a group or individual within the group.
6.  Ensuring that attendance records are kept of staff participation in intercultural, literacy and disability awareness training.
7.  Ensuring that a copy of the ETB Equality Policy is on display in Centre
8.  Ensuring that a copy of the ETB Equality Policy is included in the Adult Learner Handbook and in the AES QQI Assessor Handbook
9.  Ensuring that any reports regarding discrimination are recorded and dealt with in an appropriate manner.
10. Reporting staff training needs to programme management.

# STAFF RECRUITMENT AND DEVELOPMENT POLICY

It is the policy of   Donegal ETB to approach recruitment and development of staff within the Adult Education Services using best practice in order to attract, select, appoint and facilitate the development of all staff in a fair, equal and merit based process.
Staff training and development will be undertaken in a systematic way according to the needs of individual programmes and .

This policy commits the Adult Education Services to approach staff recruitment according to the general procedures and guidelines for of Donegal ETB.  It also commits the programme to supporting its staff through the provision of further training and development opportunities based on needs identification.  The following tables outline the implementation of this policy at recruitment, induction and throughout their engagement with the delivery of the programme.

## 3.1    Staff Recruitment allocation

| Method | Personnel | Evidence |
|---|---|---|
| Recruitment Plan<br>Position Announcement<br>Interview Panel<br>Selection Process | Programme Co-ordinator, Core Programme Staff And Programme Management | Job Specification<br>Job Advertisement<br>Formation Of Interview Panel<br>Record Of Selection Process |
| Needs Analysis For Full & Part Time Staff | | Clear Recruitment Guidelines<br>Record Of Qualifications<br>Verification Of References |
| Needs Analysis For Volunteer Staff | | Publicity<br>Local Links<br>Training<br>Selection<br>Support And Supervision |

## 3.2    Staff Induction

| Method | Personnel | Evidence |
|---|---|---|
| Clear Programme Procedures | Programme Co-ordinator, Core Programme Staff And Programme Management | Programme Procedures Handbook |
| AES QQI Assessor Handbook & ETB Staff Handbook | | AES QQI Assessor Handbook & ETB Staff Handbook |
| One-To-One Meeting | | Record Of Meeting |
| Team /Staff Meeting | | Record Of Meeting And Programme of Events |

### 3.3    Staff Development

| Method | Personnel | Evidence |
|---|---|---|
| Training Needs Analysis | | Record Of Review Of Training Needs Analysis Forms |
| Team/Staff Meetings | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Meeting/Agenda/Scheduling Discussion On Analysis Of Training Needs |
| One-To-One Staff Meeting | | Record Of Review Discussed At Meeting |

**Procedures relating to this policy will be monitored as follows:**

| Monitoring | | |
|---|---|---|
| Monitor | Frequency | Method |
| Donegal ETB Adult Education Services QQI Quality Assurance Monitoring Team | Once Every Two Years | Review Of Evidence |

**It is the role of the Programme Co-ordinator/Principal in conjunction with programme management to:**

1. **Work with programme management to:**
   1.1   assess programme staffing needs – full-time; part-time and voluntary
   1.2   analyse the service to gauge the expertise needed to facilitate service delivery
   1.3   to draw up a clear statement of skills and competencies required for each role within the programme

2. **New staff**
   2.1   provide an induction into the role
   2.2   facilitate mentor for new staff members where appropriate
   2.3   provide information on the programme

3. **Assessors**
   3.1   facilitate training for all assessors
   3.2   facilitate in-service courses for all assessors
   3.3   facilitate networking between assessors – along subject lines across the programme as well as within the centre
   3.4   ensure adequate resources – books and materials as well as suitable premises
   3.5   provide a staff handbook on the service
   3.6   provide information on the programme

4. **Volunteer assessors**
   4.1   provide training for all volunteers
   4.2   provide in-service training for all volunteer assessors
   4.3   facilitate meetings and networking with each area
   4.4   ensure sufficient and suitable resources for the assessor and their learner
   4.5   ensure that venue is safe and meets health and safety requirements
   4.6   liaise with assessor and provide any additional support required
   4.7   support assessor development by encouraging participation in further education and training provide assessors with a handbook

## ACCESS, TRANSFER AND PROGRESSION POLICY

The Adult Education Services of   Donegal ETB aims to provide enrichment and opportunity for adults by encouraging life-long and life-wide learning.
The Adult Education Services is committed to:
- Facilitating access
- Supporting transfer
- Promoting progression

The following table describes how information on programmes and services are circulated to potential learners.

### 4.1   Information Provision

| Method | Personnel | Evidence |
|---|---|---|
| Publicity/Advertising Material Available On Year Round Basis | Programme Co-ordinator, Core Programme Staff And Programme Management | Newspaper Advertisement Scheduled Recruitment Publicity Materials Programme Brochure, etc |
| Annual Adult Learner Fair And All Year Guidance | | Record Of Fair Recruitment Records |
| Evaluation Of Promotional Strategies | | Minutes Of QA Team Meetings |
| Clear Information For Adult Learners | | Adult Learner Handbook |

**To operationalise this procedure the Programme Co-ordinator/Principal is responsible for ensuring that:**

1. Publicity and promotion material is continually updated and maintained

2. Records are retained of promotional strategies

3. Promotional strategies are evaluated at least once a year and that a record of the evaluation carried out is retained on file

4. All Centre staff are familiar with the Adult Learner Handbook which will guide them in providing information to learners

The following table outlines the procedures to be adhered to ensure that there is a fair and consistent approach to how learners are selected and entered on to a programme.

## 4.2    Learner Entry

| Method | Personnel | Evidence |
|---|---|---|
| Clear Details Of Programme Content | Programme Co-ordinator, Core Programme Staff And Programme Management | Information On Programme Content |
| Clear Statement Of Entry Requirements For Programme | | Statement Of Entry Requirement |
| Documented Selection Process | | Programme Criteria For Selection Of Learners |
| Clear Appeals Procedure | | Appeals Process For Learners Refused Entry To Programme |
| Guidance | | Record of Guidance Meeting |

**To operationalise this procedure the Programme Co-ordinator/Principal is responsible for ensuring that:**

1. Level entry requirements are clear and that this is conveyed to potential learners both orally and as a written statement.

2. An application form is used in conjunction with an information session and/or interview and that a record is retained on file.

3. Learners are placed at an appropriate level.  Guidance will be offered to facilitate information on other options.

The following table describes how Donegal ETB's Adult Education Services endeavours to recognize and acknowledge both the formal and experiential learning of learners at point of access to courses.

## 4.3 Recognition of Prior Learning

| Method | Personnel | Evidence |
|---|---|---|
| Recognising Prior Learning | Programme Co-ordinator, Core Programme Staff And Programme Management | Statement Of Recognition Of Prior Learning |
| Assessment | | Record Of Assessment |
| Guidelines For Assessing Prior Learning | | Entry At Appropriate Level |

Procedure Title: Recognition Of Prior Learning    Date: March 2005

Statement Of Recognition Of Prior Learning

**Donegal ETB recognises that adults and young people applying for courses offered by its Adult Education Services bring with them a wealth of life experiences as well as earlier certified learning.    Donegal Vocational Committee' Adult Education Services undertake the following:**

1. **Application or entry forms will be designed so that information can be obtained on:**
   **(a)  prior certified learning**
   **(b)  prior experiential learning**

2. **Where possible exemptions will be offered to learners where their certified learning equates to part or all of the learning outcomes of the module or modules that makeup the course applied for.**

3. **Course assessors, organisers, Programme Co-ordinators, and facilitators  will assist learners in assessing the status of their prior certified learning in relation to the course applied for.**

4. **Donegal ETB Adult Education Services Staff will assist learners in selecting appropriate programmes/modules on which they can build on their experiential learning.**

**To operationalise this procedure the Programme Co-ordinator/Principal is responsible for ensuring that:**

1. The application form for each learner is audited for prior certified learning and, if necessary, copies of certificates are requested.

2. Assessors are familiar with the Donegal ETB Statement of Recognition of Prior Learning.

The following table describes how learners will be facilitated to participate in learning.

## 4.4    Facilitating Diversity

| Method | Personnel | Evidence |
|---|---|---|
| Selection Of Venue To Facilitate Adult Learner Needs | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Venue Used |
| Provision Of Support <br> • Childcare <br> • Eldercare <br> • Transport | | Verification Of Support Provided |
| Wide Varity of Promotional Material And Methods | | Leaflets and Advertisements |
| Timing Of Classes: Morning, Afternoons, Nights | | Timetables |
| Tutorials | | Application Form Documenting Tutorial Needs |

**To operationalise this procedure the Programme Co-ordinator/Principal is responsible for ensuring that tuition arrangements meets the needs of all learners.  The Programme Co-ordinator/Principal should:**

1. Ensure that suitable premises are used

2. Courses are timetabled taking account of learners commitments, where possible.

3. Ensure that additional supports are provided where possible and within available resources

4. Ensure that assessors have access to a variety of appropriate materials and resources

**Procedures relating to this policy will be monitored as follows:**

| Monitoring | | |
|---|---|---|
| Monitor | Frequency | Method |
| Donegal ETB Adult Education Services QQI Quality Assurance  Monitoring Team | Once Every Two Years | Review Of Evidence |

# PROGRAMME DEVELOPMENT, DELIVERY AND REVIEW POLICY

Donegal ETB's Adult Education Services is committed to providing and supporting a range of learning opportunities which respond to the needs of adult learners.  It is the policy of the Services to develop expertise in the design, delivery, evaluation and management of programmes and Services.

The following table describes how Donegal ETB's Adult Education Services aims to provide programmes to meet the identified needs of individuals and communities.

## 5.1    Need Identification

| Method | Personnel | Evidence |
|---|---|---|
| Identifying Needs | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Outcome Of Meetings With Groups Record Of Outcome Of Meeting With Individual Collating Prospective Learner Enquiries |
| Responding To Needs Identified By Other Agencies As Well As The Department Of Education & Science | | Publication Of Agency Reports Correspondence With External Agencies And Other Providers Provision Of Programmes Centre Development Plan |

**It is the responsibility of programme management to keep staff informed about:**

1.  The needs of specific groups within the   Donegal ETB area and to keep a record of both formal and informal correspondence
2.  The results of surveys conducted by both statutory and voluntary agencies both in the Donegal ETB area and nationally.
3.  Consultations with other statutory and voluntary agencies with a view to developing programmes to meet their client needs.
4.  The outcome of consultations at programme team meetings
5.  Developments at local and national level.

**The following tables describe the procedures employed to:**
- Ensure that programmes are designed to meet the needs of learners (5.2: Programme Design)
- ensure that programmes submitted for validation have been approved by the ETB management (5.3: Programme approval).
- Ensure that new programmes progress to delivery stage (5.4: Programme planning)
- facilitates and supports flexibility in scheduling of courses and in modes of delivery (5.5: Programme delivery).

## 5.2    Programme Design

| Method | Personnel | Evidence |
|---|---|---|
| Content Of Modules Tailored To Meet The Needs Of Individual Learners | Programme Co-ordinator, Core Programme Staff And Programme Management | AES QQI Assessor Handbook Individual Learning Plan |
| Integration Of Modules | | Record Of Meeting With Course Assessors Schemes Of Work & Lessons Plans |

## 5.3    Programme Approval

| Method | Personnel | Evidence |
|---|---|---|
| Discussion And Feedback From Programme Management | Programme Co-ordinator, Core Programme Staff And Programme Management | Minutes of Programme Co-ordinator Meetings |
| Liaising Further Education Support Services | | Record Of Discussion With Further Education Support Services |
| Design Checklist | | Record Of Checklist Verified Against QQI Award Guide |

## 5.4    Programme Planning

| Method | Personnel | Evidence |
|---|---|---|
| Plan Or Design Of Programme | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Meeting With Assessor(S) To Draw Up Scheme Of Work |
| Devise Timetable | | Timetable |

## 5.5    Programme Delivery

| Method | Personnel | Evidence |
|---|---|---|
| Flexibility In Timetabling | Programme Co-ordinator, Core Programme Staff And Programme Management | Application Forms With Timing Option Timetable |
| Training For Assessors | | Schedule Of Training For Assessors |
| Additional Support For Adult Learners | | Record Of Specialised Assessment<br>Record Of Referral To Literacy Support And Guidance<br>Record Of Referral To Guidance Services And Feedback |
| Ongoing Review/Evaluation Of Programme | | Record Of Review Meetings And Actions Taken<br>Assessor/Adult Learner Programme Evaluation Forms<br>Assessor Journal<br>Adult Learner Journal |
| Review Materials Used | | Record Of Audit Of Materials Used |

**It is the responsibility of programme management to:**

1. Aim to meet identified needs of agencies and clients by developing a programme or programme of learning to meet these needs.  Modules should be delivered in consultation with agencies or clients.
2. Organise a meeting with core programme staff including centre Principals/Directors to consult and draft checklist for programme design
3. Consult with relevant programme staff around the content of the programme
4. Consult with assessors and core programme staff around the design of the programme and also to engage experts opinion around programme design.
5. Facilitate training for assessors or potential assessors around the aims, objectives and delivery of content of the programme
6. To support assessors by providing adequate and appropriate materials and resources
7. To carry out a continuous review of the programme and also a comprehensive evaluation when the initial delivery of the programme is complete.

**The following tables describe the procedures used to ensure:**
- that adequate records are maintained to facilitate a comprehensive review and evaluation of learners participation and progress through a programme
- that suitable resources are allocated to support successful participation of learners.

## 5.6 Learner records

| Method | Personnel | Evidence |
|---|---|---|
| Structured Recording Of Entry To Programmes And Class Attendance | Programme Co-ordinator, Core Programme Staff And Programme Management | Programme Procedures |
| Monitoring Of Progress | | Assessor Journal Adult Learner Journal Progress Reports Forms |
| Provision Of Support | | Referral Form For Additional Support Application /Registration/Contact, Forms |
| Interim And Final Evaluation | | Evaluation Reports (of Programme Evaluation Forms) |
| Quality Assurance Review | | Record Of Meeting And Feedback |

## 5.7 Provision and Maintenance of resources

| Method | Personnel | Evidence |
|---|---|---|
| Regular Review Of Resources | Programme Co-ordinator, Core Programme Staff And Programme Management | Minutes Of Meetings Staff Reports |
| Regular Review Of Resources For Assessors And Adult Learners | | Stock Records And Records Of Expenditure |
| Maintenance Of Premises | | Budget Of Spend On Caretaker |
| | | Health And Safety Risk Assessment |

**It is the responsibility of the Programme Co-ordinator/Principal to:**
1. Ensure that comprehensive records are maintained of selection and recruitment process, including application forms and induction interviews
2. Carry out a sampling of assessor and learner journals at least once a term. Journals should be signed and dated and assessors and learners should be aware, in advance, that this is part of the reviewing process
3. Oversee comprehensive interim and final evaluations. A variety of methods should be used and should include interviews with a random selection of learners, interview with assessor or assessors and evaluation questionnaires.
4. Review resources on a regular basis and feedback from assessors should taken into account when updating resources.

**Ensure that assessors:**
1. Participate in the evaluation process
2. Carry out a self-evaluation and record the date and outcome in their Assessor Journal
3. Participate in programme team meetings at the design stage
4. Participate in both QQI and programme training

**Ensure that adult learners**
1. Maintain their own experience of the course in their learner journal
2. At least once per term record their own reflections of the learning process in their learning journals and use as part of the evaluation process
3. Participate in the evaluation process
4. Provide feedback to the assessor and organiser on suitability of materials and resources

**Ensure that centre management**
1. Support caretaking and maintenance of premises

The following table outlines the methods to be used to ensure that learners are provided for in a safe and healthy environment.

### 5.8   Health and Safety

| Method | Personnel | Evidence |
|---|---|---|
| Health And Safety Personnel In Centres | Programme Co-ordinator, Core Programme Staff And Programme Management | H&S Statement & Annual Safety Audit |
| Identifying Maintenance Needs | | Record Of Reports Of Points Of Danger In Buildings<br>Budget Spend On Repair And Maintenance |
| Staff Meetings | | Record Of Staff Meetings |

**The Health and Safety document for each Adult Education Services Centre will apply to each ETB QQI Centre and its implementation will be ensured by the Principal or Programme Co-ordinator.**

The following table outlines the methods that will be used when reviewing programmes to ensure their continued relevance to learners.

### 5.9     Review cycle of existing programmes

| Method | Personnel | Evidence |
|---|---|---|
| Evaluation Of Programmes | Programme Co-ordinator, Core Programme Staff And Programme Management | Evaluation Records Of Programme And Resultant Report |
| Statistical Analysis Of Learner Achievements | | Resultant Data |
| Programme Team Meetings | | Record Of Meetings |
| Needs Analysis Of External Stakeholders | | Record Of Network Meetings |
| AES Authentication Process | | Authentication Process Reports (Internal Verifier Report & External Authenticator Report |

**The Programme Co-ordinator/Principal will participate in programme team meetings and contribute to programme evaluation reports in respect of both new and existing courses of learning.**

**Procedures relating to this policy will be monitored as follows:**

| Monitoring | | |
|---|---|---|
| Monitor | Frequency | Method |
| Donegal ETB Adult Education Services QQI Quality Assurance Monitoring Team | Once Every Two Years | Review Of Evidence |

# FAIR AND CONSISTENT ASSESSMENT OF LEARNERS POLICY

Donegal ETB's Adult Education Services is committed to a consistent, valid and fair process of application of assessment criteria.  Therefore we commit to the process by:
- being relevant to the expected learning outcomes (fit for purpose)
- being clear and understood by both learners and staff
- being fair to learners, in terms of access and process
- informing learners of the nature and extent of progress towards the achievement of specific learning outcomes.

This policy commits the Adult Education Services to implementing clear, transparent and consistent assessment methods.  The Programme Co-ordinator/Principal must ensure that learners and assessors are provided with clear guidelines on assessment procedures.   The Programme Co-ordinator/Principal will be responsible for the implementation of the eleven procedures that will ensure that the policy requirements are met.  The Programme Co-ordinator/Principal will adapt a programme approach to these procedures and will take part in programme staff team meetings as well as in Centre staff team meetings.

The following table outlines the methods to be used to ensure that learners gain maximum value from their assessment.

## 6.1    Coordinated Planning Of Assessment

| Method | Personnel | Evidence |
|---|---|---|
| Programme Team Meetings To Review Integration And Assessment | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Meeting |
| Design Programmes With Integration To The Fore | | Programme Specifications Scheme Of Work & Lessons Plans |
| Formal Evaluation | | Programme Evaluation Forms |
| Informal Evaluation | | Adult Learner Journals |
| Informal Assessment | | Assessor Record (Assessor Journal) Adult Learner Journals |
| Formal Assessment | | Completed Portfolios |

**Programme management is responsible for:**

1. Organizing programme team meetings to:
   1.1 to include assessment as an agenda item
   1.2 to facilitate consultation across Centre around assessment techniques and, based on this consultation, devise programme techniques
2. Provide course templates incorporating sample briefs as well as assessment guidelines  are produced at programme level to provide support for internal assessors in each centre.

The following table describes how learners will be provided with the information necessary for them to successfully participate in assessment.

## 6.2    Information for learners

| Method | Personnel | Evidence |
|---|---|---|
| Adult Learner Handbook | | AES Quality Assuring Assessment for Learners |
| Course Details | Programme Co-ordinator, Core Programme Staff And Programme Management | Assessment Schedule And Integration Across Modules<br><br>Record Of Meetings |
| Disseminate Information | | Programme Evaluation Forms<br>Emails<br>QQI Notice Board |

**3.     The QQI Notice Board in the Centre**
The noticeboard needs to be updated with information on assessment deadlines.
A copy of the 'Penalty for Violation of Assessment Regulations' should be posted and candidates attention drawn to its content.

**4.     Learner feedback**
Learner feedback is essential to their successful participation in a programme.  Term evaluations should be carried out.  These can take a variety of forms.  Course evaluation forms, questionnaires or a focus group.  The choice will depend on the group and the subject being taught.

The following table describes the methods to be used to promote fair and reliable assessment methods and organize the storage of records with consideration to the confidentiality of the learners and the guidelines recommended by QQI.

**6.3     Security of Assessment Related Processes & Material**

| Method | Personnel | Evidence |
|---|---|---|
| Guidelines For Core Staff | Programme Co-ordinator, Core Programme Staff And Programme Management | AES Quality Assuring Assessment for Assessors |
| Programme Team Meetings And Training Days | | Record Of Attendance At Training Days And Agenda |
| AES Authentication Process | | Authentication Process Reports (Internal Verifier Report & External Authenticator Report |

**It is the responsibility of the Programme Co-ordinator/Principal to ensure that the following guidelines are adhered to:**
**Learners should observe the following:**
**1.** demonstrate and confirm that all work presented for submission to QQI is their own
**Assessors should:**
1.  collect or receive assessments on the specified date(s)
2.  check work submitted and issue a receipt to candidate
3.  store assessments in a secure cabinet until the final assessment
4.  ensure that assessment briefs are kept in a secure environment and in an easily accessible format
5.  keep course learner journals in a secure environment
6.  submit their own journals at the completion phase of the assessment process

**Internal assessor**
1.  the internal assessor should be familiar with assessment techniques and should participate in national as well as   wide programme assessment meetings.

**The Centre should:**
**1.** provide a secure cabinet for the storage of assessments facilitate a meeting of internal assessors to familiarize them with the assessment guidelines provide a quiet room for use by external assessor

**The following tables describe the methods used to determine that:**

- learners with varying degrees of disability will be  through the use of assessment methods designed to use a multi-sensory approach to determining achievement (6.4: Reasonable Accommodation)
- that assessors are marking and grading learners in a fair and consistent manner 6.5: Consistency between assessors).
- that assessment is fair and consistent when carried out by a third party (6.6)
- that assessments are conducted in line with national standards (6.7).

## 6.4    Reasonable Accommodation

| Method | Personnel | Evidence |
|---|---|---|
| Guidelines For Assessors | Programme Co-ordinator, Core Programme Staff And Programme Management | AES Quality Assuring Assessment for Assessors |
| Assessor Training On Assessment | | Record Of Training |
| Adapted Assessment Briefs | | Copies Of Assessment Briefs |
| Assessment | | Record Of Assessment And Outcome |

## 6.5    Consistency Between Assessors

| Method | Personnel | Evidence |
|---|---|---|
| Assessment Review Meetings | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Meetings |
| Assessment | | AES QQI Assessor Handbook/Journal and/or Assessor Module Folder |
| Sampling Of Portfolios (Peer/Cross Moderation) NEW | | Completed Moderation/ Sampling Forms |
| Clear Appeals Process | | AES Quality Assuring Assessment for Assessors |
| Training In AES Assessment | | Record Of Training Day (s) |
| AES Authentication Process | | Authentication Process Reports (Internal Verifier Report & External Authenticator Report |
| Guidelines For Assessors | | AES Quality Assuring Assessment for Assessors |

## 6.6    Assessment Performed By External (Third) Parties.

| Method | Personnel | Evidence |
|---|---|---|
| Meeting With Employer (s) | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Meeting |
| Clear Guidelines For Employers On Writing Evaluation Report | | AES Quality Assuring Assessment for Assessors |
| Recording By Learner | | Copy Of Learner Record ( Journal Or Diary) |
| Monitoring By Staff | | Record Of Monitoring: Work Experience/Supervisor's Report |

## 6.7    Authentication Process (Internal Verification & External Authentication)

| Method | Personnel | Evidence |
|---|---|---|
| Training | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Training Day (s) |
| Guidelines For Assessors | | AES Quality Assuring Assessment for Assessors |
| Development Meetings And Seminars | | Record Of Attendance |
| Progress Checks | | Record Of Evaluations And Ongoing Assessments Authentication Process Reports (Internal Verifier Report & External Authenticator Report) |
| Learner Certification | | Record Of Certification |

**To ensure that procedures in respect of:  reasonable accommodatin (6.4); consistency between assessors (6.5); assessment performed by external parties (6.6) and consistency with national standards (6.7)  are operationalised the Programme Co-ordinator/Principal must ensure that:**

1. Assessors are supported in adapting assessment briefs to ensure that learners are provided with an opportunity to use a multi-sensory approach to determining achievement while ensuring that all candidates will be assessed on an equal basis.

2. Internal assessors should be supported to:
    2.1    adhere to programme module templates
    2.2    participate in   wide assessment review meetings
    2.3    familiarize themselves with the ETB Adult Education Services guidelines for writing a brief and to incorporate these guidelines into the sample briefs in the programme module templates
    2.4    participate in Centre team meetings
    2.5    share good practice with other course assessors

3.    Provide a mechanism to share good practice between same course assessors within Centre
4.    Ensuring that all assessments are carried out in accordance with national regulations.
6.  Carry out an audit of a sample of completed portfolios to ensure that the standard indicated has been reached and the evidence belongs to the learner.
7.  The report of the external assessor is checked and adjustments (if any) noted for discussion at the next assessment review meeting.

**Programme management has a responsibility to ensure that:**
1.  Assessment review meetings are held and that agenda and minutes are retained.
2.  Internal assessors and Programme Co-ordinators/Principals participate in national training event

The following table outlines the methods to be used to provide constructive feedback to learners on their performance in assessments.

### 6.8    Feedback to Learners

| Method | Personnel | Evidence |
|---|---|---|
| Scheduled One To One Meeting Between Assessor And Adult Learner | Programme Co-ordinator, Core Programme Staff And Programme Management | Record Of Feedback on Assessments |
| Scheduled Class Meeting | | Record Of Meeting (Assessor Journal) |
| Evaluation | | Evaluation Report |

**It is the responsibility of the Programme Co-ordinator/Principal to support assessors in providing constructive feedback to learners.  The Programme Co-ordinator/Principal should:**

1.    Ensure that assessors have a review meeting with learners on both an individual and group basis throughout the learning process.  These meetings should take place at least once during the learning journey towards an outcome and when the outcome has been reached

2.    Ensure that the assessors responsibility in respect of providing a clear explanation  of the assessment brief is detailed in the AES QQI Assessor Handbook and that assessors are made aware of this.

3.    Ensure that, where appropriate, a mock assessment is carried out where appropriate and detailed feedback provided to each individual learner.  The Assessor should record this in their journals.

4.    Ensure that assessors schedule a group meeting with learners before giving out an assessment brief and endorse the Assessor journal record of these meetings. 5.  Ensure that assessors schedule one-to-one meetings with learners after the assessment brief has been given out to provide clarification to individual learners and endorse assessor journal record of these meetings.

The following table outlines the mechanism by which learners can appeal result (s) that they may consider unfair.

## 6.9    Learner Appeals

| Method | Personnel | Evidence |
|---|---|---|
| Appeals Procedures | Programme Co-ordinator, Core Programme Staff And Programme Management | AES Quality Assuring Assessment for Programme Co-ordinators, Assessors And Learners Record Appeal process |

**It is the responsibility of the Programme Co-ordinator/Principal to ensure that assessors and learners are familiar with the ETB's Adult Education Services Appeals Procedure.**

Only approved results can be formally appealed by the learner.  Co Donegal ETB will approve all results through the Results Approval Process and inform learners of their results.

A learner who wishes to appeal their results should complete Co Donegal ETB's Appeals Form and forward this to the Programme Co-ordinator within 14 working days of receiving the results.  An appeal is subject to the payment of a €20 fee for each module appealed.  The fee will be reimbursed in the event of the appeal being upheld.  Cheques are payable to Co Donegal ETB.

**The following procedures are applied in all appeals cases:**

Upon receipt of an appeals form and appropriate fee, the Programme Co-ordinator will arrange for the assessment material to be remarked by another assessor and flag the appeal for the learner in the WCES.

The only evidence that may be presented by the learner at appeal is that which has already been presented for assessment.  New evidence may not be added by the learner for the appeal.

The appeals procedure will involve a review of the assessment process for the specific learner involved including where appropriate the review of learner evidence and the assessment results.

The learner will be informed of the outcome of the Co Donegal ETB's Appeals Process within an agreed timescale.

Following completion of Co Donegal ETB's Appeals Process, the results for the learner concerned will be forwarded to QQI and to the learner as the final result.

The following table outlines the methods to be used that will ensure that data submitted to QQI for certification purposes is checked for accuracy and reliability.

## 6.10  Results Approval

| Method | Personnel | Evidence |
|---|---|---|
| Procedures for Certification | Programme Co-ordinator, Core Programme Staff And Programme Management | AES Quality Assuring Assessment for Programme Co-ordinators and Assessors |
| Filing Of Copies Of All Data Submitted | | Copies On File |

**It is the responsibility of the Programme Co-ordinator/Principal to ensure that:**

1. where there is agreement between the results received and those recorded in the Centre that the results are communicated to learners.

2. should there be an anomaly between the results received from QQI with those results recorded in the Centre, that QQI are to clarify the issue of concern. Candidates will not be sent results until the anomaly has been resolved satisfactorily.

This procedure commits Donegal ETB Adult Education Services to ensuring that data submitted to QQI for certification purposes is checked for accuracy and reliability.

## 6.11  Corrective Action

| Method | Personnel | Evidence |
|---|---|---|
| Assessment Corrective Procedures | Programme Co-ordinator, Core Programme Staff And Programme Management | AES Quality Assuring Assessment for Programme Co-ordinators and Assessors |
| Record Actions Taken | | Record of Process |

**It is the responsibility of the Principal/Programme Co-ordinator to ensure that the following procedures are adhered to:**

1. The evidence submitted by the candidate meets the specified outcomes
2. The evidence is the candidates own work
3. The completed evidence submitted by each candidate has been assessed within the Centre and is checked as ready for the external examiner.
4. That, in the event of points 1,2 and 3 above not being met that a record of the discrepancy will be noted and a meeting with the internal assessor arranged.
5. If the meeting with the internal assessor does not satisfy the Programme Co-ordinator/Principal then a meeting with the Assessor and learner should be called.

6.  If the matter is not resolved satisfactorily the candidate's work should be withdrawn

    **The Programme Co-ordinator/Principal should use a checklist to record adherence to this procedure and also keep a record any actions taken.**

**Procedures relating to this policy will be monitored as follows:**

| Monitoring | | |
| --- | --- | --- |
| Monitor | Frequency | Method |
| Donegal Adult Education Services QQI Quality Assurance  Monitoring Team | Once Every Two Years | Review Of Evidence |

## PROTECTION FOR LEARNERS POLICY

Donegal ETB's Adult Education Services will endeavour to provide an alternative learning opportunity to the learner(s) in the event of a programme (3 months duration +) being terminated early.  Section 43 of Qualifications (Education  Training) Act 1999 does not apply to   Donegal ETB's Adult Education Services.

The following table outlines the procedure to be followed in the event of cessation of a programme of 3 + months duration.

### 7.1    Cessation of Programme

| Method | Personnel | Evidence |
|---|---|---|
| Sourcing Similar Programmes | Programme Co-ordinator, Core Programme Staff And Programme Management | Correspondence Requesting Information From Other Providers |
| Transfer | | Record Of Facilitation And Transfer Process To Another Similar Programme |

**It is the responsibility of the Programme Co-ordinator/Principal to ensure that where a programme of learner of more than three months duration ceases that learners:**

1.      Are provided with information about similar programmes and that a record of this communication (meeting or in writing) is retained in the Centre.  If learner is referred to Donegal Adult Learner Guidance Services a record of referral should be retained on file.

2.      Are supported in transferring to another programme and that a record of support given is retained on file.

**Procedures relating to this policy will be monitored as follows:**

| Monitoring | | |
|---|---|---|
| Monitor | Frequency | Method |
| Donegal ETB Adult Education Services QQI Quality Assurance  Monitoring Team | Once Every Two Years | Review Of Evidence |

# EVALUATION PROCESS

Programmes will be evaluated on a geographical area.   To implement the evaluation in area an evaluation team will be formed.   The team will be made up a representative or representatives of each QQI accredited centre in the area, with a balanced representation from the participating programmes.

The evaluation team will explore and record indicators that will be used to measure the Centre performance with regard to each policies and its related procedures. Each Programme Co-ordinator/Principal should provide a general profile of their centre.   This should include:   premises, key staff, number of assessors, number of learner and internal programme reporting structures.

The 'INPUT, PROCESS, OUTPUT, and OUTCOMES' model is a relatively easy model to use to guide the evaluation process.   Each Centre should have at least two pieces of evidence as indicated in the procedures and the programme profile referred to in paragraph one will assist the evaluation team in assessing the appropriateness of  the evidence.   On the next page is an example of how the evaluation of a policy might be recorded using this model.   There will be much overlap in evidence and evaluation of policies should, where possible, be integrated.

# Donegal ETB Adult Education Services
# QQI Monitoring and Evaluation Structure

## Self Evaluation QQI Centre

Programme Co-ordinator, or an external person from the same Programme, assessors and learners will on an annual basis, self evaluate the implementation of the agreed QQI Quality Assurance Policies and Procedures.
Key documents include:
- Adult Education Services QQI Quality Assurance Operational Policies and Procedures for Programme Co-ordinators
- Adult Education Services QQI Quality Assurance System Essential Evidence Self Evaluation process will be recorded on the Self Programme Evaluation Report annually.

## Donegal ETB Adult Education Services
## QQI Quality Assurance Monitoring Team

Monitoring Team will be comprised of Programme Co-ordinators.
QQI Centres will be monitored at least once every two years by two representatives of the monitoring team (1 Programme and 1 Non Programme) external to the Centre being monitored.
The Team will be monitoring the:
- Adult Education Services QQI Quality Assurance System Essential Evidence
- Self Evaluation Document:  1. Self Programme Evaluation Report

## External Evaluator

The Adult Education Services QQI Quality Assurance Policies and Procedures will be externally evaluated at least once every five years by an evaluator external to Donegal ETB Adult Education Services.  The evaluator will be appointed by the AEOs in consultation with the Donegal ETB Adult Education Services QQI Working Group

## Review of the Adult Education Services
## QQI Quality Assurance Policies and Procedures

The AES QQI Quality Assurance Policies and Procedures will be reviewed every 5 years (with input from relevant stakeholders). Recommended changes will be submitted to QQI for approval

## QQI will also monitor
## Donegal ETB Adult Education Services QQI Quality Assurance
## System externally every 5 years

**Evaluation of Communications Policy**

**Performance indicators**

**Input:**     **What is in place to realize the policy**
- correspondence
- Networking
- Notices
- Evaluations
- Awareness raising
- Time spent with learners and staff in both formal and informal settings
- Staff and learner noticeboards

**Process**:     **What happens and how it happens in the Centre**
- Opportunity to share information and gain feedback.
- Reviewing what works and needs to be changed
- Learners taking ownership and responsibility
- Assessors and staff sharing in decision making
- Building networks with sta Assessory and voluntary agencies

**Outputs:**     **Results and progress**
- Correspondence in various modes
- Agendas and Minutes of meetings
- Attendance records for information and awareness training/sessions

**Measure**:     **Data collection and analysis**
- Variety of correspondence
- Up-to-date noticeboards
- Record of meetings
- Summary of programme and course evaluations
- Assessor and learner journals
- Sample of: journals (learner and Assessor), minutes of meetings
- Record of observations in centre

**Action:**     **Evaluation report compiled and improvement plan put in**
**place**

**Centre**
**Practice**     **Recommendations to become everyday practice**

**Information Technology Centre**

- 42588B (Letterkenny)                Antoinette Breslin

**Back to Education Initiative – Community**

- 42593R (Donegal Town)               Maeve McGarvey

**Learning for Living**

- 40827G (Letterkenny)                Brid McIntyre
- 41115W (Donegal)                    Martina Needham
- 42575P (Carndonagh)                 Joyce Burns
- 42576R (Ballyshannon)               Martina Needham
- 42574N (Gortahork)                  Dolores McGeady

**Vocational Training and Opportunities Scheme (VTOS) &**
**Back to Education Initiative (BTEI)**

- 40025Q (Letterkenny)                Aine McLaughlin, Patricia Britton
- 40022K (Donegal Town)               Caroline O'Rourke
- 40023M (Gortahork)                  Sharon McGee
- 41200N (Ballyshannon)               Anita O'Rourke
- 41024T (Milford)                    Aine McLaughlin, Patricia Britton
- 40556B( Buncrana)                   Paul Quigley

**Youthreach & STTC**

- 40556B (Buncrana & Glengad)         Jayne O Donnell
- 40981Q (Gortahork)                  Marianne O Donnell (Acting)
- 42592P  (Ballyshannon)              Antoinette Clayton
- 40451K  (St. Fiachras)              Breda Rodden
- 41191P  (Lifford)                   Gillian Kennedy