



etb

Bord Oideachais agus
Oiliúna Dhún na nGall
*Donegal Education and
Training Board*



Oideachais Aosaigh
Adult Education

Donegal Education and Training Board QQI Quality Assurance

OPERATIONAL POLICIES AND PROCEDURES for **Programme Co-ordinators**

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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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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	Programme Co-ordinator, Core Programme Staff And Programme Management	Schedule And Diary Record Of Meetings
Formal Meetings	Programme Co-ordinator, Core Programme Staff And Programme Management	Agenda And Minutes Of Meetings Records Of Discussion And Feedback Progress Report Forms
Recording Learning Experience	Programme Co-ordinator, Core Programme Staff And Programme Management	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	Programme Co-ordinator, Core Programme Staff And Programme Management	Issue Of Magazine Or Up To Date Website Noticeboard AES QQI Assessor Handbook & VES Staff Handbook
Written And Verbal Correspondence	Programme Co-ordinator, Core Programme Staff And Programme Management	Emails, Memos, Staff Reports, Letters
In-Services, Information Seminars & Training Days	Programme Co-ordinator, Core Programme Staff And Programme Management	Programme Of Events, Record Of Attendance

1.3 Communications with other stakeholders

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

Procedures relating to this policy will be monitored as follows:

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 <ul style="list-style-type: none"> • Intercultural • Literacy • 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	Programme Co-ordinator, Core Programme Staff And Programme Management	Statement Of Equality In AES QCI Assessor Handbook & ETB Staff Handbook
Meetings With Centre Staff	Programme Co-ordinator, Core Programme Staff And Programme Management	Equality Statement Include In Health An Safety Statement
Observations	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Observations And Action Taken

2.2 Equality Planning

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

Procedures relating to this policy will be monitored as follows:

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

3.2 Staff Induction

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

3.3 Staff Development

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

Procedures relating to this policy will be monitored as follows:

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 Annual Adult Learner Fair And All Year Guidance Evaluation Of Promotional Strategies Clear Information For Adult Learners	Programme Co-ordinator, Core Programme Staff And Programme Management	Newspaper Advertisement Scheduled Recruitment Publicity Materials Programme Brochure, etc Record Of Fair Recruitment Records Minutes Of QA Team Meetings 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
<ul style="list-style-type: none"> • Clear Details Of Programme Content • Clear Statement Of Entry Requirements For Programme • Documented Selection Process • Clear Appeals Procedure • Guidance 	Programme Co-ordinator, Core Programme Staff And Programme Management	<ul style="list-style-type: none"> • Information On Programme Content • Statement Of Entry Requirement • Programme Criteria For Selection Of Learners • Appeals Process For Learners Refused Entry To Programme • 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
<ul style="list-style-type: none"> • Recognising Prior Learning • Assessment • Guidelines For Assessing Prior Learning 	<p>Programme Co-ordinator, Core Programme Staff And Programme Management</p>	<ul style="list-style-type: none"> • Statement Of Recognition Of Prior Learning • Record Of Assessment • 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 <ul style="list-style-type: none"> • Childcare • Eldercare • Transport 	Programme Co-ordinator, Core Programme Staff And Programme Management	Verification Of Support Provided
Wide Varsity of Promotional Material And Methods	Programme Co-ordinator, Core Programme Staff And Programme Management	Leaflets and Advertisements
Timing Of Classes: Morning, Afternoons, Nights	Programme Co-ordinator, Core Programme Staff And Programme Management	Timetables
Tutorials	Programme Co-ordinator, Core Programme Staff And Programme Management	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:

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
<ul style="list-style-type: none"> • Identifying Needs • Responding To Needs Identified By Other Agencies As Well As The Department Of Education & Science 	<p>Programme Co-ordinator, Core Programme Staff And Programme Management</p>	<ul style="list-style-type: none"> • Record Of Outcome Of Meetings With Groups • Record Of Outcome Of Meeting With Individual • Collating Prospective Learner Enquiries • 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 Integration Of Modules	Programme Co-ordinator, Core Programme Staff And Programme Management	AES QCI Assessor Handbook Individual Learning Plan 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	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Discussion With Further Education Support Services
Design Checklist	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Checklist Verified Against QCI Award Guide

5.4 Programme Planning

Method	Personnel	Evidence
Plan Or Design Of Programme Devise Timetable	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Meeting With Assessor(S) To Draw Up Scheme Of Work 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	Programme Co-ordinator, Core Programme Staff And Programme Management	Schedule Of Training For Assessors
Additional Support For Adult Learners	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Specialised Assessment Record Of Referral To Literacy Support And Guidance Record Of Referral To Guidance Services And Feedback
Ongoing Review/Evaluation Of Programme	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Review Meetings And Actions Taken Assessor/Adult Learner Programme Evaluation Forms Assessor Journal Adult Learner Journal
Review Materials Used	Programme Co-ordinator, Core Programme Staff And Programme Management	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
<ul style="list-style-type: none"> • Structured Recording Of Entry To Programmes And Class Attendance • Monitoring Of Progress • Provision Of Support • Interim And Final Evaluation • Quality Assurance Review 	<p>Programme Co-ordinator, Core Programme Staff And Programme Management</p>	<ul style="list-style-type: none"> • Programme Procedures • Assessor Journal • Adult Learner Journal • Progress Reports Forms • Referral Form For Additional Support Application • /Registration/Contact, Forms • Evaluation Reports (of Programme Evaluation Forms) • Record Of Meeting And Feedback

5.7 Provision and Maintenance of resources

Method	Personnel	Evidence
<ul style="list-style-type: none"> • Regular Review Of Resources • Regular Review Of Resources For Assessors And Adult Learners • Maintenance Of Premises 	<p>Programme Co-ordinator, Core Programme Staff And Programme Management</p>	<ul style="list-style-type: none"> • Minutes Of Meetings Staff Reports • Stock Records And Records Of Expenditure • 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 QOI 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
<ul style="list-style-type: none"> • Health And Safety Personnel In Centres • Identifying Maintenance Needs • Staff Meetings 	<p style="text-align: center;">Programme Co-ordinator, Core Programme Staff And Programme Management</p>	<ul style="list-style-type: none"> • H&S Statement & Annual Safety Audit • Record Of Reports Of Points Of Danger In Buildings • Budget Spend On Repair And Maintenance • 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
<ul style="list-style-type: none"> • Evaluation Of Programmes • Statistical Analysis Of Learner Achievements • Programme Team Meetings • Needs Analysis Of External Stakeholders • AES Authentication Process 	<p>Programme Co-ordinator, Core Programme Staff And Programme Management</p>	<ul style="list-style-type: none"> • Evaluation Records Of Programme And Resultant Report • Resultant Data • Record Of Meetings • Record Of Network Meetings • 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:

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
<ul style="list-style-type: none"> • Programme Team Meetings To Review Integration And Assessment • Design Programmes With Integration To The Fore • Formal Evaluation • Informal Evaluation • Informal Assessment • Formal Assessment 	<p>Programme Co-ordinator, Core Programme Staff And Programme Management</p>	<ul style="list-style-type: none"> • Record Of Meeting • Programme Specifications • Scheme Of Work & Lessons Plans • Programme Evaluation Forms • Adult Learner Journals • Assessor Record (Assessor Journal) Adult Learner Journals • 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.

Programme Co-ordinator/Principal is responsible for ensuring:

1. That assessors use the templates and briefs to guide tuition prepared at programme level
2. That assessors keep a record of methodologies and progress of learners
3. That Centre team staff meetings are held at least once a terms and minutes are filed.
4. That where two or more assessors are working with the same learners they meet to explore the integration of modules with a view to efficiency of delivery and maximizing the learning for the learners
5. That learners use programme learner journals to record their own experience of the participating on the course.

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	Programme Co-ordinator, Core Programme Staff And Programme Management	AES Quality Assuring Assessment for Learners
Course Details	Programme Co-ordinator, Core Programme Staff And Programme Management	Assessment Schedule And Integration Across Modules Record Of Meetings
Disseminate Information	Programme Co-ordinator, Core Programme Staff And Programme Management	Programme Evaluation Forms Emails QQI Notice Board

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

1. The Adult Learner Handbook:

- 1.1 is issued at the start of tuition
- 1.2 forms part of the induction meeting
- 1.3 Learners are familiar with assessment techniques – this section of the handbook may need to be revisited throughout the tuition period.
- 1.4 Course details are clearly outlined to the learner

2. Assessors are familiar with the AES QCI Assessor Handbook and their role in ensuring that learners are:

- 2.1 Aware of the course outline
- 2.2 Familiar with assessment techniques
- 2.3 Understand what a brief is and the importance of adhering to the timescale for submission of work

3 The QCI 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	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Attendance At Training Days And Agenda
AES Authentication Process	Programme Co-ordinator, Core Programme Staff And Programme Management	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	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Training
Adapted Assessment Briefs	Programme Co-ordinator, Core Programme Staff And Programme Management	Copies Of Assessment Briefs
Assessment	Programme Co-ordinator, Core Programme Staff And Programme Management	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	Programme Co-ordinator, Core Programme Staff And Programme Management	AES QOI Assessor Handbook/Journal and/or Assessor Module Folder
Sampling Of Portfolios (Peer/Cross Moderation) NEW	Programme Co-ordinator, Core Programme Staff And Programme Management	Completed Moderation/ Sampling Forms
Clear Appeals Process	Programme Co-ordinator, Core Programme Staff And Programme Management	AES Quality Assuring Assessment for Assessors
Training In AES Assessment	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Training Day (s)
AES Authentication Process	Programme Co-ordinator, Core Programme Staff And Programme Management	Authentication Process Reports (Internal Verifier Report & External Authenticator Report
Guidelines For Assessors	Programme Co-ordinator, Core Programme Staff And Programme Management	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	Programme Co-ordinator, Core Programme Staff And Programme Management	AES Quality Assuring Assessment for Assessors
Recording By Learner	Programme Co-ordinator, Core Programme Staff And Programme Management	Copy Of Learner Record (Journal Or Diary)
Monitoring By Staff	Programme Co-ordinator, Core Programme Staff And Programme Management	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	Programme Co-ordinator, Core Programme Staff And Programme Management	AES Quality Assuring Assessment for Assessors
Development Meetings And Seminars	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Attendance
Progress Checks	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Evaluations And Ongoing Assessments Authentication Process Reports (Internal Verifier Report & External Authenticator Report)
Learner Certification	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Certification

To ensure that procedures in respect of: reasonable accommodation (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	Programme Co-ordinator, Core Programme Staff And Programme Management	Record Of Meeting (Assessor Journal)
Evaluation	Programme Co-ordinator, Core Programme Staff And Programme Management	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:

2. 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
3. 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.
4. 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.
5. 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	Programme Co-ordinator, Core Programme Staff And Programme Management	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	Programme Co-ordinator, Core Programme Staff And Programme Management	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:

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	Programme Co-ordinator, Core Programme Staff And Programme Management	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:

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:
- 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

SAMPLE

Evaluation of Communications Policy

Performance indicators

<u>Input:</u>	<u>What is in place to realize the policy</u> <ul style="list-style-type: none">▪ correspondence▪ Networking▪ Notices▪ Evaluations▪ Awareness raising▪ Time spent with learners and staff in both formal and informal settings▪ Staff and learner noticeboards
<u>Process:</u>	<u>What happens and how it happens in the Centre</u> <ul style="list-style-type: none">▪ 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 Assesory and voluntary agencies
<u>Outputs:</u>	<u>Results and progress</u> <ul style="list-style-type: none">▪ Correspondence in various modes▪ Agendas and Minutes of meetings▪ Attendance records for information and awareness training/sessions
<u>Measure:</u>	<u>Data collection and analysis</u> <ul style="list-style-type: none">▪ 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
<u>Action:</u>	<u>Evaluation report compiled and improvement plan put in place</u>
<u>Centre</u>	Recommendations to become everyday practice

LOCATIONS AND DETAILS OF PROGRAMME CO-ORDINATORS

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