



EXCHANGE HOUSE IRELAND
National Travellers Service

Education and Training Service

Quality Assurance (QA) Manual



QAI AWARD

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Chapter 1 Governance and the Management of Quality

(Aligned to Core Guideline 1)

Provider Profile

Exchange House Ireland National Travellers Service (EHI) is an organisation of Traveller and non-Travellers and leading provider of the front line and support services to some of the most marginalised Travellers in Ireland since 1980. We are a multi-disciplinary frontline service provider offering a range of supports and services. We also deliver partnership services through training, provision of expertise and dual working with other organisations providing services to Travellers in Ireland. Our aim is to break down barriers and discrimination in order to facilitate Travellers to access the range of services they need in an equitable way. Exchange House Ireland has been providing a professional standard of practice that has been shown to produce satisfactory results with our client group for 40 years. We host the Annual National Traveller Education Achievements Awards which recognises, encourages and celebrates success in education on the island of Ireland for members of the Traveller community. The awards are designed to highlight the success of the recipients, celebrate with them and promote the importance of formal education. We are members of NALA and AONTAS and active in the AONTAS Community Education Network (CEN).

Service Divisions

- Children & Young People Service
 - After Schools service
- Education & Training Service
 - Local Training Initiative
 - Community Employment Scheme
- Family Support & Crisis Intervention Service
 - Addiction Service
 - Accommodation Support Service
- National Mental Health Service
 - Suicide Prevention
 - LGBTQ + Action & Development Project
 - Youth Mental Health Project

EHI was approved by FETAC/QQI to offer programmes leading to awards on the NFQ in 2010

Core Principles

In all our work, we are guided by the principles of:

- Professionalism
- Equality
- Diversity
- Excellence

Charitable Purpose

- Advancement of education
- Other purposes that is of benefit to the community
- Advancement of community welfare including the relief of those in need by reason of youth, age, ill-health, or disability
- Integration of those who are disadvantaged, and the promotion of their full participation, in society

Strategic Priorities 2019/2022

- To deliver frontline services of excellence to the Traveller community that are professional and trusted
- To provide information and promote our services as one of expertise and best practice in our field
- To provide services including advocacy for individuals and families in the Traveller community and celebrate their achievements
- To work in partnership with Traveller specific and mainstream services, representative structures and funding partners to increase the capacity to deliver best services to the Traveller community
- To bring together people with a range of skills, knowledge and experience to deliver best practice in all our services. To invest in people and provide support and advancement for those in the organisation

Organisation Structure

The Chief Executive Officer (CEO) has delegated responsibility for the day-to-day management of EHI and reports directly to the Board of Directors. There is a manager for each of the four service divisions who report to the CEO;

- The Education and Training Service
- The Family Crisis and Intervention Service
- The Children and Young People's Service
- The National Traveller Mental Health Service

All services work collaboratively in the best interest of the Traveller community.

The Education and Training Service is staffed by the Education and Training Service Manager, the Community Employment (CE) Supervisor, the Local Training Initiative (LTI) Coordinator and Assistant LTI Coordinator.

All modules are delivered by suitably qualified subject matter tutors. Tutors are provided by the CDETB and are vetted under their governance structures.

Scope of Provision

We deliver programmes as both a first-provider and a second-provider. We deliver a programme leading to the QQI 5M3050 Community Development major award as first provider. This programme is funded by the Department of Social Protection (DSP) and is delivered as part of a community employment scheme on a 19.5 hour per week basis. Learners have 3 years to complete the programme to achieve the major award, or they can opt to complete and get certification for individual modules/minor awards.

As a second provider, we operate under a CDETB LTI programme delivering a programme leading to the QQI Level 4 major award 4M2010. The programme is aimed at early school leavers or those with no formal educational qualifications aged 16+

We also offer literacy support, third level support and job seeking skills and support

The Board of Directors is supported in its work by four committees which report to the Board;

- Finance & Audit
- Human Resources & Staffing
- Governance & Risk Management (Including Clinical Risk)
- Education Programmes Quality Assurance Committee

There is not a specific 'Governance Manual' for EHI, but there is a Board pack which includes Terms of Reference, roles and responsibilities of the Board members, and all Board relevant policies. The organisation is in the process of developing a comprehensive reference manual relating to all areas of governance within the organisation.

Academic Governance

Education Programmes Quality Assurance Committee (EPQAC) is a committee of the Board of Directors established to provide academic governance. The Committee has an external Chair and another external member. Having external members helps us to avoid/resolve any conflict that may arise between strategic/resource allocation and academic decision-making and to ensure that decisions on academic matters and quality standards are made without undue influence of the Board of Directors. The external members have been selected on the basis of their expertise and knowledge of the context in which we operate and to provide independent oversight of significant academic decisions and constructive analysis of monitoring data. We benefit from their insights into practices in other organisations and their understanding of our learner needs and knowledge of best practice in our area. The Education Programmes Quality Assurance Committee operates under a documented term of reference which has been approved by the Board of Directors. **(See Appendix Terms of Reference, P. 65)**

Risk Management

General Risks

All risks to implementation of EHI's strategy as well as risks to the wider organisation operations are considered. The procedures developed to manage risk comply with the policies and procedures outlined in the EHI have risk management policies and procedures in place for the organisation. The Board of Directors oversees risk management, and the CEO is responsible for managing risk and maintaining the EHI risk register supported by the EHI Governance and Risk Committee (GRC) - a sub-committee of the EHI Board.

https://drive.google.com/file/d/1ZdSgWv3yOr-tWym80a320zAytTiL_Otu/view?usp=sharing

The Education Programmes Quality Assurance Committee maintains oversight of academic risk. Risks are categorised as governance and strategic, academic, operational and financial and rated in terms of their likely impact. Risk is a standing item on the agenda for all governance meetings. A copy of the register is available at each meeting of the Board of Directors and the relevant sections are available at meetings of the Education Programmes Quality Assurance Committee.

The Education and Training service manager (ETSM) undertakes the role of the Quality Assurance Officer and retains risk management oversight regarding academic items. The (ETSM) is responsible for updating the risk register on an ongoing basis and submitting the updated risk register to the EPQAC on a quarterly basis. The (ETSM) works with the Education and Training Service team to carry out regular SWOT analysis to ensure all risks are identified and appropriate controls are put in place. The risk management process aims to ensure the ETS does not engage in activities or partnerships that could undermine the integrity of training programmes or the awards on the NFQ (where relevant).

Programme-related risk is identified at the programme design stage. The programme design team identifies what threats and risks, estimates the likelihood and consequences of these occurring and documents mitigation measures when they are designing a programme.

Academic Risks

Loss of key tutors/ difficulties in recruiting/sourcing suitable tutors

- Difficulty in recruiting learners
- High levels of learner dropout
- Poor tutor supervision and performance
- Unable to continue to deliver programmes e.g. Covid19
- Difficulty in recruiting external members to the Education Programmes Quality Assurance Committee
- Failure to re-engage with QQI
- Failure in QA processes
- Inability to secure meaningful work placements for learners
- Learner dissatisfaction
- Plagiarism in assessment academic misconduct
- Data Breaches e.g. PPSNs, assessment evidence

Health and Safety Risks

EHI have a Health and Safety Policy in place for the organisation;

https://drive.google.com/file/d/1li_7PEN-3oCxlEtwgqGMGOEtbHF0rMS/view?usp=sharing

To provide a safe and healthy work environment for all employees and to meet our duties to contractors and members of the public who may be affected by our operations. EHI will ensure it will fully comply with all our legal obligations under such legislation as the Safety, Health and Welfare at Work Act 2005 and the various regulations arising.

The Operations Officer is the dedicated Health and Safety Advisor for the organisation. The Operations Officer is supported by staff representatives from each service.

The Health and Safety Advisor is responsible for identifying and assessing health and safety risk in relation to education and training provision on an ongoing basis and, working with ETSM to carry out risk assessments and maintains the Accident and Incident Log.

Health and safety risk assessment which is reviewed at EPQAC meetings.

The risk assessments consider risks to staff, learners, visitors and contractors as well as the general public where relevant. All premises, sites and equipment are considered when carrying out the health and safety risk assessment.

Safeguarding Young People and Vulnerable Adults

https://drive.google.com/file/d/1ab-VXxSIJa_A-cVB6tSdDoBPg4fCE7Vx/view?usp=sharing

EHI is committed to safeguarding the well-being of young people and vulnerable adults and to ensuring its employees and others working on its behalf (e.g., contractors, work placement supervisors etc.) are aware of their personal and professional responsibilities to promote safety and welfare in accordance with Children and Vulnerable Adults protection and other relevant legislation.

EHI's safeguarding procedures are designed to assist personnel in meeting standards of best practice in relation to safeguarding young people and vulnerable adults encountered during the course of their employment.

EHI is committed to the implementation of this Child and Vulnerable Adults Safeguarding Statements and the procedures that support the intention to keep children safe and vulnerable adults from harm while availing of our service.

EHI believes the best interests of this cohort are paramount when availing of services.

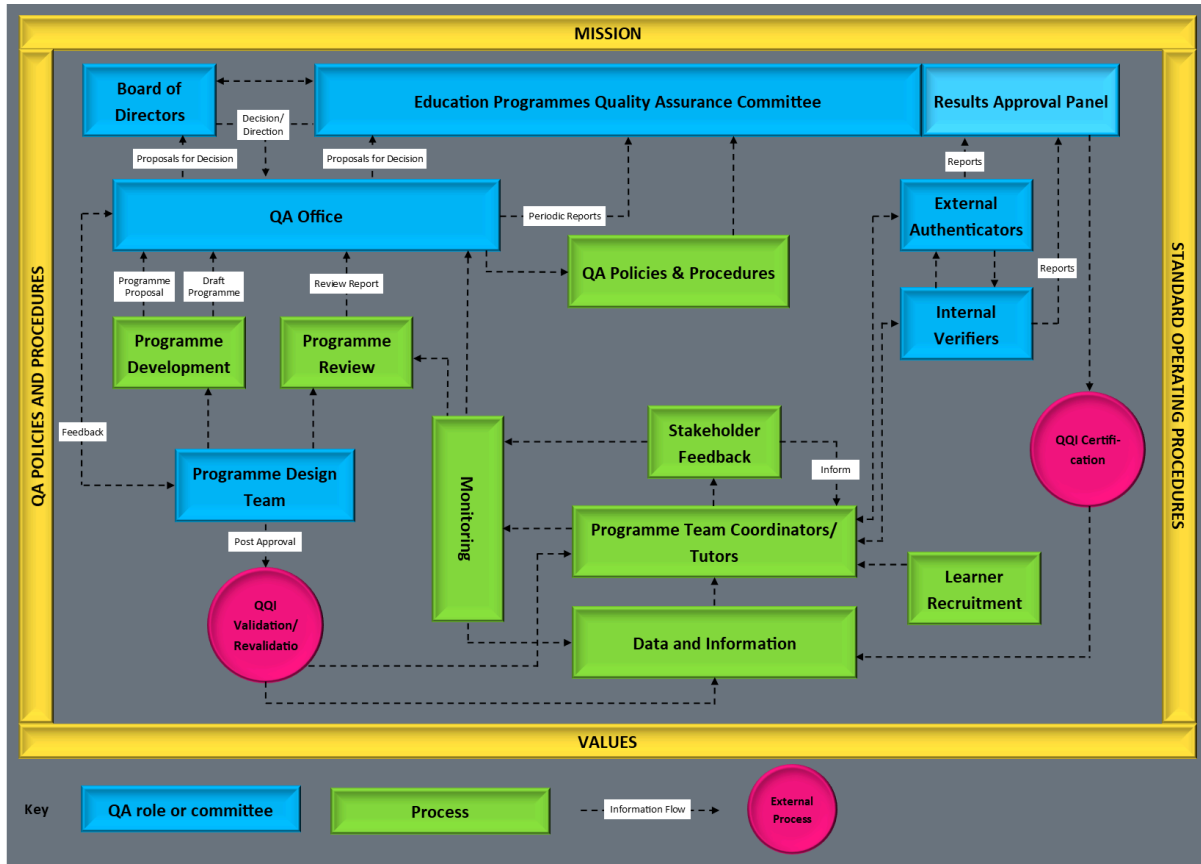
Our guiding principles are underpinned by Children First: National Guidance for the Protection Welfare of Children and Vulnerable Adults, Tusla's Child Safeguarding: A Guide for Policy, Procedure and Practice, the United Nations Convention on Human Rights, on the Rights of the Child and current legislation such as the Children First Act 2015, Child Care Act 1991, Protections for Persons Reporting Child Abuse Act 1998 and the National Vetting Bureau Act 2012.

All employees who work directly with young people and vulnerable adults are required to familiarise themselves with safeguarding policy, procedures and risk assessments.

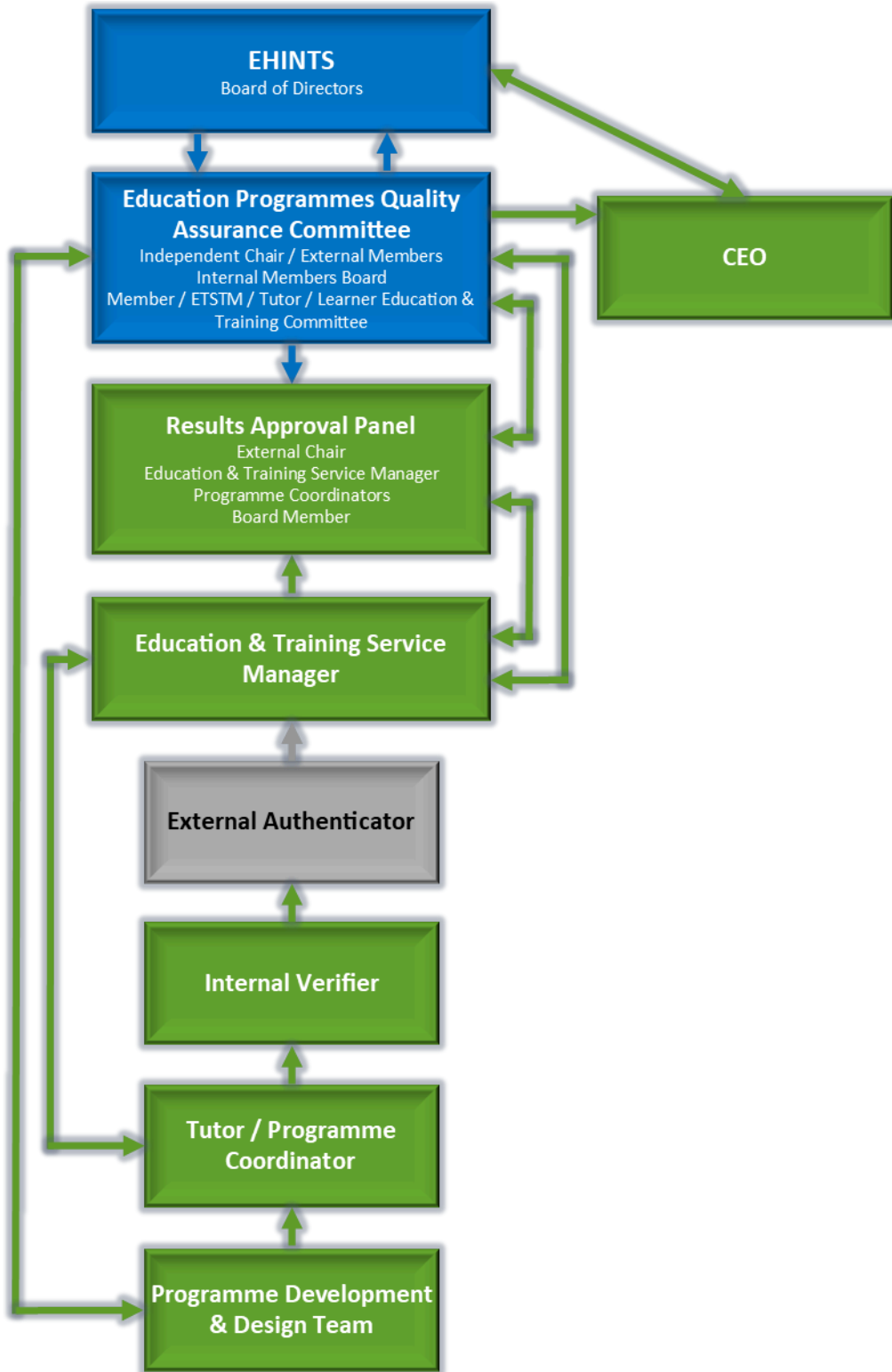
It is important that people in such roles are aware of good safeguarding practice and their responsibilities in relation to safeguarding young adults. In addition, supervisors and managers also need to be fully acquainted with their obligations regarding safeguarding.

The chart outlines the relational process of the QA system in EHI at a glance.

Operational and Governance Structures and Processes Relationship Chart (Fig. 2)



Graphic image of the stakeholders in the EHI, QA system; Governance of Quality Assurance System (Fig. 3)



[\(AONTAS-CEN-QQI Resource-FINALpdf.pdf\)](#)

Quality Policy

We are committed to providing high quality programmes, supports and services which, at a minimum meet, and if possible, exceeds learner needs and expectations, the requirements of QQI and standards of best practice. In order to achieve this, we are continually working to improve programmes, processes, and supports by implementing a responsive QA system. Responsibility for quality is vested in all governance units, management, staff and tutors, with overall responsibility residing with the Board of Directors. Our QA system spans corporate domains (e.g. safeguarding, health and safety, equality and diversity, data protection) and academic domains including programme development, monitoring, admissions, teaching, learning and assessment. The sections of our QA system which impact directly on learners are contained in the learner handbook and are discussed at induction. We ask learners to let us know what they think about our programmes and the supports we have in place to ensure a successful outcome for them. There is a learner representative on our Education Programmes Quality Assurance Committee, and we encourage our classes to nominate a class rep to represent their views to us.

EHI is committed to the principles and practice of excellence and will conform with all relevant legislation and requirements of the awarding body Quality and Qualifications Ireland (QQI).

EHI's overall objective is to deliver the highest possible standards of QA learning to our learners in all our training programmes through continual improvement, employee development, recognition and social responsibility.

Our quality assurance model provides a framework for ensuring the delivery of quality education and training programmes, measuring and improving our overall performance.

The Senior Management Team and staff of EHI commit to this:

- By ensuring we fully meet the requirements and expectations of our learners and by endeavouring to enhance the overall service to ensure they are fully satisfied with our education and training programmes and services.
- By ensuring requirements of all interested parties are clearly understood and services are delivered in a timely and professional manner.
- By promoting the use of a process approach and risk-based thinking; resulting in all processes being established, documented, resourced appropriately, monitored and measured to ensure conformance to their intended purpose.
- By ensuring our entire staff is given sufficient training and development support to guarantee competency for their area of work through education, training and experience, where appropriate.

Through management's participation in monitoring and measurement of the performance of the QA model is focused on acting on opportunities for continual improvement.

By planning and establishing measurable objectives based on its Quality Policy for the ongoing development of the education and training services. These objectives are regularly reviewed and measured by management.

Our QA system is designed as a comprehensive, integrated system which supports and assures quality provision and is underpinned by the following pieces of legislation;

- The Qualifications and Quality Assurance (Education and Training) ACT 2012
- Qualifications and Quality Assurance (Education and Training) (Amendment) 2019
- General Data Protection Regulation (GDPR) 2018
- Safety, Health and Welfare at Work Act 2005

- Employment Equality Acts 1998–2015
- Equal Status Acts 2000-2015
- Child Safeguarding Statement 2021

And the following QQI QA guidelines;

- Core Statutory Quality Assurance Guidelines published by QQI (April 2016)
- Sector Quality Assurance Guidelines – Independent/Private
- Quality Assuring Assessment, Guidelines for Providers 2013 Revised 2018

Aims of the QA System

- To help identify what we are doing well and what we need to improve
- To make it easy for learners to let us know what they think
- Guides us in ensuring compliance with QQI guidelines
- Evidence of our commitment to quality enhancement
- To streamline our everyday work by having clear step-by-step procedures to guide us
- Supports staff development
- Facilitates communications in EHI and externally
- Protect the integrity of the programmes we offer which lead to awards on the NFQ.

Scope of the QA System

The QA system applies to all who work with or on behalf of EHI in the delivery of training programmes (as a first provider) including members of staff and tutors, and learners. It also applies to those who are responsible for governance and for assuring quality. Our legal, financial and quality advisors guide and update us on changes and amendments to relevant legislation around health and safety, equality, revenue, employment and data protection and regulations.

Managing the QA System

- The Board of Directors is responsible for resourcing, supporting, maintaining and ensuring the QA system is implemented
- EHI have appointed an academic governance committee, the Education Programmes Quality Assurance Committee (EPQAS) responsible to the Board of Directors and established to provide academic governance and maintain oversight of all activity's relation to education, training and support service with the aims of ensuring EHI operates responsibly, ethically and effectively. EPQAS monitors the effectiveness of the QA system, and makes recommendations on how to improve and enhance it. The Board of Directors has devolved responsibility for academic matters to the EPQAS.
- All members of governance panels, management, staff members and tutors have a responsibility to implement the QA system. These responsibilities are written into the terms of reference, role descriptions and discussed at induction
- The Education and Training Services Manager coordinates the implementation of the QA system on a day-to-day basis and maintains the QA manual and all QA documents

Maintaining and Monitoring the QA System

We see quality assurance as an organic process and focus on developing the QA system to meet changing circumstances and needs. While the core elements of policy don't change much, our step-by-step procedures adapt as our provision and QQI requirements change. We have designed the QA system to work in our context. We ask users of the QA system for feedback on the QA system and how easy it is for them to use. We are constantly reviewing, amending, updating our QA processes and documents to reflect experience and changing context, and formally every two years with the help of an external QA advisor who compiles a quality report which includes recommendations for

changes and upgrades. The Education and Training Services Manager presents this report to the Education Programmes Quality Assurance Committee that agrees a quality improvement plan. The Education and Training Services Manager monitors the implementation of the plan and updates the QA documents and the handbooks after the reviews. Changes to policy must be approved by the Education Programmes Quality Assurance Committee.

Chapter 2 Documented Approach to Quality Assurance

(Aligned to Core Guideline 2)

Policy Statement

The QQI Core QA Guidelines (2016, page 9) requires that our 'quality assurance system is fully documented; there are robust, documented policies and associated procedures for the assurance of the quality and standards of provision'. Our aim is to have QA policies and associated procedures, fit for purpose and appropriate to our context, informed by and aligned to relevant QQI's quality assurance guidelines. We design our QA documents, so they are consistent; accessible; easy to use and all references and cross references are correct and easy to follow.

Responsibilities

- The Education Programmes Quality Assurance Committee maintains oversight of the documents that make up the QA system
- The Education and Training Services Manager manages our QA documents on a day-to-day basis

Policies and Procedures

Policy

Ref: QQI Reengagement Application Guide February 2017 V 0.1

A *policy* is a statement or series of statements which set out a provider's position and commitment(s) on a particular area of education and training provision. It should show that a provider is aware of its obligations in the area and is committing to deliver on these obligations. policies that set how the approach to a given area (for example programme development). Policies are high-level documents setting out the 'why' a provider does something and the principles that inform the approach.

Our policies;

- Are written for all stakeholders, internal and external, to inform them about our position on a particular aspect of our role.
- Set out broad parameters.
- Has the understanding and backing of our BOD and our Education Programmes Quality Assurance Committee.
- Informs the learners of what they should expect from us.
- Informs staff of what is expected of them.

Procedures

A *procedure* describes a process intended to deliver all or part of a policy commitment. Procedures set out the 'how,' 'when' and 'by whom' written in a way that makes it clear how something is done (would a new person in the role know what to do based on the procedures?).

Our procedures;

- Are written for the people who will be operating the process or engaging with it
- Addresses the practicalities of the process – 'how,' 'when' and 'by whom'
- Are designed with the intention of delivering quality and consistency
- Are capable of being monitored to show if the procedure is effective (or not)
- Evolve over time as improvements are identified and implemented.
- Are 'retired' if shown to be obsolete or ineffective

The QA Manual

Our QA system is documented in a QA manual and a suite of supporting documents. The QA manual is the core document in the QA system and is organised in single topic chapters based on the areas listed in Section 2 of QQI's [Policy on Quality Assurance Guidelines April 2016](#), the QA principles that underpin our QA policies and procedures. This helps to ensure and demonstrate compliance.

Chapter Headings

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

Design of QA Documents

Our QA documents are written in plain language; a style of writing that is intended to help the reader to understand the message the first time they read it. It involves the orderly and clear presentation of information so that readers have the best possible chance of understanding it.

- We aim to have clear, concise communication that is easily understood
- Use simple and accessible language
- Know your audience
- Write with the user/s in mind – test with the user
- All documents are readily identifiable by name, version number and date
- Policies and procedures have an identified owner
- Remove obsolete documents from use and securely destroy or archive them
- All documents are approved prior to issue
- We use visuals in our QA documents where they help to clarify the meaning of the text. Visuals take many forms; process maps, workflow documents, the organisation chart, flowcharts.
- We do not include personnel names in our QA documents – we use role titles.

We maintain our QA documents in electronic format for ease of access and use. The electronic format makes revision and document control easier to implement and reduces the need for emails and paper. We make the QA documents which guide staff and learners in implementing QA processes available through the use of shared online folders. We use a system of hyperlinks across QA documents to ensure that if a QA procedure or document is updated, the change is consistent across all sources of information.

Learner and Tutor Handbooks

We regard the learner and tutor handbooks as key QA documents, and we review and update them annually with the input of users. The tone of the handbooks is welcoming and direct, written in plain, reader-friendly language and signposted in a manner that makes it easy for users to navigate the handbooks. The contents provide or point to the QA policies and procedures which are most relevant to the audiences. We deliberately keep these handbooks as short and concise as possible,

referencing the detail of the policies and procedures through the use of hyperlinks to the more detailed documents. We make these handbooks available at or in advance of induction. There is a copy of the tutor handbook in a shared online tutor folder and it is also available in hard copy.

Chapter 3 Programmes of Education and Training

(Aligned to Core Guideline 3)

Policy Statement

We are committed to developing and delivering programmes that meet the needs of our learners and potential learners and prepare them for employment and further education and training. Programmes are designed and developed in line with mission, values and strategy of EHI and in accordance with *QQI Policies and Criteria for the Validation of Programmes of Education and Training*. We focus on achievement of learning outcomes by the learners. Of equal importance is providing relevant and up to date skills that help our learners to get meaningful employment.

“A programme of education and training is a process by which a learner requires knowledge, skill or competence and includes a course of study of instruction and an apprenticeship.” *QQI Policies and Criteria for the Validation of Programmes of Education and Training.2017, p.5*

“A programme will include intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that must functionally interface with the provider’s general or institutional procedures.” *QQI Validation guidelines, p.9*

We ensure that our programmes meet the course specification, learning outcomes and standards for the award. We are committed to ensuring that learners are fully informed about what the programme offers them, the supports we have in place to help them and how they can progress to another award within the NFQ.

Responsibilities

- The Board of Directors (BOD) and Chief Executive Officer (CEO) maintains corporate oversight.
- The Education Programmes Quality Assurance Committee (EPQAC) maintains academic oversight of programme design and approval, delivery, quality, and resources
- The Education and Training Services Manager manages the programme development process and programme delivery

Programme Design, Approval and Validation

Principles of Programme Design

- Programme are developed based on Learners need
- Designed using learning outcomes
- Aligned with the relevant award standards and the requirements of the proposed level of award on NFQ
- Comply with requirements of access, transfer and progression
- Be guided by universal Design for Learning (UDL) principles. To ensure we have incorporated flexibility for Learners regarding teaching & assessment methods.

Needs Identification

The need for a new programme is identified using a variety of information sources including regular conversations with learners and through more formal feedback methods including learner quarterly monitoring review forms, learners individual learning plans (ILPs) and Learner Final Reviews. Tutors' feedback also highlights the need for new programmes. We are also informed by enquiries from potential learners, or a need for change may be highlighted through the Education Programmes

Quality Assurance Committee or Board of Directors. The need for a new programme is discussed at a staff meeting. Feedback from learners and tutors and other stakeholders inform the discussion. Once an agreement that a new programme is required the programme development process is followed.

EHI Policy and Procedure for Programme Development

The following outlines the policy and procedures for Programme development in Exchange House Ireland National Travellers Service. (EHI)

This policy and the associated procedures do not exist in isolation. So cross reference will be made to other related policies and procedures where appropriate.

Purpose

The purpose of the policy is to ensure that programmes are developed consistently and in accordance with Quality and Qualifications Ireland (QQI) requirements. It also ensures that programmes are developed with appropriate regard to the resources required to deliver them when validated.

Scope

This policy applies to all programmes developed and delivered by EHI. Programme includes those that lead to The Common Awards System (CAS), non-CAS Awards and may lead to major or minor award or special purpose awards. Programmes may be developed at levels 3 to 6 on the National frame of Qualifications.

Policy

All programmes will be developed with a view to validation by QQI. The steps in the approval process are designed to reinforce the separation of functions between the executive (Board of Directors and Chief Executive) and the academic unit of governance (Education Programmes Quality Assurance Committee), while also demonstrating the required interaction between both parties. Programmes will be developed to ensure that successful learners will achieve the standard expected at the designated level.

This will be measured in the achievement of stated Minimum Intended Programme Learning Outcome (MIPLOs) appropriate to the level. All programmes developed by EHI, in line with this policy, will be placed on the NFQ.

All programmes are developed for validation in accordance with the quality assurance procedures outlined in this quality assurance manual. Programme will be designed to ensure that National Policy on Access Transfer and Progression is adhered to and that there are communications and progression routes with EHI or, alternatively, that arrangements can be made for such routes with named educational institutions and programmes.

In general, all programmes developed shall be in line with EHI's Strategic Plan, in place at the time of development.

Programme development is informed by consultation with stakeholders such as sectoral interest groups, prospective employers, national policy makers and learners. Programmes leading to CAS awards shall be developed in accordance with QQI's 'CAS Compound Programme Descriptors Template and associated Guidelines.

Programme will be delivered and supported by appropriately qualified staff as outlined in the appropriate section of EHI's QA Manual. All programmes as validated by QQI, will be reviewed at least every 5 years and re-validation sought if appropriate.

The project management of the programme developed process is the responsibility of the EHI Education and Training Service Manager.

Procedure

Programmes proposals may emerge from a range of sources within EHI. All proposed programmes will be developed over three stages:

1. Initial Programme Feasibility
2. Development to Stage of Pre-external Review
3. Development to Completion and Submission to QQI.

Initial Programme Feasibility

This stage of development is carried out by the programme proposer(s). It examines the feasibility of the programme, paying particular attention to its strategic fit and the education and training rationale for the proposed programme.

This stage also checks that the proposed programme is viable, both academically and financially. In this phase, an outline of the programme learning outcomes is developed, and a benchmarking process undertaken. This information is captured in a New programme Proposal Template shown in Appendix 3 pg. 84.

The completed template is submitted to the (EPQAC) together with a timetable for development. The EPQAC shall consider the academic and decide either:

1. To approved the proposed programme to be sent to the Board of Directors (BOD) and Chief Executive Officer (CEO) for corporate oversight., or
2. Refer it back to proposer seeking further information/amendments, or
3. Decline to approve the proposed programme.

Development to Stage of Pre-external Review

Following approval from the EPQAC & BOD, a Programme Design Team is established by the EPQAC with advice from the Quality Assurance Officer (ETSM). During this phase, the PDT will further develop the proposal in line with the appropriate QQI template and guidelines, referred to earlier.

It will include refined programme learning outcomes (MIPLOs), curriculum structure with module learning outcomes (MIMLOs) and teaching, learning and assessment strategy.

The programme design team should consider the viability of all modes of study and of delivery at this point and where practicable include Universal Design for Learning (UDL) approach.

The programme at this stage should also have indicative costs associated with delivering the programme, in terms of equipment, materials and human resources.

The draft programme document, accompanied by the completed Template shown in Appendix B, is sent to the CEO for outline funding approval.

Following funding approval, the draft programme document and associated template is forwarded to the EPQAC for recommendations to the BOD for consideration.

Development to Completion and Submission to QQI

If the EPQAC & BOD approves the proposal at this point, it will commission a report from an external independent subject matter expert. This appointee will examine the proposal draft programme document and complete a report in accordance with the template shown in Appendix 4 pg. 85.

The completed report will be sent to the PDT for its consideration and appropriate amendments to the programme shall be made by that group, in accordance with the recommendation in the report. The PDT will also refine the indicative costs estimated in the earlier stage of development. The following documentation will be forwarded to the EPQAC & BOD for final consideration and approval:

- Final revised programme document, including the report from external independent subject matter expert and the response of the PDG
- The final cost estimates

Following approval by the EPQAC & BOD, the complete proposal, including all documentation, together with the PDT recommendation that it be forwarded to QQI seeking validation, this will be sent to the Chief Executive Officer (CEO) for decision.

Having reviewed the proposal, the CEO will decide whether to send the proposal to QQI seeking validation. If this decision is positive, all required documentation will be sent to following which that body's processes will be initiated and a validation event arranged

Response to QQI Validation Report and Conditions/Recommendations

Following receipt of the QQI Validation Report, it shall be referred to the PDT for action. The PDT shall amend the Programme to comply with any QQI related conditions and shall consider any recommendations in the Report.

Following this, the amended programme document shall be forwarded to the EPQAC & BOD for consideration.

Following its review, the EPQAC & BOD may forward the revised document to QQI and make a recommendation to the Chief Executive Officer whether to commence the programme.

The CEO shall make such a decision.

Admissions Policy

Rational

It is the policy of EHI to promote equality for individuals through a consistent commitment to fairness, respect and inclusion. EHI welcomes applications and accepts learners from the Traveller community from a variety of backgrounds and learning experiences.

Relation to Mission

This policy is directly related to EHI's mission to inspire success for our learners, as detailed in our mission statement and further underpinned by our shared values of professionalism, respect, innovation and creativity, and inclusivity.

Aims and Scope

EHI will ensure that it operates a fair and consistent admissions policy for all applicants.

This Policy aims to:

- Ensure fair and consistent admissions of learners by describing a clear and well-ordered assessment policy and related procedures
- Describe EHI's Education and Training admissions policy
- Describe the procedures that are applied to operate the admissions policy
- Describes the Quality Assurance processes that apply to the admissions procedures

The scope of this policy includes all activity relating to the admission of learners to course places for the purposes of study. It relates to other policies, including the Learners Code of Conduct and EHI's Assessment policy amongst others. Encompasses all admissions activity at EHI's Education and Training Service. This policy is read in conjunction with the policies and processes of the relevant Awarding Body that underpins each course and awards the associated qualification.

Policy Content

This is a comprehensive policy for admissions – this section addresses specific topics relating to admissions. These are as follow:

- Admissions
- Appeals

Admissions

EHI's Education and Training Service offers course places to individuals who have applied for a given programme of study. EHI publishes information leaflets on the programmes it offers and information is available on EHI website.

Applications

The EHI accepts applications for places on courses for a period in advance of the commencement of the courses. Due to the nature of the Community Employment programme, EHI also recruits Learners for programmes on an ongoing basis throughout the year.

Making an application

Individuals are invited to apply for courses via the Recruitment drives, The Department of Social Protection and EHI Staff.

EHI aims to offer all available supports to potential applicants that have additional needs which make completing an application difficult.

Eligibility and Entry requirements

Standard Academic Entry requirements unless otherwise stated, the basic entry requirement to all Level 5 courses is as follows:

- Over 18 years of age and/or successful completion of the Leaving Certificate (or equivalent qualification).
- Successful completion of a Level 4 major award (or equivalent qualification).

Mature applicants

Mature applicants (over 23 years old) are welcome to apply for courses for EHI's Education and Training Services. Mature applicants who do not meet the minimum entry requirements, but who have acquired skills or experience, are welcome to apply. The general suitability for attendance on the course is assessed at interview. All other requirements of this admissions policy, including the application and interview process apply equally to mature students.

Processing applications

All applications are processed on a first-come, first-served basis. Applicants will be invited to attend an interview and will be contacted regarding their interview time and date.

Applicants are expected to attend for their scheduled interview appointment and the EHI reserves the right to cancel an application if the applicant fails to attend. Learners aged between 18 and 23 years who do not have the minimum entry requirement or RPL will be referred to ETSM.

Interviews

All applicants are required to complete an interview. The interview is administered to help assess the level and interest of the applicant in the course for which they have applied.

This interview will not be used as a basis of exclusion. All intending applicants will be notified of the date and time of their interview and staff will assess if the course is the most suitable option for the applicant at an interview.

This assessment is made through a structured interview process, and the applicant's responses will determine an assessment of their suitability for the course. The applicant will be guided through questions to ensure they are in a position to succeed on the course.

Applicants may ask about the course content, transfer and progression opportunities available. Only the applicant may attend for the interview itself – family/friends are not permitted to participate in the interview process.

Interview Assessments

Interviews are conducted by EHI staff, and an established framework is used for all applicants. Subject to the requirements of relevant education legislation, the following criteria are used to offer a place on the courses

- The applicant's interest and aspirations in the programme
- The applicant's awareness of the programme.
- The academic and practical/occupational potential of the applicant to achieve on the programme
- Previous academic outcomes
- Prior and relevant experience of the topics without formal education

The EHI's ability to offer places on courses is also determined by;

- Permission and funding or other relevant funding agency to run the course
- Availability of places on courses and numbers recruited
- Adequate enrollment to run the course.

Interview Decisions

If, in the opinion of EHI, the course is the right choice for the applicant, the applicant is offered a place, where the applicant is considered likely to benefit from attendance at the course/activity.

If, in the opinion of EHI, the applicant is not ready to undertake a course or needs more time to develop skills, the applicant will not be offered a place. Instead, the applicant will be supported and guided to other options relevant to their current needs.

The outcome of the interview is communicated to the applicant by the course Supervisor.

Offers of a place on a course are subject to general suitability for the course as determined at the interview.

The number of places available on each course is limited and waiting lists may apply. All courses are subject to minimum enrolment, and if a course is not available, applicants will be advised of alternative choices on offer. The programme content shown in any brochure (print or online) is indicative and is subject to change according to Awarding Body requirements as well as enrolment and resources.

Course place offers

Where applicants are offered a place, they are invited to confirm their intention to enrol and will be provided with details to secure their place.

To ensure a place, learners must indicate acceptance of their offered place to course Supervisor or to a member of ETS staff. An applicant's place is only secured on completion of registration and induction see registration and induction section below. Applicants must immediately notify EHI of any change in their personal registration details.

When an applicant has accepted an offer of a course place, they are invited to complete learner detail form and to attend registration and induction for the course. Applicants will be advised of a date and time for registration and induction. It is the applicant's responsibility to attend registration and induction at the stated time. Applicants will be required to complete registration and all applicants are required to bring proof of ID and other required documentation to registration.

At induction learners will meet with the course tutor, fellow learners, receive the timetable and be informed of important policy and procedures for learners at the Induction programme. All learners are expected to attend induction. Classes will commence following induction.

Collection of other required information Statistical monitoring

From time to time, EHI is required by our funding agencies to collect statistical information from its registered learners. This information is subject to data protection regulations, and learners are informed in advance of the requirements to collect such information.

Fees

There is no cost for tuition at EHI Education and Training Service.

Only registered learners are entitled to attend classes.

Garda Vetting (Clearance)

Garda Vetting is a requirement where registered learners have access to children or vulnerable adults. It is the learner's responsibility to obtain Garda Vetting Clearance/criminal records clearance.

Applicants who have lived outside the jurisdiction of Ireland/Northern Ireland, and for whom Garda vetting/clearance is unavailable, are required to provide verifiable evidence of criminal records clearance from the relevant police authorities.

Applicants with Additional Needs

EHI Education and Training Service is committed to promoting equality of opportunity and access for applicants who have a disability, specific learning difficulty or medical condition. EHI endeavours, wherever possible, to make it easier for such applicants to access courses and to participate in life at the centre. Applicants are encouraged to ask for assistance at the point of application. Access to additional support is dependent on the applicant applying for it. Applicants with a disability or

support need, are asked to provide EHI with information when making a general application. EHI's ability to support a learner with additional needs is dependent on the available support resources.

Transfers from other Further Education and Training Centres

EHI does not currently accept learners transfers from other Education and Training Centres in Ireland.

Reserved right not to enrol

EHI Education and Training Services reserves the right not to enrol an applicant where:

- It is the considered opinion of EHI that the applicant is not suitability equipped in academic or competency terms for the course.
- EHI cannot access the resources to meet the specific needs of the applicant
- It is the view of EHI, and its Board, that the applicant poses an unacceptable risk to other applicants, to staff or EHI property.
- The learner has falsified documents and identification

Appeals

Right of Appeal

It is recognised that the implementation of this policy document in EHI's Education and Training Services must be in accordance with the requirements of the Department of Education and Skills, and relevant legislation.

Under Section 29 of the Education Act 1998, applicants have the right to appeal a refusal by EHI to enrol them. Appeals against a refusal to admit an applicant should be made in writing and submitted to the Board of EHI and addressed to the CEO.

Roles and Responsibilities

1. The Board of Directors will approve the policy and ensure its development and evaluation.
2. The EHI CEO will be responsible for the dissemination of the policy.
3. The Admissions Policy will form part of the induction programme for new staff and shall be included in the staff handbook.
4. It is the responsibility of all staff to read this policy carefully.

Review and Evaluation

The effectiveness of this policy will be monitored by the CEO. The policy will be reviewed annually or as needs dictate during the year.

Accessibility Statement

EHI is dedicated to meeting the needs of people with particular needs, disabilities and recognise the importance of complying with accessibility standards. EHI also recognises the challenge and benefits of creating an environment that focuses not only on complying with standards but on delivering an excellent experience to our specific target group and users with disabilities.

As far as possible, our aims are:

- To provide programmes and services that are accessible, in that, it is possible for all applicants to access all information and functionality.
- Equally, that it is not prohibitively difficult or time-consuming for applicants with specific needs and/or disabilities to carry out related tasks.
- Capable of being adapted or configured by individual applicants to meet specific needs and preferences.

Maintaining accessibility

To help deliver and maintain accessibility, EHI will create internal guidelines to guide administrators and review accessibility policy and procedures annually.

These guidelines cover issues such as

- Creating user-friendly documentation
- Writing meaningful alternative text
- Creating accessible tables
- Creating accessible link phrases.

All staff engaged in access related functions will receive training to raise awareness of any accessibility issues.

Progression Options

Introduction

This statement sets out the EHI's arrangements for managing the access of education and training providers to learners at the centre for the purpose of providing information about the provider's education or training progression offer. This complies with the requirement for all learners to have access to a range of opportunity providers in order to plan their progression route/s.

Learner entitlement

All EHI Learners are entitled:

To assess information from a range of local and national providers about the opportunities they offer, including technical education and apprenticeships – through progression options events, tutorials.

To understand how to access supports to make applications for the full range of academic and technical courses.

Opportunities for access

A number of events, integrated into the programme, will offer providers an opportunity to come to the centre to speak to learners.

The centre will make resources and rooms available for discussions between the provider and learners, as appropriate to the activity. EHI will also make available any specialist equipment required to support provider presentations.

This will all be discussed and agreed in advance of the visit with all those involved.

Progression providers are welcome to leave a copy of their prospectus or other relevant literature with the Education and Training service staff to add to the progression/career's options resources.

Recognition of Prior Learning (RPL)

We recognise prior learning for entry to a programme and for exemptions. If an applicant does not meet the minimum stated entry requirements for a programme, they can apply for admission through RPL. This is stated clearly in our programme information. The Education and Training Services Manager is our RPL Coordinator and reviews RPL applications for entry on a case-by-case basis and meets the applicants to discuss the application, verify the evidence submitted to support the application and to decide if the applicant is suitable for the programme and vice versa and if they are capable of succeeding. The evidence submitted by the applicant may include some or all of the following;

- An up-to-date Curriculum Vitae (CV)
- References

- Details of training programmes attended
- Job descriptions and relevant work experiences
- Personal statement

The Education and Training Services Manager lets the applicant know the outcome of their application in writing

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

Admission Appeals

If an applicant is not offered a place on a programme, The Education and Training Services Manager explains the rationale behind the decision. They can appeal the decision, and we explain the appeals procedure to them. Appeals are examined and decided on by an external member of the Education Programmes Quality Assurance Committee who investigates if correct procedures were followed.

Transfer and Progression

Opening up transfer and progression pathways for learners is at the core of what we do, and we do all we can to facilitate learners to transfer and progress into our programmes and outwards from our programmes. Graduates of our programmes have the option of transferring or progressing to other providers or to further or higher education institutes that offer programmes leading to awards on the NFQ in related areas. The programme design team research, transfer and progression options at the programme design stage and consult with other providers who may be able to offer transfer and progression routes. Information on transfer and progression routes is given in programme brochures, on our website, in the Learner Handbook and at induction for learners. Tutors encourage learners to meet them on a one-to-one basis to discuss their specific queries and plans in relation to transfer and progression. We support learners who are applying for entry to other programmes by working with them on the preparation of applications, researching suitable pathways, providing academic references or a provisional statement of results/predicted results for the purposes of satisfying entry or interview requirements.

Pre-Programme meetings

The ETSM, Programme Coordinator and Tutor meet in advance of programme delivery to discuss the programme, this meeting will look at resources, room, lesson plans, timetables, assessments and work placements if required.

Programme Delivery

Programme delivery is in the traditional classroom-based teaching and training method. Details of the resources needed for programmes are detailed on the programme descriptor and are regularly monitored by the Education and Training Services Manager. This is done in day to day conversations with tutors and learners and at our weekly programme team meetings. Tutors can bring requests for additional resources to the attention of the Education and Training Services Manager at any time. If significant expenditure is required, the Education and Training Services Manager brings the request to the CEO and/or the EHI Funding Committee which may be able to identify potential funding streams.

This may be done on a day-to-day basis by learners, tutors, staff and management. Members of the programme team have an opportunity to bring any resource issues to the attention of the Education and Training Services Manager at the weekly department meetings.

The Education and Training Services Manager may be able to organise to provide the resources requested. However, for something bigger, the ESM can make a request to the CEO and Board of Management for extra resources if needed.

Within EHI, there is also a Funding Committee with representatives from each department on the committee and any useful resources needed for the various departments are named there and discussed to identify any potential funding streams.

The Human Resources Committee is there as a support while the Finance Manager monitors the financial aspect of the programme.

There are also regular monitoring visits both financial and training from the funders like the Department of Social Protection/ City of Dublin Education and Training Board. EHI receives a copy of the findings and any recommendations (if applicable).

Work Placements

The purpose is to equip the learner with the knowledge and competencies to carry out work related tasks independently and under direction.

Work placements are available to learners externally and in house - in EHI through the various services.

The learner is advised of their work placement at the induction stage of their programme and this is incorporated into the learner handbook. The tutor supports the learner and is in regular contact with them throughout their placement. The tutor creates a placement plan with the learner and workplace supervisor. EHI insures learners on work placements. The placement supervisor is aware of the outcomes the learner needs to complete, an agreed time and date for the placement will be arranged. The Tutor will monitor the quality of the work placement with the learner throughout their placement to encourage and support them. The learner is required to complete a learner journal when they have completed their placement reflecting on their learning and describing the skills they have acquired.

Chapter 4 Staff Recruitment, Management & Development

(Aligned to Core Guideline 4)

Policy Statement

EHI aim is to recruit suitably experienced, qualified and motivated staff who are committed to achieving EHI's aims. The Board of Directors is responsible for staffing. The EAT committee maintains oversight of academic staffing and tutor allocation. The CEO is responsible for the management of staff and tutors and undertakes an annual Training Needs Analysis.

Our aim is to ensure that those engaged in delivering programmes and supporting learners have sufficient experience, expertise and support to fulfil their designated role to a high standard. EHI believes that staff and tutors are key to the success of its programmes and adopts a fair and systematic approach to recruitment, management and development of staff. EHI is committed to ongoing support and development activities for all staff. This enables them to contribute to the continuous improvement of the programmes as well as build on their own personal skills and knowledge.

Responsibilities

- Human Resource and Staffing Committee
- Finance and Audit Committee
- Education and training Service Manager
- Education and Training Board (funders)
- Department of Social Protection (funders)

Staff Recruitment and Selection

EHI aims to identify the most suitable personnel for roles in a fair and transparent manner. All recruitment is subject to the EHI Recruitment and Selection Policy. When a vacancy arises, it is advertised on our website, through social media and through all our network of contacts. There are templates for Job Adverts, Job Description, Person Specification and Application Forms. The job descriptions include Role and Responsibilities, Person Specification and Knowledge, Skills and Competences.

- Applicants must meet the requirements of the role as set out in the advertisement.
- They must have the appropriate professional and pedagogical qualifications and be capable of delivering the programme
- Applicants with the requisite skills and experience may be invited to interview.
- Interviews are conducted in line with the EHI Interview Policy.
- Referees will be contacted once a decision is made to offer the position to a successful interview candidate.
- All staff and Tutors must be familiar and comply with EHI Child Protection Safeguarding Statement
- Gardai vetting must be completed prior to commencing employment
- All tutors are required to complete TUSLA Children First E-Learning Programme and present the certificate to the Education and Training Service Manager (ETSM)

Selection and Appointment of Tutors

Tutors are allocated by CDET on an annual basis. The Education and Training manager is involved in the selection process and is a member of the interview panel when a new tutor is being recruited.

We maintain a list of required qualifications and tutors must have a recognised teaching qualification. Depending on the programme, tutors may need additional professional qualifications. Copies of all award certificates are kept securely.

Staff Induction

EHI have a Staff Induction policy which is detailed in the Employee Handbook

- All new members of staff in EHI have induction training to a new role. This is done by the relevant department manager.
- Each new staff member is given a copy of the Employee Handbook.

Staff Communications

Weekly department staff meetings.

- Identify any training needs & opportunities
- Any staffing issues
- Staff supports required

Monthly Programme Team Meetings

Convened by the ETSM and attended by: the ETSM, the Programme Coordinator LTI & CE supervisor and tutors to discuss;

- Learner progress
- Supports for learners
- Resources

One to one supervision meetings

Staff have regular one to one supervision meetings with their line manager. Ahead of the meeting, the staff member completes a form which serves as the agenda for the meeting. It includes a section on training and development needs. Staff can discuss any training or support needs at these meetings.

Annual Review and Performance Planning and Development Meeting

Each staff member has an annual one to one review meeting with their line manager.

There is a form to be completed ahead of this meeting (See Employee Handbook Appendix) which includes a section on the learning and development plan for the individual which asks if the staff member needs any support or training to help them do their job more effectively, or to meet personal or career goals. Staff are asked to reflect on this ahead of the annual review so it can be discussed at the meeting, and a development plan made going forward from the meeting.

An application for funding can be made to senior management for training for upskilling and continuous professional development.

Continuing Professional Development

Staff are encouraged to upskill and attend training sessions, courses and conferences relevant to their role and attend networking events. Details of all training/ courses completed are recorded on the staff member's HR record. Tutors are responsible for their own CPD as they are employed on a contract basis for teaching hours only, however, where possible EHI will offer support tutors in terms of time off to complete Continuous Professional Development CPD, in addition to, offering in-house training where relevant i.e. COVID training, Online- Children's First.

We pride ourselves on providing a high level of support to tutors.

- All tutors are inducted by the Programme Coordinator and the ETSM. This includes a tour of the building and information about health and safety, fire exits etc
- All tutors get a copy of the Tutor Handbook
- Tutors are provided with module descriptors for their teaching module and timeframes in terms of expected progress of SLOs and exams.
- Tutors always have the support of a coordinator to help deal with any issue that arises
- There are monthly tutor review meetings between tutors and management. This allows for two-way communication. Tutors have an opportunity to give feedback on how the programme is going and on learner progression. It is also an opportunity for tutors to make any suggestions with regard to the programme and contribute to programme review and development. The Programme Coordinator, Education and Training Services Manager can also inform tutors of new training needs, developments or any issues relevant to their subjects. Minutes of these meetings are recorded so requests can be acted upon.
- Tutors can request additional supports to improve the learning environment or experience for the learners or themselves.
- There is a tutor on the Education Programmes Quality Assurance Committee

Contingency Arrangements for Tutors

If tutors are going to be absent, they are required to let the Programme Coordinator know as much in advance as possible. Usually the Programme Coordinator substitutes for an absent tutor. Each tutor is required to keep a record of the learner's progress. This folder can be accessed by the Programme Coordinator at any time so they can see what work the class is currently doing and follow that.

Monitoring and Managing Tutor Performance

The Programme Coordinator speaks to tutors and learners on a daily basis and checks how classes and work is progressing. The tutor updates the learning record on the shared online folder which allows the Programme Coordinator and the Education and Training Services Manager to check progress at any time.

If there is any concern about the tutor performance, the ETSM and the Programme Coordinator speaks to the tutor to address the issue with the emphasis being on supporting the tutor while ensuring learners get a quality learning experience

Chapter 5 Teaching, Learning and Learner Support

(Aligned to Core Guidelines 5 and 7)

Policy Statement

Our teaching and learning strategy are informed by our knowledge that Travellers experience high levels of social exclusion, disadvantage and discrimination often combined with relatively low levels of educational attainment in the formal school setting. When the learners come to us, they may have segregated, discriminatory and negative experiences of formal education and it is our responsibility to provide second chance education and training which is positive, empowering and tailored to meet their needs and aspirations.

We aim to provide a welcoming environment which promotes learning in a safe, positive and learner-centred way where the Traveller culture is respected. Our learners are adults, and we recognise that learners come with experience, knowledge and skills which can be developed into formal educational qualifications and progression options.

We work with a service user group that often faces multiple social issues and barriers. The needs of our learners are diverse and wide-ranging, and our response must also be wide-ranging, providing for both academic needs and support with life issues. We take a holistic approach to teaching and learning and recognise that it is challenging for learners to achieve academically while simultaneously dealing with personal issues. We respond to this by putting a range of supports in place to help them succeed and benefit fully from their time with us. We encourage the learners to seek out and ask for any support they need and we do our best to provide it. We are committed to equality of access/ opportunity and outcomes. We recognise the value of diversity and aim to treat each person equitably, respectfully, and with integrity. We aim to provide training that is accessible to learners with additional or diverse needs insofar as this is possible and practicable.

Philosophy of Education

The learner is at the heart of our educational philosophy. We believe in the holistic development of the individual and we incorporate a number of philosophical approaches in doing so. We draw from the Latin word "Educare" which is the root of the word 'education' which means to "draw out". This is the approach we take with learners. We seek to develop their potential and to encourage a sense of value and belief in their own abilities. We hope at the end of their educational journey that our learners leave EHI feeling accomplished and with the tools necessary to help them flourish. The learner's journey is in totality a journey of human development and we see as Aristotle would quote "Each human being is bred with a unique set of potentials that yearns to be fulfilled as surely as the acorn yearns to become the oak within it."

Firstly, we draw on the work of Paulo Freire and the view that education should be a transformative experience for all involved. We understand that each of our learners come to us with valuable life experience and have much to contribute within the learning process. From the beginning of their educational journey we establish through the dialogical process what it is that our learners want and need, we try as best as we can to establish where the learner feels they need support; whether that is through literacy, numeracy or general confidence building. We work collaboratively with the learner to work through any areas where they may struggle and we strive to give them support, internally from the education and training staff in EHI or where necessary from external sources. Our hope is that throughout their educational journey our learners develop critical thinking skills that will help them to shape their own destiny.

We are at all times conscious that when developing lesson plans that we engage with learners and are flexible in our approach as educators. We hold dear the philosophical teaching of Karl Rogers and that at all-time we have a positive regard for our learners. We value their contributions and understand that their life experiences have been different in a social setting. We therefore seek to be empathetic and listen to their wants and needs without judgement. We genuinely try to educate our learners through respect and understanding whilst also incorporating what they have to contribute. As such we are open to delivering lessons that are shaped by the skills and needs of our learners whilst at the same time meeting all the learning outcomes so that they get the best possible outcomes, on our programmes.

Lastly, we are aware as briefly described above that our learner cohort very often face a number of social determinants such as education, housing, health and poverty, social disadvantage and discrimination. We understand therefore that sometimes they may struggle in their day to day lives and we often need additional supports from the various services within EHI such as our qualified Family Crisis and Intervention Services that can offer support in terms of housing, mental health, addiction, in addition to, a number of other supports. We hope that in supporting our learners from this holistic juncture that we can help them to stay on track and complete their education journey feeling cared for and supported in order that they reach their goals. If learners are not attending their class we try where possible to contact them and assess the reason for their absence. We will work with learners at all times to keep them on their programmes and as identified above, we will give them as much support as we can. We recognise the richness of Abraham Maslow's work here and the understanding of the complexity of human needs in order to support individuals to reach their full potential and reach self-actualisation-based on the graphic below. We believe that this is core to working successfully with our learning cohort.

Maslow's Hierarchy of needs graphic illustration (Fig. 4)

In EHI we take the holistic needs of the learner into consideration and this facilitates a better learning environment. Maslow's chart below is a good visual illustration of the complex needs of our learners.



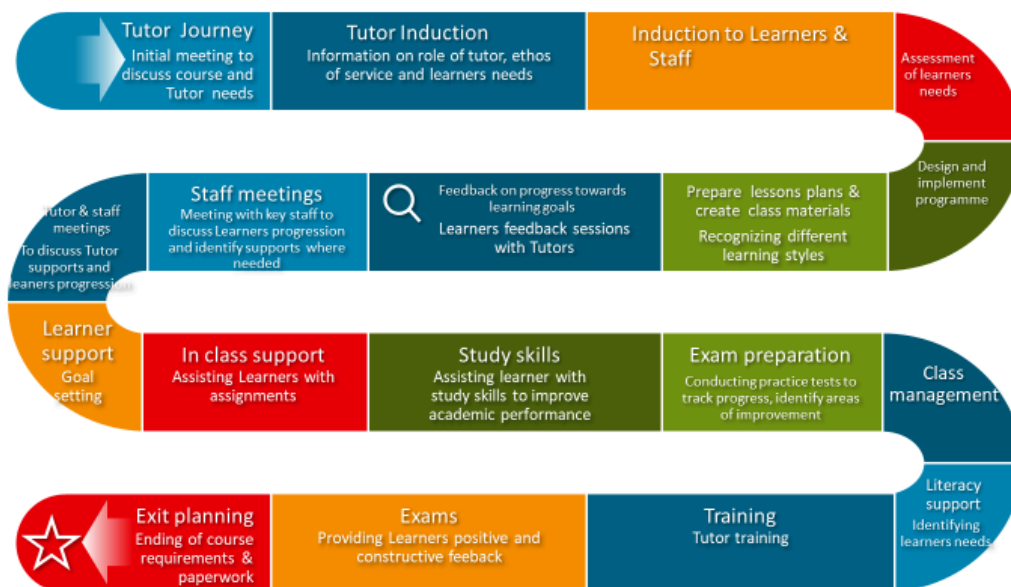
[Classics – Maslow's Hierarchy of Needs | Careers - in Theory \(wordpress.com\)](#)

The Images below set out a graphic illustration of the learner and tutor journey from commencement of programme to the end of their programme

Learner Journey (Fig. 5)



Tutor Journey (Fig. 6)



Microsoft (n.d.). Process Flowchart Gameboard

Responsibilities

- The BOD is responsible for ensuring that the appropriate facilities and resources are in place to ensure a high-quality teaching and learning environment.
- The Education Programmes Quality Assurance Committee maintains oversight of the teaching and learning environment and teaching, learning and assessment strategies.

- The Education and Training Services Manager is responsible for ensuring that our teaching, learning and assessment strategies are implemented and for coordinating learner supports.
- The Programme Coordinator ensures that tutors are covering all the learning outcomes and that the modules are completed to a high standard and in a timely manner.
- The tutors are responsible for creating an environment where learners can maximize their potential and succeed in their studies.

Teaching and Learning Strategy

Respect and care of the individual and creating a safe space where diversity is valued is fundamental to our teaching and learning. We aim to have a teaching and learning environment free from prejudice and discrimination where the learners are both supported and challenged, and tutors and learners respect each other. Core to our teaching and learning strategy is active listening and communication with learners. Our tutors use a learner-centred approach, we recognise that learners come with experience, knowledge and skills which can be used in the achievement of formal educational qualifications and progression. Learning is tailored to suit each individual learner, the use of tailored individual learning plans (ILPs) is core to our teaching and learning.

Individual learning Plans

We design an Individual Learning Plan (ILP) for each learner that focuses on meeting the individual learning needs. It is based on a set of guiding principles that direct how it is used. The plan is designed to be participant centred, supportive and flexible. It is developed by the Programme Coordinator in consultation with the learner. It records all the training and development opportunities designed to meet the learners needs based on their skills, needs interests and aspirations. The Programme Coordinator records details of the learner's progress on the ILP.

The use of an ILP helps to ensure that learners with specific needs have access to a meaningful curriculum suited to their particular needs. The ILPs build on the learner's current level of learning and take into consideration their cultural, linguistic and social-economic background.

ILPs;

- Outline specific, measurable goals and strategies to best achieve those goals.
- Outline what the learner can currently do.
- Focus on strengths and potential.
- Clearly indicate responsibilities.
- Are reviewed regularly with the learner
- Are individualised and based on a learner's needs and aspirations.
- Outline how progress towards goals is measured
- Ensure that the learner's voice is in evidence in the ILP

Steps in Designing an Individual Learning Plan

1. Understand the learner and their needs. Identify the learners' strengths, skills, challenges, preferred learning styles and interests. What motivates them? Reflect on their learning in class, use learner self-evaluation, questionnaires
2. Set SMART goals that are measurable and meaningful. Set long term goals that reflect learning outcomes in the areas of social, academic and life skills. Write short term goals that are linked to the long-term goals. Ensure they are relevant to the learner.
3. Plan the Programme. What teaching method best suits the learner? What learning experiences will suit the learner? What resources are needed? Determine who is responsible for delivering the different parts of the plan.
4. Implement the Plan.
5. Monitor & Review. How will the learner's progress be monitored and reported?

Monitoring Learner Progress

We ask learners to complete a monitoring form every quarter and the Programme Coordinator discusses their feedback at a one to one meeting with the learner. At these meetings, the learner and the Programme Coordinator seek to identify what's working and what isn't working in the ILP and decide how the ILP needs to be adjusted.

At the meeting, where the focus is on the development of the learner, the Programme Coordinator and the learner review skills and abilities developed so far and also plans for the future. The Programme Coordinator completes a *Learner Progress Report* following the meeting which is agreed and signed by both and reviewed at the next meeting.

Training Facilities

We have onsite training rooms. The training room is designed to meet the requirements of our tutors and learners. We provide resources i.e. PCs, large display screens and printers to facilitate the learning experience. Learners are provided with materials such as writing pads, pens and any other resource they may need to complete their programme, the cost of these are covered through funding resources. At programme team meetings, Tutors are asked for feedback on the resources available to them and if there are any issues with the training facilities. We ensure as much as funding allows to facilitate all Tutor/Learners requests for resources. We have dedicated Learner laptops in the event that the Learner may need to work out of the building.

Supports for Learners

The majority of our learners are early school leavers and the individual needs can vary, from difficulties with literacy and numeracy to learners with a mild learning disability. The Programme Coordinator tries to identify learner needs at the application stage, or they can be highlighted by the learners themselves at any point. We ask at induction if they require any supports. Tutors are constantly on the look-out for learners who are struggling and bring this to the attention of the Programme Coordinator who arranges support e.g. a learner who has difficulty reading may have a mild visual impairment which hadn't been picked up earlier. This can be easily remedied with an eye test and glasses.

Information for Learners About Supports

The Programme Coordinator inducts the learners individually and gives them information about EHI, the programme and their responsibilities as a learner. When they register, the Programme Coordinator sends them a copy of the Learner handbook which has information on supports and advises them to read it and to bring any questions to their induction session.

At the start of each programme the Programme Coordinator and the Education and Training Services Manager meet the learners as a group to welcome them and give them information about the supports we have in place and urge them to use them. We also show them the facilities and introduce them to the support staff.

The tutors talk about the supports that are available so that learners know how to access them easily if they need to. We undertake a needs analysis with each learner when they begin the programme. The tutors and the support staff use the ILP to identify where support may be required.

- We have trained staff who can assist with literacy and numeracy. We also have links with a number of organisations e.g. NALA, if we need to refer a learner if they have needs that cannot be met in house.

- Support of our in-house Information and Resource Officer in areas such as accommodation issues, medical cards, social welfare enquiries etc.
- Access to our in-house Family Support Services including one to one counselling, life skills, support with addiction problems, social work, housing support, the Children and Young People's Service and Mental Health Services.
- Guidance/Counselling Service/Careers Coaching
- Laptop loan scheme
- We offer advice to anyone experiencing financial difficulties and we direct them to external agencies who may be able to help them e.g. MABS, the ETB, St. Vincent DE Paul and the Parish Office.
- Liaison with Local Employment Services.
- National Traveller Education Achievement Awards.
- IT facilities and support and training in the use of technology.
- Advice and guidance on self-care.

Reasonable Accommodation

We try to facilitate learners who may have difficulty participating in the programme because of some specific need. We try, if possible, to identify the diverse needs of learners when they apply and ask learners to let us know if they need/think they may need additional supports. For example, we make text to speech and speech to text software available to those with minor literacy issues. We support learners with dyslexia and dyscalculia by giving them access to qualified staff. We also access support from the ETB and NALA. The applicant requests reasonable accommodation using an *Application for Reasonable Accommodation Form*.

<https://docs.google.com/document/d/1QYVQy3ApAH0FmfolSgyvMfV1mvQMIMUa/edit?usp=sharing&ouid=109707801575870590269&rtpof=true&sd=true>

Reasonable Accommodation Policy Admissions

Purpose

The purpose of this policy is to provide a statement of commitment by EHI to ensure equality of opportunity to prospective and enrolled learners interested or engaged in education and training provided by EHI. It also provides guidance on the provision of reasonable accommodation for disability to ensure EHI fulfils its responsibilities in this area.

Scope

This policy applies to learners with a disability or long-term illness whether may be present on registration with the programme or arises during the course of study. It is relevant to all education and training provided by EHI.

Responsibilities

It is the responsibility of the CEO to ensure this policy is implemented.

Reasonable Accommodation - Guiding Principles

It is the policy of EHI to accept all applications for entry to its programmes, regardless of any disability or long-term illness and ensure they are treated in a fair and equal manner.

EHI will review the applications with a view to identifying and arranging suitable and reasonable accommodation for the individual need.

EHI will endeavour to alleviate the impact of a disability on academic performance, while also ensuring (in the interest of fairness to all learners) that no advantage is afforded by the reasonable accommodation.

EHI will treat any information submitted in relation to a request for Reasonable Accommodation with due respect and right to privacy of the individual in accordance with the GDPR regulations.

Applying for Reasonable Accommodation

Applicants are requested to advise EHI of any disability, at the time of application or as they arise during studies. This can be done by contacting EHI in person or through the Reasonable Accommodation Application Form. (See Learner Handbook pg.33)

Applicants must submit the completed Reasonable Accommodation Application Form to the Programme Coordinator, detailing the impact of the disability on their learning or demonstration of learning and attaching a verifiable statement of their disability from an appropriate professional.

Reasonable Accommodation will not normally be applied retrospectively for the programme.

Assessment and Outcome of a Reasonable Accommodations Application

The Education Training Service Manager (ETSM) will review the application and discuss with the Programme Coordinator where appropriate.

The Programme Supervisor/Coordinator may, subject to consent from the applicant, discuss the application with a relevant competent professional.

The Programme Supervisor/Coordinator will make a recommendation, which once approved by the ETSM will be communicated to the applicant.

Where an applicant is not satisfied with the outcome of the Reasonable Accommodation review, they may appeal the decision through the Appeals Policy to the Education Programmes Quality Assurance Committee.

Counselling

EHI offers counselling supports to discuss hurdles that may be stopping people from living the life they want, and where they can talk to someone who cares. The service consists of caring, non-judgemental professionals who listen when people need to talk about a problem or something in their past that is preventing them from moving forward with their studies and their lives. Our service is strictly confidential; it's a safe place where learners can talk over whatever is holding them back.

Multi-Disciplinary Team

EHI has a multi-disciplinary and diverse team of passionate professionals who put the learner at the centre of everything we do.

Mentoring & Peer support Look at this section

Programme Coordinators provides additional one to one or small group support tutorials outside of class time to suit individual learners. The tutors are available to provide feedback to Learners.

Protection for Enrolled Learners (PEL)

EHI has learner protection arrangements in place with respect to enrolled learners on all QQI validated courses in accordance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019.

The legal requirement ensures that learners enrolled on a programme, of longer than 3 months duration and where fees have been paid, are not disadvantaged in the event of the programme ceasing prior to completion.

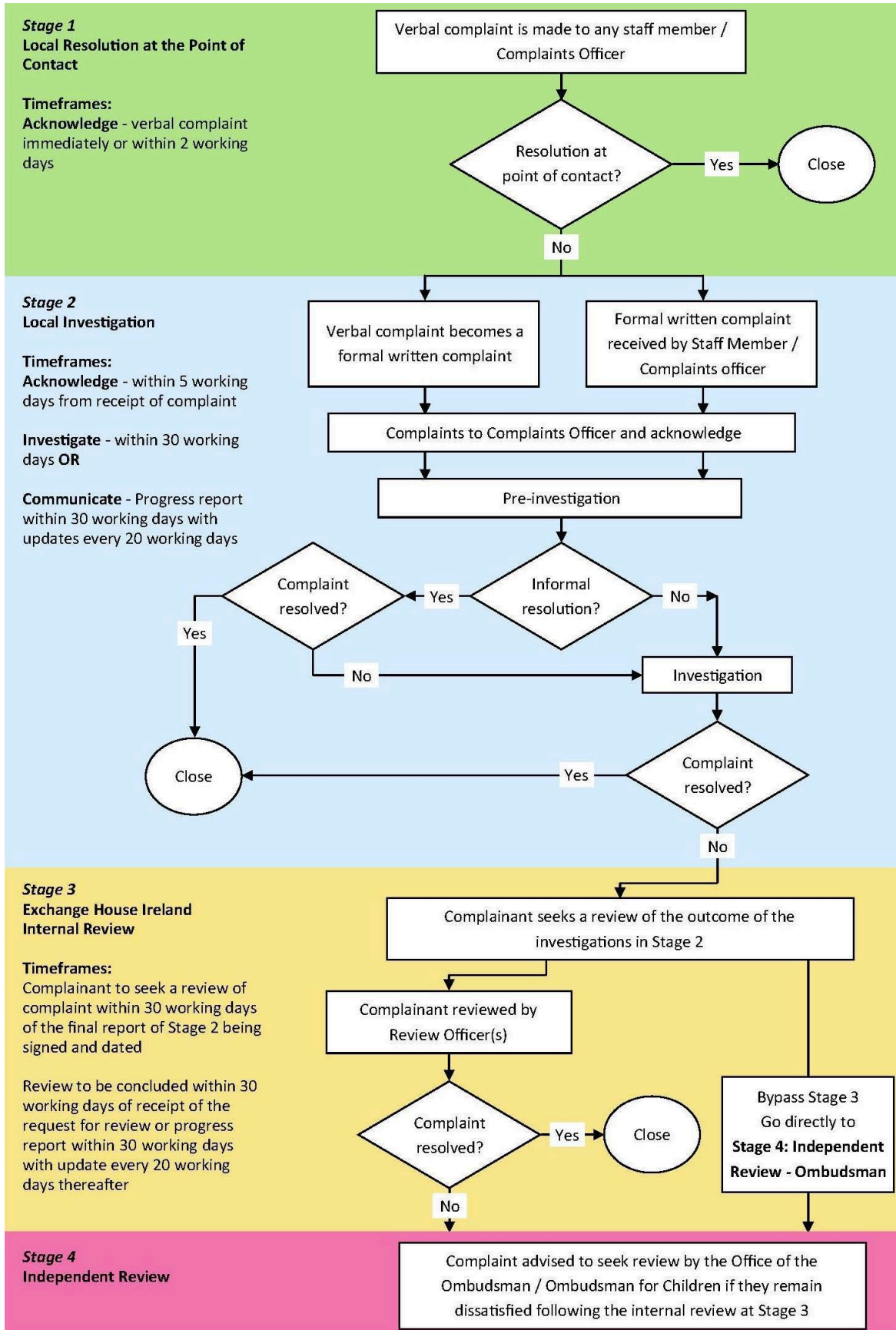
Learner Complaints

We tell learners how to make a complaint in the learner handbook and at induction. A complaint may be made in relation to any aspect of programme delivery, conduct of tutor/staff or in any area which they may feel aggrieved. Learners may make a complaint to their Programme Coordinator, hereafter The Education and Training Service Manager. If the issue is not resolved, they can make a complaint to the Education Programmes Quality Assurance Committee. Lastly, directly to the relevant funding body or the ETB/DSP

The complaints procedure is set out clearly in the learner handbook.

[P.206 ServiceUserComplaintsPolicy.pdf](#)

Complaints procedure flowchart at a glance (Fig. 7)



Chapter 6 Assessment of Learners

(Aligned to Core Guideline 6)

Policy Statement on Learner Assessment

EHI is committed to ensuring that Learners are assessed in a fair, transparent, manner and clearly understand all assessment procedures. These assessment procedures must be in line with the Programme's assessment requirements and national standards and are implemented consistently with QQI assessment policy and designed to meet the following QQI guidelines,

- *QQI Quality Assuring Assessment, Guidelines for Providers 2013 Revised 2018*
- *QQI Guidelines for Internal Verification*
- *Quality Assuring Assessment Guidelines for External Authenticators*

We provide learners with clear and up-to-date information about assessment to help them succeed in assessment. We also make learners aware of the supports we have in place and their responsibilities with regard to assessment.

Responsibilities

The Education Programmes Quality Assurance Committee and Education (ETC) & Training Service Manager (ETSM) are responsible for the oversight and implementation of the assessment processes and procedures according to EHI's Quality Assurance System (QAS).

The Tutors and assessors are responsible for ensuring all assessment activities are carried out as set out in the Programme Specification/Modular Assessment Plan (MAP).

The Results Approval Panel (RAP) approves and signs off assessment results and recommends the final approved results for certification.

Monitoring and Evaluation

ETSM reviews and evaluates the assessment/certification process following each certification period and draws up an improvement plan based on recommendations and corrective actions agreed by the Results Approval Panel.

Overview of EHI's Assessment Process

Assessment

- Assessment policies, processes and procedures are developed, implemented and agreed with the awarding body or as required by the Programme
- The Programme Design and Development Team devises assessment instruments, marking schemes and assessment criteria
- The Tutors and assessors assess, mark and grade the Learner evidence
- The Tutors and assessors submit the required paperwork to the Internal Verifier who records the outcomes.

External Authentication

- The EHI internal Verifier validates that all assessment procedures have been applied and monitors the outcome of the assessment process using EHI's recommended sampling strategy.

- The EHI's Internal Verifier identifies any deviations in marking as part of the internal verification process and brings them to the attention of the ETSM
- The Education Programmes Quality Assurance Committee appoints a suitably qualified External Authenticator from the panel of ETBI approved External Authenticators based on the recommendations from the Education and Training Service Manager.
- The External Authenticator moderate's assessment results by sampling Learner evidence using EHI's sampling strategy

Results Approval and Issue

- The ESTM convenes a meeting of the Results Approval Panel
- The Panel reviews, approves and signs off assessment results
- The EHI's Internal Verifier makes results available to the Learners

Request for Certification

- The EHI internal Verifier submits Learner results to QQI via the QBS

Appeals

- Learners are permitted 10 working days to lodge an appeal
- The ETSM processes all learner appeals who will then notify the Chair of the Education Programmes Quality Assurance Committee
- Learners can appeal directly to the Education Programmes Quality Assurance Committee

Assessment Design and Planning

All aspects of assessment are considered, and comprehensive assessment guidelines are produced by the Programme Design and Development Team at the design stage.

The guidelines contain a standard set of procedures, assignment briefs, marking schemes, assessment schedules Modular Assessment Plan based on award specifications (if applicable) and details of resources required for assessment.

This detail is set out clearly in the Modular Assessment Plan (MAP), which is an important component of the Programme Specification. The MAP is reviewed and signed off by the Programme Coordinator to ensure that it is compliant with quality assurance procedures.

Role of the Programme Design and Development Team in assessment design

- To ensure there is an appropriate and coherent mix of assessment tasks and the overall assessment workload is not excessive.
- To ensure there is an even and logical spread of formative and summative assessment throughout the duration of the Programme
- To ensure all assessments are aligned with demonstrating attainment of learning outcomes.
- To ensure that assessment methods are flexible in order to cater for different styles of learners ensuring equal opportunities for all learners.

Formative Assessment

- Tutors use formative assessment on an ongoing basis throughout Programmes to monitor learning, to engage and motivate Learners and to monitor their own performance. The formative assessment strategy for each Programme is designed by the Programme Design and Development team at the assessment design stage and the strategy is detailed in the Programme Specification.

- Formative assessment helps to develop the Learner's understanding of their own strengths, weaknesses and gaps in knowledge/skills/competencies and improve their learning. It also helps Tutors to improve their own performance.

Summative Assessment

Summative assessment is used for certification purposes and is based on the cumulative learning experience. Assessment undertaken for the purpose of achieving QQI certification is summative assessment. Summative assessment instruments are designed by the Programme Design Team, based on the award specification and validated Programme and are discussed and agreed with Tutors at the pre-Programme briefings which details are issued to inform Learners at induction.

Information and Feedback to Tutors and Learners

- There is general information regarding assessment in the Module Programme Specifications.
- The ETSM makes up-to-date copies of all assessment instruments available to the Tutors at the pre-Programme briefing.
- The Tutors distributes a copy of the Modular Assessment Plan which includes deadline dates for submission of assessments and examination dates at Learner Induction.
- All critical assessment-related dates are highlighted on the Modular Assessment Plan and at induction.
- Learner responsibilities around assessment are detailed in the Learner Handbook and on the assessment briefs and are reinforced throughout the Programme by the Tutors.
- The Tutors issue an assessment brief for each assessment event setting out the assessment requirements, deadlines, submission procedures and other Programme-specific information about assessment to the Learners throughout the Programme.
- A notice of examination is also set out in the Modular Assessment Plan.
- The ETSM is available to advise Tutors in relation to assessment and quality assurance aspects of assessment as required.
- Assessment is addressed in detail in the Tutor Handbook & Tutor Assessment pack.

Feedback on Assessment to Learners

Tutors provide timely and constructive, formal and informal feedback to Learners on formative and summative assessments throughout the Programmes which helps to ensure successful outcome to assessment for the Learners. Feedback contains enough detail to enable Learners to evaluate and improve their performance. The Tutors also encourage Learners to ask for further clarification if required.

Tutors provide written feedback using the Assessment Feedback Form usually no longer than 3 weeks following a continuous assessment deadline and no longer than 4 weeks following the completion of summative end of Programme assessment.

How, when, how often and in what format feedback is provided to Learners is agreed and is set out in the Modular Assessment Plan. It is usually given at specific times during the Programme and provided in the form of written comments on Learners' work or, in some instances, formal written feedback may be provided using a template. When providing feedback Tutors are advised to use positive, constructive language, identify and note strengths, give objective, specific feedback, with examples or direct references and specific recommendations for improvement using the assessment criteria and marking schemes to help provide objective feedback.

Guidelines on providing feedback to Learners is included in the Tutor Handbook, and this is also addressed at Tutors induction.

Learners are informed about the procedures for providing feedback at induction and their views of the adequacy of feedback, and on their assessments, is provided in the Learner Handbook.

Assessors are asked to comment on the assessment scripts when they are marking and the Internal Verifier checks for evidence of feedback provided by the Tutors on the scripts and throughout the Programme. The Tutors are available at all stages throughout the Programmes to provide formative feedback to Learners on a one-to-one basis and/or in group settings.

Security and Integrity of Assessment

EHI have systems in place to ensure the security and integrity of assessment related processes and materials and the recording, storage and access of assessment records.

Copies of assessments (examination papers and assessment briefs) are printed as and when needed.

Tutors return marked and graded assessments on or before a specified date set out in the certification plan.

The ETSM records the outcomes at the earliest available time and is responsible for ensuring that all assessment related materials are securely stored in the pre/post assessment until they are submitted to the Internal Verifier.

Learner evidence is maintained in a secure storage area that remains locked at all times with access restricted to the CEO, ESTM and Internal Verifier.

On conclusion of the Results Approval Panel meetings, the Internal Verifier destroys Learner evidence, which have been ratified by the RAP except Learner evidence pertaining to any Learner who has appealed results. These are retained until the completion of the appeals process timeframes.

Tutors are responsible for the secure storage of all assessment related materials while in their possession and must report any breaches to the ETSM as a matter of urgency.

Procedures are in place for dealing with incidents of cheating/suspected malpractice and this is highlighted at Learner induction and in the Learner Handbook.

Detailed security arrangements are in place for the conduct of examinations and all examination papers issued are previously 'unseen'. There is strict protocol around issue/receipt of examination papers/scripts etc.; seating plans, attendance records, examination regulations, verification by Internal Verifier/ Tutors as appropriate.

Assessment Submission Process

EHI have robust and consistent systems and processes to manage the submission, receipt and return of assessments.

Submission of Assignments

Learners must submit a signed authorship statement which includes a plagiarism disclaimer confirming that the assignments they submit is their own work.

They attach the cover sheet to their printed assignment and submit these documents either in person or as advised or agreed by the Tutors The assignments are date stamped on receipt and recorded by the ESTM or Internal Verifier.

In order to ensure fairness in assessment, all assignments must be submitted on or before the dates set out on MAP (unless otherwise indicated to the Learners by the Tutors).

Assignments received after the due date will not be accepted unless an extension has been granted in advance. However, arrangements can be made to accommodate Learners who have genuine difficulty in meeting submission deadlines. Requests for extensions, granted for extenuating circumstances only, must be submitted in advance of the submission date to the ESTM using the Extension Request Form with supporting verifiable evidence if relevant e.g., medical certificate in case of sickness. The ESTM liaises with the Programme Coordinator if necessary.

Dealing with Examination Misconduct/Cheating

EHI assumes that Tutors and Learners will be honest in all matters. However, if a Learner is suspected of cheating in an examination, the invigilator witnessing the suspected misconduct will retrieve the evidence of cheating and complete a Cheating and Plagiarism Form, which is forwarded, with the alleged evidence, to the ESTM who meets with the Learner with the Tutors. If there is an unsatisfactory explanation from the Learner, the matter will be referred to the Education Programmes Quality Assu to review the circumstances of the incident.

Consistency of Marking

It is recognised that EHI must have systems in place to ensure there is consistency in marking and grading, across Programmes and Tutors, and that that marking and grading is consistent and in line with national standards. The ESTM is responsible for systems to ensure consistency and for monitoring and evaluating the efficacy of these systems. Marking and grading is addressed at Tutors Induction and in the Tutors Handbook.

A detailed marking scheme is set out for all assessment briefs which shows clearly how the Learner evidence is to be marked and graded. These are set out at Programme design stage by the programme design team. The marking schemes are reviewed and updated as necessary as part of Programme review. The Internal Verifier reviews all marks and grades across all Tutors, highlights any inconsistencies, discusses with the ESTM and comments in the Internal Verification report which is presented to the External Authenticator and the Results Approval Panel.

The External Authenticator is also asked to provide feedback on consistency of marking and grading and is asked to record any observations in relation to inconsistencies in marking in the External Authentication Report. If the EHI Internal Verifier and/or the External Authenticator have any concerns in this regard, they are discussed at the Results Approval Panel meeting and a decision made with regard to corrective action. Any changes made to marking by the External Authenticator is noted and reviewed by the Results Approval Panel.

The quality of marking and grading of learners is monitored closely by the ESTM on an ongoing basis and is discussed at QA Team meetings.

Moderation of Marking

Moderation involves the review of a sample of marks and comments on assignment tasks by the External Authenticator to ensure that marking criteria have been fairly, accurately and consistently applied by the assessor. The External Authenticator reviews marks of a sample of work across all grade bands. The size and choice of the sample depends on the type of assignment task and the nature of the material being assessed. Closely structured or factual material usually requires a small sample, while essays and open-ended analytical work is sampled more frequently.

Purpose

- To support the internal verification process
- To ensure that assessment tasks and marking are accurate, appropriate to the level of the assessment and comparable with equivalent assessments.
- To take an overview of the quality and consistency of assessment decisions
- To give feedback to EHI with regard to marking and grading

Reasonable Accommodation

A fair and consistent assessment process is in place for all Learners and insofar as possible we accommodate Learners with specific learning requirements in accordance with their distinct needs. In the context of assessment, reasonable accommodation relates to the adaptation of assessment to cater for the needs of Learners whose personal situation means that the assessment might otherwise be unfair e.g., Learners with a disability, and/or other Learners covered by equality legislation.

Details of the reasonable accommodation policy are in the Learner and Tutor Handbooks and reasonable accommodation is discussed at Learner and Tutors Induction.

Tutors explain what is meant by 'reasonable accommodation' at Learner Induction.

Examples of adaptations can/have made include: -

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

The ESTM reviews any requests for reasonable accommodation and signs-off on a request only if it is reasonable and practicable and that it does not affect the standards of the given award. The Tutors are guided by the ESTM with regard to adapting assessment and providing accommodation for assessment. The ESTM makes Tutors aware of any adaptations to assessment agreed and informs the Internal Verifier of any adaptations made/ reasonable accommodation implemented who in turn notes it on the Verification report. The Internal Verifier makes the External Authenticator aware of any accommodation provided and retains record of requests and accommodations provided and correspondence with applicants and retains details of accommodation on the Learner records.

Internal Verification

Internal verification is a two-stage process;

- Stage 1: Internal verification is undertaken by the appointed Verifier.
- Stage 2: This stage is undertaken at organisational level by the ESTM, or appointed member of the EHI QA team.

This 2-stage process is designed to ensure that documentation is fully verified and double-checked before External Authentication.

Process

- Internal Verifier forwards stage 1 report to ETSM for verification.
- The ETSM liaises with the Internal Verifier in documenting an Internal Verification Plan for each assessment period.
- Verification of results data is inputted to the QQI QBS system by the delegated person.
- The ETSM retains IV reports at the EHI and makes them available to the External Authenticator, the Results Approval Panel and to QQI on request.

- The ETSM draws up certification plan for each assessment period in consultation with the appointed Internal Verifier.

The ETSM carries out verification using the Internal Verification step-by-step process and the sampling strategy and completes a Checklist for Internal Verification for each certification period.

When carrying out IV both Internal Verifier and the ETSM check for:

- Missing or inappropriate evidence
- Missing or inappropriate assessment briefs
- Data omission, transcription / calculation errors
- Inaccurate data entry – award codes, name spelling, results etc.
- Provisional results

The ESTM completes the process by completing and signing the Internal Verification

Report and forward it to the External Authenticator in advance of authentication.

This report confirms the outcome of the IV process. The ETSM makes arrangements for external authentication and liaise with the appointed External Authenticator before, during and after their visit and is in attendance to meet the External Authenticator to ensure all is in order and provide any assistance/clarification if required in advance of external authentication. The ETSM attends the Results Approval Panel meetings to present the Internal Verification report and discuss issues highlighted in the Report.

Internal Verifier

Prepares assessment briefs before distribution to Tutor

The Tutors return the assessment portfolios in the order set out in the Internal Assessor QA Checklist to the Internal Verifier when the assessments are marked and graded.

The Internal Verifier undertakes verification

The Internal Verifier submits the verified Learner evidence to the ETSM on or before the date set out in the Certification Plan and liaises with the ETSM until the award certificates are presented.

The ETSM

- Liaises with the Internal Verifier
- Inputs the Learner data into the QBS
- Internally verifies the Learner evidence
- Produces one Internal Verification report per certification period
- Makes the IV report available to the External Authenticator
- Inputs the results onto QBS
- Attends the RAP meeting to present the Internal Verification report
- Amends results on the QBS if directed to do so by the RAP
- Refers appeals to the Education Programmes Quality Assurance Committee
- Arrange distribution of award certificates

External Authentication (EA)

Learner evidence is externally authenticated by a suitably qualified independent person as part of the assessment process. This provides independent confirmation that Learners have been assessed fairly and consistently, that the marking and grading is valid and reliable and the Learner evidence meets the national standard for the award.

Suitably qualified EA's are assigned for each major/minor award based on their suitability for the role as outlined in the QQI Policy 'Quality Assuring Assessment, Guideline for Providers.

EA's are rotated to ensure the authenticator is not appointed for more than 3 consecutive certification periods.

Terms of Reference are issued to the EA by the ETSM setting out details of what is involved and what expectations are required from the process.

The ETSM provides the EA with an agenda, the Internal Verification Report and a copy of the previous EA report prior to the authentication visit.

The ETSM is responsible for ensuring that all relevant staff/Tutors are notified in advance of the EA visit and the schedule and that the EA may contact them during the authentication process.

The External Authenticators appointed will:

- Confirm the fair and consistent assessment of Learners in line with the agreed QA procedures.
- Review internal verification report(s) and authenticate the findings/outcomes.
- Apply the EHI's sampling strategy to moderate assessment results.
- Moderate the assessment results in accordance with standards outlined in the Award Specification.
- Participate in the results approval process, if requested.
- Identify any issues/irregularities in relation to the assessment process
- Produce the External Authentication report which is made available to the Results Approval Panel.
- Authentication is carried out in line with the defined sampling strategy.

The EA report comments on the effectiveness of the application of the assessment process and procedures and, in particular, comments on the extent to which the marks/grades conform to national standards.

The ESTM attends the Results Approval Panel meetings to report on the outcomes of the authentication process and the results moderation against national standards. This helps to identify strengths, gaps and areas for improvement.

The ETSM retains EA's report and makes them available to the Results Approval Panel and to QQI on request.

Results Approval

Results are approved, quality assured and signed off before being submitted to the awarding body/s for certification. Education Programmes Quality Assurance Committee appoints a Results Approval Panel (RAP) to formally review and approve results data and to confirm that the assessment results are fully quality assured and signed-off prior to submission to the awarding body for certification and issued to Learners. Terms of reference are in place for the (RAP). The ETSM convenes a meeting of the Panel for each certification period and issues an agenda to all Panel members in advance. At the RAP meeting the results/outcomes are reviewed, including the internal verification report/s and External Authenticators' reports. The ESTM prepares a report of the meeting which is signed by the Chair and retained for auditing and monitoring purposes. The Panel highlights any issues identified and improvements recommended at the meeting and any need for corrective action. The ESTM

monitors these on an ongoing basis and reviews at the subsequent meeting of the RAP and discusses at Programme review meetings.

The ETSM also records examples of best practice identified during the authentication process with the view to sharing these with relevant staff/Tutors

Issue of Results and Certification

The outcome of the results approval process is that final results are submitted to QQI by the ESTM via the QBS who confirms that EHI has implemented all elements of the authentication process and adhered to all agreed procedures. The ESTM makes results available to Learners immediately on approval by the RAP. When the ESTM has completed the data entry, quality assurance and data edits, they then submit the results to QQI for certification via the QBS. At this point, the data can only be edited by QQI. The ESTM is responsible for the final step of the submission process i.e. to do a signoff / declaration on the QBS that the data is ready for certification. The ESTM prints the Final Statement of Results from the QBS (available after the certification date for the period) and distributes them to individual Learners.

Issue of Award Certificates

QQI issues award certificates for all results received except those flagged as being under appeal according to a predefined schedule at the end of the applicable certification period each year. EHI receives the award certificates from QQI approximately 2 to 3 weeks after the Final Submission Date for the certification period.

Compassionate Consideration

Learners can apply for Compassionate Consideration to defer an assessment i.e. to be allowed to complete/submit the assessment activity on another occasion, if they feel that extenuating circumstances may have prevented or may prevent them from undertaking/completing a specific assessment activity.

In such cases, supporting relevant evidence/documentation must accompany the application. or Learners can apply for Compassionate Consideration to repeat an assessment activity i.e. to be allowed to sit the assessment activity at an alternative sitting, if they feel that extenuating circumstances seriously impaired their performance.

In such cases, supporting relevant evidence/documentation must accompany the application. The application is then processed and either granted or declined. Where the application has been declined, the original result of the assessment will apply.

Learners have the right to appeal this decision.

Examples of extenuating circumstances (Compassionate Consideration)

- Extenuating circumstances are situations or events which unexpectedly interfere with a learner's ability to complete or sit an element of assessment.
- Extenuating circumstances under which may be considered include, but are not limited to:
 - Recent physical injury or emotional trauma
 - Physical disability or chronic/disabling condition such as epilepsy, glandular fever, severe effects of pregnancy or other incapacitating illness of the learner
 - Recent bereavement of close family member or close friend
 - Personal injury certified by a medical practitioner
 - Domestic crisis
 - Certified mental health issue

- Serious illness of a close family member
- Serious illness of child or other family member for whom the learner is primary carer
- other extenuating circumstances

Examples of circumstances which are unlikely to be considered include, but are not limited to:

- Typical symptoms associated with exam stress
- Minor illnesses such as a common cold
- Holidays
- IT and/or computer failure (excluding in an examination)

Any application in relation to compassionate consideration requires the learner to provide supporting relevant evidence/documentation of the extenuating circumstances.

Supporting Relevant Evidence/Documentation

Supporting relevant evidence/documentation refers to:

- A statement from a qualified professional practitioner. Examples of statements from a qualified professional practitioner necessary for consideration of compassionate consideration include, but are not limited to:
 - Statement from medical practitioner (e.g. doctor, psychologist, etc.)
 - Statement from An Garda Síochána/legal professional
 - Statement from other reliable source - In extenuating cases, the other reliable source may be aware of circumstances whereby the learner may be unable to obtain a statement from another qualified professional (e.g. due to financial constraints) and may complete a statement for the learner while maintaining confidentiality or other source (if requested), for example RIP.ie.

All evidence must be on headed paper and must be legible, stamped and dated.

All evidence must relate to the specific application for extenuating circumstances being made.

Principles of Assessment in Relation to Compassionate Consideration

Quality assured assessment ensures that, in criterion referenced assessment, “learners are assessed, and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2018, p.5).

Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment. The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

Principles of Assessments – Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed. Validity in assessment occurs when:

Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)

Learners can produce evidence which can be measured against the award standard. Assessors can make accurate assessment decisions.

Assessment is accessible to all candidates who are potentially able to achieve it.

Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Learner evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and learners

Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures learners have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

Quality

Quality in assessment ensures that all assessment processes are quality assured and adhere to the providers QA model.

Transparency

Transparency in assessment ensures that assessment policy and process provide clarity to all relevant stakeholders. In order to ensure the fair and consistent assessment of learners, the following procedure should be followed in relation to compassionate consideration in extenuating circumstances.

EHI's Quality Assurance Model overarches these principles in a consistent way in line with the national standards for the award. In order to ensure fairness and consistency across all assessment activities, learners may apply for compassionate consideration in relation to their assessment.

Such compassionate consideration could include, deferring an assessment activity or providing an extension to an assessment deadline and will only be granted in extenuating circumstances with supporting relevant evidence/documentation as outlined.

In these circumstances, the learner must not be unfairly disadvantaged as a result of extenuating circumstances. Furthermore, the learner must not gain significant advantage when compared with other learners.

Compassionate Consideration Roles and Responsibilities

The Education and Training Service Manager (ETSM)

The ETSM is required to ensure all Assessors are made aware of their roles in relation to planning, conducting and concluding assessment. In the request for compassionate consideration, the ETSM or designated person, is responsible for the management of the application process.

The Assessor

The Assessor is required to inform learners of assessment deadlines in advance (see Learner Handbook notice boards, etc.).

Where a learner misses an assessment deadline, the Assessor should not accept assessment evidence after that date and should inform the learner of the compassionate consideration process in which s/he can engage.

In the request for compassionate consideration, the Assessor is required to inform and meet with the ETSM in order to process the learner application.

The Learner

The learner is required to keep up-to-date with relevant assessment deadlines and consequences for missing the same. (see Learner Handbook notice boards, etc.).

In the event of extenuating circumstances, the learner is required to complete the application for compassionate consideration using the guidelines in this document and the Compassionate Consideration Application Form.

The learner is required to provide relevant supporting evidence/documentation (as outlined) of the extenuating circumstances which they felt may have prevented or may prevent him/her from either:

- Completing an assessment activity by the schedule date (i.e. Learner Record, Collection of Work, Project, Assignment or Skills Demonstration), or
- Attending a practical assessment on the schedule date (Examination or Skills Demonstration) or seriously impaired or may seriously impair his/her performance) in: a practical assessment (Examination or Skills Demonstration).

This supporting evidence/documentation must be provided within a reasonable defined timeframe after the assessment deadline date of application, within 2 days and no more than 2 weeks after date of application.

The Assessor may be unable to meet with the ESTM and as such may communicate via phone and/or email.

Compassionate Consideration Procedure

Where a learner requires compassionate consideration in relation to an assessment deadline the process outlined below should be followed.

Compassionate Consideration

1. The learner notifies the ETSM / Assessor of the extenuating circumstances which they felt:
 - a) may have prevented or may prevent him/her from either:
 - i. completing an assessment activity by the schedule date (Learner Record, Collection of Work, Project, Assignment or Skills Demonstration), or
 - ii. attending a practical assessment on the schedule date (Examination or Skills Demonstration) or
 - b) seriously impaired or may seriously impair his/her performance in a practical assessment (Examination or Skills Demonstration).

The Assessor informs the learner of the compassionate consideration procedure.

2. The learner completes the Compassionate Consideration Application Form and returns it to the ETSM / Assessor within a reasonable defined timeframe one (1) working day. This application **MUST** be accompanied with relevant supporting evidence/documentation (as outlined) and must state the extenuating circumstances that occurred.
3. In exceptional cases, the ETSM or designated person may extend this date due to the specific circumstances which may prevent the learner from obtaining the relevant evidence/documentation within the allowed timeframe.

4. In exceptional circumstances, the ETSM or designated person may extend this;
 - a) Learner notifies the ETSM or designated person / Assessor of extenuating circumstances
 - b) Learner completes Compassionate Consideration Application Form
 - c) Meeting of the ETSM or designated person and Assessor.
 - d) Learner ETSM and Assessor are notified in writing of the Compassionate Consideration Procedure in Extenuating Circumstances.

A meeting between the ETSM or designated person and the Assessor is arranged to discuss the application and decide on the outcome. The ETSM or designated person and Assessor must judge each application for compassionate consideration on its own merits.

In the event of extenuating circumstances, considerations include:

- Details of extenuating circumstances
- Relevant supporting evidence/documentation
- Nature of the assessment activity (Assignment, Project, Learner Record, Collection of Work, Skills Demonstration and Examination)
- The learner and assessor are informed in writing (or other appropriate format) of the outcome of the meeting, (granted or declined) within a defined timeframe i.e. three (3) working days.

Granted:

Revised schedule for assessment activity:

If the decision is that the compassionate consideration application has been granted, a revised schedule for the assessment activity is agreed between the Assessor and the learner. Every attempt to facilitate this in the current assessment period will be made. However, due to time constraints, the nature of the assessment activity, and/or resources, this revised schedule may roll into a subsequent certification period.

Examinations: Where a compassionate consideration application has been granted, in the event that the assessment activity is an examination, a new examination paper, marking scheme and set of outline solutions must be devised: the original examination paper will not be used.

Learner Evidence (Assignment, Project, Learner Record, Collection of Work and Skills Demonstration): Where a compassionate consideration application has been granted, the learner evidence is accepted by the ETSM or designated person or Assessor and should be marked and graded in accordance with the standards for the award. The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards for the award. There is no mark/grade penalty under this procedure.

Declined:

If the decision is that the compassionate consideration application has been declined, the following outcomes will apply:

If the learner is submitting an Assignment, Learner Record, Collection of Work, Project or Skills Demonstration, then the Provision Co-ordinator or Assessor will refuse to accept the assessment evidence from the learner for marking/grading.

If an application is for non-attendance at a practical assessment (Examination or Skills Demonstration) no new date will be offered.

If an application refers to a learner's performance being impaired in a practical assessment the original result will stand.

Compassionate Consideration Appeals

The learner has the right to appeal the compassionate consideration application decision. Appeals must be made within a defined timeframe (three (3) working days) of the decision (in exceptional circumstances, the ETSM or designated person may extend this). All appeals must be made in writing using the Compassionate Consideration Extension Appeals Application Form.

Assessment evidence must be submitted with the application form and retained by the ETSM or designated person until the completion of the appeals process. The learner has the right to appeal directly to the Education Programmes Quality Assurance Committee.

Decisions on appeals are final.

Chapter 7 Information and Data Management

(Aligned to Core Guideline 8)

Policy Statement

We regard the data we generate as a key asset that helps us to ensure that we operate to a high standard if we manage and protect it effectively. The availability of reliable information is critical in helping us identify what is working well and what needs attention. We ensure that all our data processing activities are GDPR compliant and demonstrate best practice. We are committed to full compliance with data protection legislation and to upholding the privacy rights of learners and others from whom we collect and maintain personal data. All the personal data we collect is covered by the EHI Data Protection Policy and Procedures. We limit the collection of data to that which is necessary and keep it for the minimum time required. We securely destroy personal data when we no longer need to maintain it. Our record retention timelines are guided by data protection legislation and are set out in our data protection policy.

Definition

Data is a general term meaning facts, numbers, letters, and symbols collected by various means and processed to produce information. Data may include personal or sensitive personal elements and needs to be managed in accordance with current data protection legislation and regulation.

Responsibilities

- The BOD has ultimate responsibility for the management, safeguarding and proper use of data.
- The CEO has overall responsibility for managing, maintaining, and securing data and information and acts as the EHI Data Protection Officer.
- The Education Programmes Quality Assurance Committee (EPQAC) maintains oversight of the data which relates to the quality of programmes and supports, and learner data.
- The Education and Training Services Manager is responsible for ensuring that the information and data presented to governance units is robust, comprehensive, and timely.
- The Programme Coordinator has responsibility in maintaining learner records/ learner details/ exam and assessment materials for their programmes.

Reporting of Data

The reporting requirements for the different governance units are set out clearly in the terms of reference for each unit.

Learner Records

We have an in-house record management system. Salesforce is the Customer Relationship Management system used by EHI where we maintain learner records. We set out clearly why we are collecting personal data and how we secure it on our application and registration forms. The Programme Coordinator inputs the data from our application forms, certification records and attendance records onto our learner records. We let the learner know that we are required to share data with other organisations / individuals e.g. QQI, External Authenticator and the reasons for the sharing. We maintain learner records and statistics securely on a password-protected computer drive with access limited to the ESTM and Programme Coordinator. We have strong IT security procedures to protect the information we hold in digital form. All computers are password protected and situated in securely locked offices.

A learner record encompasses all records, files, documents, and other materials that directly relate to a learner. Documents included in the learner record include (as applicable);

- Personal data/ PPSN
- Assessment results. All hard copy records are held in a secure cabinet on site.

We keep hard-copy data to a minimum and only for the period of registration of an individual learner. Data related to reasonable accommodation may be highly sensitive and is shared with us in confidence. We have additional security measures around sensitive personal data and use it only for the purpose of providing the agreed support.

Data Protection

EXCHANGE HOUSE IRELAND GENERAL DATA PROTECTION

[P.301 DataProtectionPolicy.pdf](#)

The objective of this Data Protection Policy is to set out the requirements of EHI relating to the protection of personal data where we act as a Data Controller and / or Data Processor, and the measures we will take to protect the rights of data subjects, in line with EU and Irish legislation.

- EHI must comply with all applicable data protection, privacy and security laws and regulations.
- Through maintaining a high standard of data protection EHI wants to foster a culture that is honest, compassionate, transparent and accountable.
- In the course of our work, we are required to collect and use certain types of information about people (hereafter referred to as data subjects in line with the regulation), including 'personal data' as defined by the General Data Protection Regulation (GDPR).
- This information can relate to service users, current, past and prospective employees, suppliers and others with whom staff communicate.
- Scope; this policy applies to all staff, students, interns and work experience candidates, contractors, sub-contractors, agency staff and authorised third-party commercial service providers and other persons or entities when receiving, handling or processing personal data as defined by the GDPR.
- This policy applies to all forms of data including computer, manual and CCTV records relating to citizens.

Records Maintenance and Retention

Securing Assessment Data

The tutors input assessment results onto a secure online database. If we video record Skills Assessments, we let the tutors and learners know to whom we make the recordings available, for what purpose and how long we retain them for. We retain one full set of assessment evidence from one certification period to the next. We securely destroy assessment evidence and all sensitive data related to applications for reasonable accommodation in a timely manner in line with our data retention schedule after the assigned retention time has expired. We let learners know how long we retain assessment evidence for, who has access to it and for what purpose, and how it is destroyed.

Securing PPSNs

A learner's PPSN is used by QQI to identify the individual learner and we collect it at registration to facilitate certification. The PPSN is a valuable piece of personal information which we must safeguard against misappropriation or misuse. We take all reasonable steps to secure PPSNs and associated data. We do not disclose a person's PPSN to anyone, unless we are satisfied that the person is entitled to that information. Access to learner PPSNs is limited to the Education and Training Services

Manager and the Programme Coordinator who inputs them onto the QQI QBS when inputting learner data. Any staff member or tutor who has access to PPSNs through their work, must safeguard the data. We understand that it is an offence for any person or body to request or hold a record of a PPSN unless they are permitted by law to do so.

Key Performance Indicators (KPIs)

A KPI is a measurable value that demonstrates how effectively we are achieving our objectives. The data we collect during monitoring provides valuable information about the success of our programmes and our learners, areas requiring improvement and opportunities for further developments. The Education and Training Services Manager monitors the following KPIs and reports on them to the CEO and the Education Programmes Quality Assurance Committee.

- Rates of achievement in our education programmes year on year.
- Number of queries/conversions to applications
- Number of applications/registrations
- Number of RPL applications
- Drop-out/completion rates
- Year on year comparisons of percentage of learners moving on to further education, training or employment.
- Progression rates
- Number of incidents of poor tutor performance
- Learner rating of tutor and staff performance
- Tutor and learner ratings of the standards of programme resources and learner supports
- Number of applications for reasonable accommodation for assessment/ number granted
- Number and level of seriousness of complaints
- Number of accidents/incidents
- Number of appeals

Reporting Data to QQI

We use the QQI Quality Business System (QBS) to submit assessment data, to access other QQI systems, e.g. validation and Q-help, and to submit reports and data to QQI. Access to the QBS is limited to the Education and Training Services Manager and the Programme Coordinator and is through a password-protected link. The Education and Training Services Manager and the Programme Coordinator double-check certification data for accuracy before we submit to QQI.

Chapter 8 Public Information and Communication

(Aligned to Core Guideline 9)

Policy Statement

We are committed to effective two-way communication with the public as well as our learners, staff, tutors, awarding bodies and other stakeholders. Media for communications will fit the needs of the people involved in the communications. It is our policy to provide clear, accurate and up to date information to learners and potential learners via our website and social media and by telephone or email in response to queries. We have electronics communications and social media policies, and employees and tutors must abide by these. They are available in the shared staff drive.

We comply with our obligations under the terms of the Training and Education Act 2012 whereby all QQI providers are required to publish certain information regarding their programmes of education and training.

Information available on our website includes

- Whether the programme leads to an award
- The name of the awarding body
- The title of the award
- Whether the award is recognised on the NFQ
- The level of the award on the NFQ
- Whether the award is a Major, Minor, Special Purpose or Supplemental Award.
- Where the programme does not lead to an award
- Whether Access, Transfer, Progression is applicable

Responsibilities

- The Education Programmes Quality Assurance Committee maintains oversight of the quality of the programme and quality assurance information we publish
- The Education and Training Services Manager is responsible for the quality of all programme-related public communications and approves programme information prior to publication
- There is a cross departmental Communications Committee which meets regularly to review information on the EHI website and other social media. This is made up of representatives from all departments and they are responsible for the maintenance and accuracy of all information posted

Public Information

EHI has various departments, and all have their own promotional flyers, posters and information booklets. Individual department managers approve content relevant to their department.

EHI operates and manages its own website. The website address is www.exchangehouse.ie. The website contains information about our education and training programmes. There is an online contact form which can be used to send any queries or comments into the organisation.

Social Media Platforms

- Facebook – facebook.com/exchangehouseireland/
- Twitter – @Exchangehouse.Ir
- Instagram – @Exchangehouse.ir

- TikTok – @exchangehouse
- YouTube

Communication with learners

- All learners are inducted and given a copy of the learner handbook. Learners are asked to read the handbook and to sign a declaration that they have read, understood and agree to the policies.
- We regard the learner handbook as a key resource for learners and reference it throughout the programme.
- We send regular updates to learners via text message, email or the tutor updates them in class.
- We organise or encourage learners to organise a class meeting if something important needs to be communicated to the group as a whole.

During their time with EHI we have structures in place to give learners many opportunities to feedback on their experiences of programmes and services.

EHI communicates and obtain information from learners via

- Individual learner meetings to discuss ILPs.
- Individual class /feedback forms.
- Face to Face meetings are held with learners to discuss progress and identify if any supports is required.
- Exit and programme evaluation forms.

There is a learner representative on the Education Programmes Quality Assurance Committee who provides a voice for learners at this level and can feed back information in both directions.

Communication with Staff

EHI provide information to staff/tutors at face to face or virtual meetings. Telephone and email are also used to convey information. General information and policies relating to EHI are laid out in the Employee Handbook.

We use shared online folders to share information and resources.

All tutors have a copy of our tutor handbook and are expected to be familiar with the contents (which are updated annually by the Education and Training Services Manager)

Feedback regarding education and training programmes.

- Weekly staff meetings, monthly staff/tutor meetings and Staff supervision meetings.
- Minutes and notes are taken of all meetings and this information is used for programme review and self-evaluation purposes in the future.

Publication of information

- Individual managers review information relating to their own departments prior to publication.
- In terms of programme information, the Education and Training Services Manager is responsible for approving programme information for accuracy. It is also reviewed by the Education Programmes Quality Assurance Committee prior to publication in hard copy or on our website.
- There is a cross departmental Communications Committee which meets regularly to review information on the EHI and other social media.

- Quality Assurance Evaluation Reports are published on our website in line with awarding body requirements.

Chapter 9 Self-Evaluation, Monitoring and Review

(Aligned to Core Guideline 11)

Policy Statement

We continually monitor and evaluate our programmes and the supports we have in place for our learners to ensure that we are maintaining high standards and to identify opportunities for improvement. Ongoing monitoring and regular review are essential to ensure that we are meeting the requirements of our learners, staff, tutors, other stakeholders and QQI and that our programmes are kept to-to-date. Monitoring and review supports continuous change and improvement, helps us to identify what we are doing well and what we need to improve and also informs about developments that impact on our programmes. To ensure effective monitoring we take the views of all stakeholders; learners, graduates, staff, tutors, employers, QQI, external authenticators and governance units into account. We also involve independent experts who bring an external perspective.

Responsibilities

- The Board of Directors is responsible for ensuring that we have the resources we need for evaluation and monitoring
- The Education Programmes Quality Assurance Committee is responsible for oversight of evaluation and monitoring processes and considering the outcomes
- The Education and Training Services Manager is responsible for coordinating evaluation and monitoring activities and reporting on them to the BOD and the Education Programmes Quality Assurance Committee

Ongoing Monitoring and Evaluation

We monitor programmes on an ongoing basis. We keep a record of statistics on learner enrolments, attendance, retention, achievement rates, completion and progression.

Learner and Tutor Feedback

We consider feedback from learners and tutors as a valuable tool in measuring the quality of a programme. We ask learners to complete a learner evaluation form at the end of the programme and urge them to raise concerns and queries with tutors or any member of the programme team during the programme. The evaluation forms are designed to elicit honest feedback about the programme content, tutors, learner supports, teaching and learning methodologies, the venue and facilities, and any other matters relevant to the learner. The learner feedback form is updated by the Education and Training Services Manager, distributed to the learners by the tutor who provides them plenty of time to complete the forms, returned to the Programme Coordinator who reviews the completed forms, analyses the feedback, and highlights any concerns to the Education and Training Services Manager. The Programme Coordinator follows up directly with any learners who raises an issued which needs a response

Tutors complete a tutor evaluation form/self-assessment at the end of each programme and return it with the assessment portfolios. The Education and Training Services Manager reviews and acts on the feedback. A copy of the tutor evaluation form/self-assessment is in the Tutor QA folder on the shared drive.

All learner feedback is reported to the ESTM and discussed at weekly programme team meetings.

Following each programme, the ETSM reviews the feedback from the learners and the tutor, attendance records, complaints, appeals, ILPs, records of tutor/learner's meetings, details of learner drop-out and discuss this with the tutor at the programme debriefing.

Programme Review

Training and financial monitoring visits are required by the DSP/CDETb on an annual basis for the Community Employment programme and the Local Training Initiative. Monitoring reports and audits are used to hold us accountable to the funders and to help us identify the strengths and weaknesses of the programme. We use the information to inform any changes deemed necessary to improve the programme delivery.

In addition to monitoring, which is happening all the time, the programme team will carry out a full review of the programme every two years to ensure that it remains fit for purpose and is meeting the needs of learners. We review the following during the review:

- Programme content and materials.
- The QQI published award specifications (if applicable).
- Are we meeting the conditions of validation set out in the QQI Certificate of Validation?
- Staff and tutor upskilling needs
- The QA processes which underpin the programme.
- Programme resources, facilities and learner supports.
- Published information about the programme
- Application, attendance, completion, retention and progression rates.
- Transfer and progression routes.
- Entry requirements/RPL arrangements.
- Feedback from learners, tutors and stakeholders.
- Appeals and complaints.
- Assessment results.
- RAP reports.
- The information contained on the QQI register of providers and the database of awards and programmes

The Programme Coordinator initiates the review and begins by collating data from a range of sources, including ongoing monitoring. Key stakeholders including the DSP and CDETb who fund the programmes, tutors, workplace supervisors, sector representatives and various organisations where we have CE participants in employment are asked for their views as part of the review. At the end of the review the Programme Coordinator produces a programme report which includes recommendations for improvements. The programme review is agreed with the Education and Training Services Manager who presents it to the BOD and the Education Programmes Quality Assurance Committee for consideration and comment. The Education Programmes Quality Assurance Committee agrees changes and amendments to the programme within the bounds of validation.

Following the review, the Programme Coordinator deletes or archives old and obsolete programme documents to ensure that tutors can only access up-to-date materials and information.

The Education and Training Services Manager monitors and reports on the implementation of the agreed changes.

Self-Evaluation

“The self-evaluation by a provider of its programmes and services is a fundamental part of its quality assurance system. It is a way of developing the programme through constructive questioning leading

to positive recommendations and improvement planning. It should be viewed as a process primarily for the benefit of the programme, its current and future learners and the staff working on it.” QQI

Every five years, in line with revalidation of our programmes, we do a complete root and branch evaluation of our programme with the input of an external evaluator. This is a comprehensive review of all aspects of the programme and the QA processes that underpin it. As well as being a review, the process is also forward-looking, and we use the results of the review to inform the development and future planning for the programme. The process focuses on identifying improvements to the programme content, policies, structures and processes. The review considers the views of learners, graduates, tutors, employers/industry and other stakeholders, all members of the programme team and an independent evaluator.

We use the FESS Self-Evaluation Resource as a guide when evaluating programmes. The Education and Training Services Manager is responsible for the self-evaluation process and is supported by the Programme Coordinator who coordinates the process. The Education Programmes Quality Assurance Committee agrees a plan, a timeline and the appointment of suitably qualified external evaluator recommended by the Education and Training Services Manager. The BOD ensures that adequate resources including time, budget, and expertise are available for the self-evaluation. The most recent self-evaluation report is used as a starting point for the next evaluation exercise.

The Education and Training Services Manager agrees the terms of reference with the external evaluator. This includes role responsibilities, timelines, payment, and the aim of the evaluation.

The Programme Coordinator invites employers and other relevant stakeholders to input into the process by giving their opinions on the programmes either through the use of a questionnaire or telephone survey.

The Education and Training Services Manager collates and analyses all new data collected, in addition to, the data collected during the 5-year period being addressed by the review, information is extracted from programme reports.

A summary report, which provides an accurate representation of the current state of the programme is compiled from the data and outcomes from the discussions with the tutors, learners and other stakeholders, which includes recommendations for improvements made.

The Education and Training Services Manager completes a draft Self-Evaluation Report (SER), arranges an on-site meeting with the external evaluator to discuss the SER, the data collected, and the findings in detail.

The external evaluator reviews the SER, meets learners, graduates and tutors and submits an external evaluation report.

The Education and Training Services Manager considers the findings of the external evaluation report and adds it to the SER and draws up an improvement plan based on the evidence and findings and the external evaluator's input, taking care to identify and highlight all strengths and areas for improvements and recommendations.

The Education and Training Services Manager circulates a copy of the draft SER to members of the Board of Directors and members of the Education Programmes Quality Assurance Committee for consideration and discussion (in advance of their meetings).

The Education Programmes Quality Assurance Committee and Board of Directors discuss the draft SER at a meeting and provides comments and feedback to the Education and Training Services Manager who considers it and makes modifications to the SER as appropriate.

The Education and Training Services Manager circulates copies of the agreed Self- Evaluation Report SER to staff and tutors.

The implementation of the improvement plan is a recurring agenda item for programme teams' meetings.

As part of this process the following are considered:

- If the programme is viable/is there a continuing need for the programme (the Education and Training Services Manager may recommend that the programme be retired or replaced).
- Relevance of outcomes to the sector.
- The degree to which the programme is meeting its stated aims.
- Programme reports and implementation of recommendations.
- Findings of QQI monitoring reports.
- Changes to QQI award specifications.
- Results approval panel reports.
- Relevant legislative and regulatory changes.
- Feedback from all stakeholders.
- QQI analytics /benchmarking data.
- Accident and Incident reports.
- Programme Risk Register.
- Insurance/PEL (if applicable).
- Recruitment activity report.
- Financial reports.
- Suitability and appropriateness of the physical facilities and anticipate changing needs in the future.
- Current programme entry requirements and appropriateness for the current context.
- Technical infrastructure.
- Staff for programmes.

Involvement of an External Evaluator

The QQI QA guidelines state that the role of the external evaluator is to *“offer objective comparisons with similar programmes available elsewhere. This role of this person should be that of a ‘critical friend,’ i.e. someone who can bring support, recognition and positive suggestions for improvement.”*

We select an external evaluator who is objective and is able to bring a fresh perspective to what we do and externality to our process of continuous improvement. The Education and Training Services Manager is responsible for sourcing a suitable evaluator and making a recommendation to the Education Programmes Quality Assurance Committee which approves the appointment.

The person appointed must have:

- An understanding of evaluation procedures and methodologies.
- Subject matter expertise.
- Competent to compare the quality of the programme with that of similar programmes and give an informed view on the success of the programme.
- No personal, professional or business interest in EHI or any direct connection to our tutors.
- Experience of adult education and training.

Learner Involvement in Self-Evaluation

The external evaluator observes a number of training sessions and consults with both learners and graduates as part of the process.

The learner representative on the Education Programmes Quality Assurance Committee has an opportunity to comment and give feedback when the Education and Training Services Manager presents the draft SER to the Education Programmes Quality Assurance Committee.

Outputs of Self-Evaluation

1. Self-Evaluation Report (SER)/ Improvement Plan.
2. Updates to the QA system/documents.
3. Revised programme content and documentation.

The Education and Training Services Manager produces a Self-Evaluation Report (SER)/ Improvement Plan which prioritises areas for development and improvement and presents it to both the Education Programmes Quality Assurance Committee and the Board of Directors for consideration. The Education and Training Services Manager monitors and reports on the implementation of the approved changes/recommendations to the Education Programmes Quality Assurance Committee. The Education and Training Services Manager submits a copy of the Self-Evaluation Report (SER) to QQI via the QBS in the format prescribed by QQI and arranges for the report to be published on our website.

Appendices

Appendix 1: Role Descriptions

CEO

- Works collaboratively with the board in shaping policy and direction
- Day-to-day management of EHI
- Provide strategic, financial and operational leadership
- implementation of strategic plans
- Implement, improve and enforce policies and procedures
- Staffing and staff development
- Management and allocation of resources
- Risk Management and the maintenance of EHI risk register
- Managing, maintaining, and securing data and information and acts as the EHI Protection Officer
- Approves and signs applications for validation

Education and Training Services Manager

- Manages the Education and Training Service
- Selection of tutors with CDET B
- Oversee the implementation of the QA system and maintain the documents that make up the system
- The Education and Training Services Manager is responsible for the quality of all programme-related public communications and approves programme information prior to publication
- Facilitate weekly/monthly programme team meetings
- Manage the programme development process and programme delivery
- Lead Education and Training staff in terms in all academic development and communicate effectively with staff in terms of quality assurance
- Ensure all programme are following guidelines of funding bodies/EHI internal policies
- Ensure the highest quality of programmes, teaching and assessment throughout EHI
- To follow the QA process throughout validation, monitoring and review process
- Make sure all quality assurance policies and procedures are in place and that they are updated, monitored and assessed at all levels in terms of learner data such as initial access/ induction, progression.
- Ensure the collection of data, developing reports, all learner assessment, reasonable accommodation and any learner appeals (where necessary) are in place.
- They play an active role in the results approvals panel, Quality Committee, management team and financial viability team in addition to the programme development team.
- To liaise with Internal and External Stakeholders
- Manage the education and training service team to include Community Employment Supervisor and Local Training Initiative Coordinator / Assistant coordinator
- To ensure the correct Quality assurance procedures are in place
- To oversee the operation of Community Employment and Local training initiative programmes
- To ensure the allocation of resources to all programmes
- To ensure that all programme staff meet the set requirements/ qualifications to operate programme in line with QQI and funder requirements
- To engage with programme staff in recruitment and ensuring the best possible outcomes for the learners

- Along with programme staff to monitor / assess/ analyse programme outcomes and to take corrective action where necessary i.e. programme evaluation

Community Employment Supervisor

- Oversees the running of the programme on a day-to-day basis
- Support the tutors and the learners
- Sources and organise work experience placements
- Draw up and maintain ILPs for the learners and monitor progress raising issues of concern at team meetings
- Internal verification
- Developing core accredited modules of training and sourcing tutors for the training aspect of the programme
- Delivering core accredited modules in the relevant area
- Liaising with Department of Social Protection (DSP) in terms of administration of the programme and overall relevant funding requirements
- Support the reengagement of QQI working with the ETS Manager and others to deliver this.
- Manage and supervise the operation of the Community Employment Scheme.
- Source training, employment opportunities for participants
- Coaching, interviews preparation for participants from suitably accredited professionals
- To work in a way which promotes a supportive environment that is conducive to learning and upskilling.
- Report directly to Education and training Service manager prepare reports & attend staff meetings Effect policy in relation to best practice employment of CE participants
- Ensure the implementation of all up to date legislation in policies regarding employment of CE participants.
- Development of Individual Development Learning Plans for each CE participant
- Administration of the DSP accounts and budgets
- To work with key partner organisations to improve the service and get best outcomes for participants

Tutor

- Plan and deliver the programme to a high standard according to the as agreed timetable
- Act as the main and primary point of contact and support for learners throughout the programme
- Anticipate the concerns of learners and respond to learners queries promptly and let the Education and Training Services Manager if you can't respond
- Be familiar with the QQI Assessment Guidelines and our QA system, particularly our procedures relating to assessment.
- Induct the learners at the beginning of the programme using the induction presentation.
- Be familiar with the Harvard Referencing system implied in EHI
- Confirm the timetable and assessment plan with Programme Coordinator/ CE Supervisor and Education and Training Service Manager before the start of the programme.
- Design lesson plans before the start of the programme and submit them before the start of the programme.
- Monitor attendance and keep accurate attendance records.
- Provide formative and summative feedback
- Raise any concerns with Programme Coordinator/ CE Supervisor and Education and Training Service Manager as the earliest possible opportunity.
- Return marked and graded assessments according to the agreed schedule
- Prepare Assessment Portfolios for Internal Verification.

- Provide written feedback detailing where marks were awarded or lost on assignments.
- Evaluate each programme on completion and contribute to programme reviews.
- Attend programme meetings
- Provide formative and summative feedback
- Coordinate learner evaluation of programmes
- Designing a Course Action Plan for each module and submitting this to the Programmer Coordinator within four weeks of start date.
- Attend CPD workshops when requested by the Education and Training Services Manager (for example Children's First)
- Be available if the External Authenticator needs to contact you.

Work Experience Tutor

- Provide Work Placement registration forms to learners
- Ensure that returned forms are signed by the learner and Workplace Supervisor before the work placement begins
- Monitor the quality of the placement by contacting the Workplace Supervisor at least once during the placement.
- Contact the learner regularly while they are on placement to ensure that the placement is working well and that they are getting appropriate work experience

Local training initiative (LTI) Coordinator

- To design and develop an LTI in consultation with the learners, Education & Training Service Manager, Education & Training Service staff, CDETB, tutors, other appropriate staff, which meets the needs of trainees.
- Direct delivery of education courses to learners on the LTI. Work as part of the Education & Training Service Team to source external training and coordinate the activities of external tutors.
- Identify QQI accreditation opportunities and facilitate learners in pursuing a Major QQI award.
- Design, deliver and evaluate modules for the LTI. Organise accreditation of the LTI modules where appropriate.
- Together with the Education & Training Service Manager identify, recruit and supervise tutors for modules. As part of the Education & Training Service team.
- Provide individual support and evaluation in the form of monthly one-to-one supervision to the learners.
- Evaluate learners' progress with regular group and individual evaluations.
- Develop individual learning plans with learners and facilitate progression to other forms of training, education or employment.
- Responsible for all Monthly submission of material claim and salary reimbursement forms for Managers approval and subsequent onward return to CDETB.
- Monthly submission of CDETB statistics and Coordinators report to CDETB. Keeping up to date with and complying with all CDETB Training Standards System regulations.
- Record keeping of all funding from CDETB. Under supervision of the Education & Training Service Manager, general liaison with CDETB for all matters relating to the LTI.

Appendix 2: Terms of Reference

Board of Directors Terms of Reference

Terms of Reference	Board of Directors	Approved by
Associated Policy	CG1 Governance	Approval Date:
Version Number and Date	V1	Effective From:
Owner	The Board of Directors	Review Date: + One year

Role/Purpose

The purpose of the Board is to govern EHI

Membership and Tenure

- Chairperson
- Vice Chairperson
- Treasurer
- Directors

- Company secretary (non-Director)

Responsibilities

- Oversee the implementation of the strategic plan and ensure that all its goals are met.
- Maintain standards and organisational conduct
- To ensure all staff are guided and directed in the provision of services and standards
- To ensure the funder and stakeholder standards are fully understood and adhered to
- Provide oversight on organisations performance
- Ensure financial viability
- Ensure that all policies are up to date and implemented
- To ensure EHI's meets all legal and regulatory requirements
- Maintain EHI's ethical reputation

Meetings

Approximately every six weeks

Governance and Authority

Government regulations - Companies Act 2014
Charity Regulator

Administrative Support

Company Secretary

Supporting Documents

- Strategic plan
- Annual review
- Audited reports
- CEO reports

Report Schedule

Report/Document Title	To/From	Frequency	Presented by
CEO report	The Board	Six-weekly	CEO

Education Programmes Quality Assurance Committee Terms of Reference

Terms of Reference	Education & Training Committee	Approved by Board of Directors
Associated Policy	CG1 Governance	Approval Date: 08/09/2022
Version Number and Date	V1	Effective From: April 2022
Owner	CEO	Review Date: + One year

Role

Governance and Management of Quality

Academic Governance

EHI have appointed an academic governance committee known as the Education Programmes Quality Assurance Committee (EPQAC) responsible to the Board of Directors and established to provide academic governance and maintain oversight of all activities relating to education, training and support services with the aims of ensuring EHI operates responsibly, ethically and effectively.

The Board has devolved responsibility for academic matters to the EPQAC. The Board receives reports from the EPQAC and respects the authority and academic freedom of members of the Committee. The EPQAC serves to protect, maintain, and develop the academic standards of the programmes and the activities of the Centre. It is the authority responsible for protecting the academic reputation of the Centre, the programmes it offers and the awards to which they lead.

This model clearly separates the responsibilities between those who design and develop programmes and services and those who approve them. The EPQAC is supported in its work in areas of strategy, governance, compliance, quality assurance and controls by a sub-committee structure. Responsibility for oversight and review of operations is delegated by the EHI Board of Directors to the Education Programmes Quality Assurance Committee and its various sub-committee hereafter referred to as the Education Programmes Quality Assurance Committee (EPQAC).

Education Programmes Quality Assurance Committee

The EHI is responsible for reviewing performance against set targets and service delivery objectives. The EPQAC provides important inputs on strategy and direction on all matters relating to education, training and programme development.

The ETC provides governance for training provision and approves key academic decisions such as:

- Ensuring that the mission, values, and strategic management are reflected in the Quality Assurance system/model.
- New programme proposals
- Any new collaborative arrangements
- Any significant changes to assessment(s)
- Ensuring compliance with funding and validating bodies to include QQI/CDET and ensuring CPD is integrated into the academic activities of the EHI.
- Implementation, monitoring and reviewing of the key elements of the Quality Assurance System/model
- To ensure all academic complaints and grade appeals are dealt with in a timely, efficient manner. Learners can seek support from the EPQAC in all matters regarding academic complaints.

- To maintain oversight of academic standards and quality of programmes and make recommendations to the board of directors to ensure quality provision.

Membership and Tenure

Membership of the EPQAC includes one member of the Board and at least two independent members including representatives from the Traveller community, training and education and learner representatives. While no member of EHI staff can serve as a member of the EPQAC, the CEO/Quality Officer may attend EPQAC meetings (ex officio).

The EPQAC reports to the EHI Board of Directors through the Chair.

Members comprise a combination of internal and external members. There are at least two external members, appointed by the Board of Directors, one of which acts as chair. Members serve a term of three years, with the possibility of a second term.

Internal Members

- Education and Training Services Manager (ex-officio)
 - Tutor
 - Learner - period of tenure to include the time registered as a learner plus two years thereafter. Two learners will be appointed, and they alternate attendance so as to ensure that there will always be one and only one learner in attendance at meetings
- Member of Board of Directors

External Members

- Chair
- A community representative

Subject to approval by the Board of Directors, the Education Programmes Quality Assurance Committee may appoint additional members if needed.

External members must:

- Have knowledge and experience in education and training
- Understand and appreciate the EHI philosophy, context and learner profile
- Be independent of EHI, funders, tutors and staff

The role of the Chair;

- To provide leadership for the committee
- To ensure that the committee functions properly
- To ensure full participation during meetings, all relevant matters are discussed and that effective decisions are made and carried out
- Make sure that meetings are planned effectively and that matters are dealt with in an orderly, efficient manner.
- Oversee an annual review of the committee's performance and report on it to the board of directors
- Represent the committee from time to time e.g. at QQI re-engagement panel meeting

Responsibilities

- Maintain oversight of academic standards
- Advises the Board of Directors on academic planning
- Report to the Board of Directors on any substantive concerns about quality or standards.
- Approve academic policies and significant changes to the QA system

- Approves the appointment of external authenticators and external evaluators
- Maintain oversight of the quality of public information related to programmes and quality assurance
- Confirm compliance with conditions of validation
- Make recommendations for staff and tutor development
- Consider and approve teaching, learning and assessment strategies
- Review proposals for programme development
- Consider programme validation/revalidation applications prior to submission
- Consider and approve programme reviews and self-evaluation reports and monitor the implementation of agreed recommendations.
- Consider results approval panel reports and agree recommendations

Meetings

- The Education Board meets quarterly.
- A quorum is at least four of the members which must include the external members
- Dates for meetings are agreed in advance on an annual basis
- Decisions are usually made by consensus. If consensus is not possible, the issue is decided by a majority of the members present voting and, in the case of an equal division of votes, the Chair has the casting vote.
- Member of staff of EHI may be invited to join the meeting to discuss specific items

Governance and Authority

The Education Programmes Quality Assurance Committee reports to the Board. The Board must respect the authority and academic freedom of the Education Programmes Quality Assurance Committee

Panels or sub-committees reporting to the EPQAC

The following panel's report to the EPQAC:

- Programme Design Team (PDT)
- Results Approval Panel (RAP)

Review

- The Education Programmes Quality Assurance Committee reviews its performance annually and reports the outcomes to the board of directors.
- These terms of reference are reviewed by the Board of Directors every two years at a minimum

Administrative Support

The Education and Training Services Manager provides administrative support;

- Produces and circulate a report to the Board, at least ten working days in advance, on developments since the previous meeting under headings agreed by the Education Programmes Quality Assurance Committee
- Drafts agendas and supporting papers in consultation with the Chair
- Drafts minutes in consultation with the Chair
- Maintains minutes, reports and all other documentation

The agenda for each meeting includes;

- Review of previous minutes and matters arising
- Approval and sign off of the minutes
- Apologies
- Conflict of interest

- Programme Update Report
- Programme proposals
- Policy and strategic issues
- Issues arising from various reports and/or correspondence e.g. RAP report
- Risk
- Quality
- Arrangements and agenda items for next meeting

Supporting Documents

- Programme Update Report Template

Report Schedule

Report/Document Title	To/From	Frequency	Presented by
Programme Update	To: Education Programmes Quality Assurance Committee	Each meeting	Education & Training Services Manager
Education Programmes Quality Assurance Committee Meeting Minutes	To: board of directors	Following each meeting	
Programme Report	To: Education Programmes Quality Assurance Committee	Annually	
Results Approval Panel Reports	To Education Programmes Quality Assurance Committee	Following each meeting	

Result Approval Panel Terms of Reference

Terms of Reference	Results Approval Panel	Approved by
Associated Policy	CG6 Assessment	Approval Date:
Version Number and Date	V1	Effective From:
Owner	Education and Training Services Manager	Review Date: + One year

Purpose

- Maintains oversight of all aspects of assessment and make recommendations for corrective action to the Education Programmes Quality Assurance Committee
- To ensure all assessments have been comprehensively reviewed, are fair and in line with QQI quality assurance standards and procedures and to manage the quality assurance process up to certification

Membership and Tenure

- External Chair
- Education and training Services Manager
- Programme Coordinator
- Local Training Initiative Coordinator
- Board Member

Yearly as per organisations submission for certification

Responsibilities

- Review all internal verifications reports and external authentication reports
- Reviews, approves and sign-off assessment results.
- Agree to the submission of final results and QQI and request certification
- Identify any issues arising in relation to the results and make recommendations for corrective action
- To ensure that the results approval process has been followed and all the required documentation is in place.
- Assessment procedures are observed
- To ensure there is consistency amongst tutors (especially modules where a number of different tutors deliver)
- To make recommendations to the Education Programmes Quality Assurance Committee

Meetings

All panel members must carry out their duties without bias and sign a confidentiality agreement.

Decisions based on the evidence presented to them only.

Governance and Authority

This panel reports to the Education Programmes Quality Assurance Committee

Administrative Support

The Education and Training Service Manager provides admin support to the panel; convenes meetings

Supporting Documents

- Internal Verifier Report
- External authentication report template
- Results approval panel report

Report Schedule

Report/Document Title	To/From	Frequency	Presented by
Internal Verifier report	Education Programmes Quality Assurance Committee	Yearly	Education and Training Service manager
External verifier report	Education Programmes Quality Assurance Committee	Yearly	Education and Training Service manager
Results approval panel report	Education Programmes Quality Assurance Committee	Yearly	Education and Training Service manager

Programme Design Team Terms of Reference

Terms of Reference	Programme Design Team	Approved by the Education Programmes Quality Assurance Committee
Associated Policy	CG3 Programmes of Education and Training	Approval Date:
Version Number and Date	V1	Effective From:
Owner	ETSM	Review Date: + One year

Role

To design and development a programme

Membership

Members are appointed by the CEO. The term of office is determined by the process.

- ETSM
- Programme Lead/subject matter expert
- Tutor
- A sector representative/employer (if appropriate)

The team engages with external expertise and consult with employers, stakeholders, etc. as required to get their input if needed

Responsibilities

- Design the curriculum and the teaching, learning and assessment strategy
- Develop the programme handbook, lesson plans and resource materials
- Consider the needs of learners with specific needs and design programme structures and materials which are inclusive and accessible
- Ensures that design for a programme intended to lead to a QQI award is based on:
 - QQI Policies and Criteria for Validation of Programmes 2017
 - The published award specification (if a CAS award)
 - The requirements of programme validation
- The programme design team develop a specification of the programme detailing;
 - Draw up admission requirements, including arrangements for Recognition of Prior Learning for applicants that do not meet the standard entry requirements
 - Research and document transfer and progression options and consult with other providers who may be able to offer pathways
 - Identify likely threats and risks and mitigating measures
 - Devise assessment guidelines, instruments, marking schemes and assessment
 - Design a formative and summative assessment strategy
 - Draw up the Programme Descriptor, the application for validation and a copy of all programme materials and present it to the Education Programmes Quality Assurance Committee for approval
- Present the application for validation to a QQI panel

Meetings

The team meets as required. Meetings are convened and coordinated by the ETSM who

- Writes up and circulates minutes/action plans to members within five working days of a meeting

- Maintains minutes, reports and all other documentation

Governance and Authority

The Programme Design Team reports to the Education Programmes Quality Assurance Committee and the CEO

Supporting Documents

Programme Descriptor Template

Reference Documents

QQI Policies and Criteria for Validation of Programmes 2017

Reporting

Draft Programme Descriptor to the Education Programmes Quality Assurance Committee and the CEO

Appendix 3: New Programme Initial Proposal Template



EXCHANGE HOUSE IRELAND
National Travellers Service

New Programme Initial Proposal Template

1. Table of Contents	
2. Programme Details (NFQ Level, Credits and Standards Used)	
3. Rationale for the Proposed Programme	
4. Details of Benchmarking Exercise Conducted	
5. Stakeholder Engagement	
6. Teaching and Learning Strategy	
7. Access, Transfer and Progression	
8. Outline Programme Learning Outcomes	

Appendix 4: Interim Programme Development Template



EXCHANGE HOUSE IRELAND
National Travellers Service

Interim Programme Development Template

1. Table of Contents	
2. Programme Details (NFQ Level, Credits and Standards Used)	
3. Rationale for the Proposed Programme	
4. Details of Benchmarking Exercise Conducted	
5. Stakeholder Engagement	
6. Teaching and Learning Strategy	
7. Access, Transfer and Progression	
8. Developed Programme Learning Outcomes (MIPLOs)	
9. Modules Learning Outcomes (MIMLOs)	

10. MIPLOs Mapped to Particular Level on NFQ	
11. Reference to Section of Programme Document where MIMLOs are Mapped to MIPLOs	
12. Modules Details and Curriculums	
13. Assessment Strategy and Indicative Schedule	
14. Indicative Costs Including Capital, Materials, and Human Resources	

Appendix 5: External Subject Matter Expert's Report



EXCHANGE HOUSE IRELAND
National Travellers Service

External Subject Matter Expert's Report

Proposed Programme Title

--

Name and Institution of the Subject Matter External Specialist

--

Please provide detailed feedback under the following headings:

1. Demand from Employers and Support from Industry and Other Stakeholders	
2. Demand from Learners	
3. Appropriateness of the Award Title/Level	
4. Overall Balance of the Learner Workload	
5. Appropriateness of Minimum Intended Programme Learning Outcomes	
6. Appropriateness of Minimum Intended Module Learning Outcomes	
7. Appropriateness of Teaching and Learning Methodologies	

8. Appropriateness of Proposed Delivery Mode(s)	
9. Appropriateness of the Assessment Strategies	

Appendix 6: Class Evaluation Form



Class Evaluation Form

Mark your feelings where 1 = very poor and 5 = excellent

	1	2	3	4	5
Did you feel the class was well prepared					
Do you feel the tutor presented the module material in a way that helped you learn					
Did you find the class difficult					
Did you feel you were given the options to ask questions					
Did you find the tutor supportive					
Did you have all the materials you needed					
Did you like the learning style used by the tutors, for example PowerPoint / Presentation / Handouts					
Did the training rooms suits your needs					
Do you have any suggestion for improvement					
Do you feel you need any extra support					
Did you find the learner handbook useful					

Please note anything that you feel that could have been done in the class that would have made your learning better

Any further suggestions

Appendix 7: End of Programme Feedback Form



EXCHANGE HOUSE IRELAND
National Travellers Service

End of Programme Feedback Form:

1. What was your educational level prior to coming to EHI

- Junior certificate
- Leaving certificate
- QQI 1-4
- Other

2. What was your reason for taking the course

3. What modules have you completed, please specify

4. Was the level of the programme in line with your expectations?

Yes:

No:

5. Were you made aware of the supports available to you?

Yes:

No:

6. Did you avail of any supports whilst you were on the programme?

Yes:

No:

7. If you did, what specific supports did you avail of, please specify:

8. Were you happy with the supports?

Yes:

No:

9. Could support be improved?

Yes:

No:

10. If you answered yes, how could we improve them?

11. Do you have other suggestions on how the programme could be improved?

12. Would you recommend the programme?

Yes:

No:

13. Do you intend to go on to further education or employment?

Yes:

No:

14. If yes, please specify

Thank you for completing this Feedback Form

Appendix 8: Tutor Feedback Form



EXCHANGE HOUSE IRELAND
National Travellers Service

Tutor Feedback Form

Tutor Name:

Module Title

Module Code

Date

Presented to Education & Training Service Manager

Learners SLO progress

Supports required

Issues Identified

Agreed actions

Appendix 9: Learner Progress Report Form



EXCHANGE HOUSE IRELAND
National Travellers Service

Learner Progress Report Form

Learner Name:

Tutor Name:

Module Title

Module Code

Date

Learner progress

Areas for Improvements

Agreed Actions

Learner Signature

Tutor Signature

Agreed Date to Review

Glossary of Terms / List of Abbreviations

AONTAS	The National Adult Learning Organisation
CDETB	City of Dublin Education and Training Board
CE	Community Employment Scheme
CEO	Chief Executive Officer
DSP	Department of Social Protection
GDPR	General Data Protection Regulations
FESS	Further Education Support Services
EHINTS	Exchange House Ireland National Traveller Service
EPQAC	Education Programmes Quality Assurance Committee
EA	External Authenticator
IV	Internal Verifier
ILP	Independent Learning Plan
FETAC	Further Education and Training Awards Council
BOD	Board of Directors
ETSM	Education and Training Service Manager
GDPR	General Data Protection Regulations
HSE	Health Service Executive
KIP	Key Performance Indicator
LTI	Local Training Initiative
MABS	Monetary Advice and Budgeting Service
NALA	National Adult Literacy Agency
NFQ	National Framework of Qualifications

PPSN	Personal Public Service Number
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
QBS	QQI Business System
RPL	Recognition of Prior Learning
RAP	Results Approval Panel
SER	Self-Evaluation Report
SMART	Specific, Measurable, Achievable, Relevant, Time Bound
TQS	Teaching qualification Standard

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