

Institiud Thuamhumhan

FETAC Quality Assurance

Policies and Procedures

Version 3

December 2009

Glossary of Terms

Institiúid Thuamhumhan

This is the body which coordinates all PLC activity in the following Schools:

- ✓ Nenagh Vocational School
- ✓ Borrisokane Community College
- ✓ Coláiste Mhuire Co-Ed, Thurles
- ✓ Coláiste Phobal, Roscrea
- ✓ St Sheelan's College, Templemore
- ✓ Newport College

Ar Aghaidh Linn

This is the North Tipperary VEC staff development programme. It is co-ordinated by the Research Development and Training Officer, and overseen by a Steering Committee.

Research, Development and Training Officer

The person who co-ordinates the North Tipperary VEC staff development and training programmes

Tutor

A person delivering an aspect of a programme leading to FETAC certification

Course Co-ordinator

A person who has responsibility for coordinating a particular programme leading to FETAC certification

Programme Co-ordinator

A person who has responsibility for coordinating a number of programmes leading to FETAC certification

Assessor

A person who has responsibility for assessing Learners for the purposes of those Learners achieving FETAC certification

Guidance Service

Within North Tipperary VEC there is an Adult Education Guidance and Information Service (AEGIS) who liaise with the Principals to provide support and information for potential and existing Learners

Programme Design Team

The team, convened by Institiud Thuamhumhan, with responsibility for developing a new programme for validation by FETAC, at Levels 1 – 6 on the National Framework of Qualifications

Industry Advisory Committee

A committee composed of people from industry who have the knowledge and experience to guide Institiud Thuamhumhan in identifying programmes that could fill a need in local industries

External Examiner	The person assigned to a School, by FETAC, to monitor or monitor and moderate assessment portfolios. External Examiners are only being assigned to Schools not operating the Quality Assuring Assessment Process and only for those seeking May certification. At the moment all locations within Institiud Thuamhumhan are not operating the Quality Assuring Assessment Process and are therefore being assigned the services of an External Examiner by FETAC
Self Evaluation Team	The team convened within Institiud Thuamhumhan to undertake the Self Evaluation of Programmes and Services on behalf of the VEC
Quality Assuring Assessment	The new FETAC assessment process, in operation since July 2008, and implemented by North Tipperary VEC (not yet by Institiud Thuamhumhan) when offering certification to all Learners at Level 1 and Level 2 and to Centres seeking certification for their Learners in January, August or November at Levels 3, 4, 5 and 6.
Internal Verifier	The person who verifies North Tipperary VEC's assessment policies and procedures have been applied across the range of assessment activities and who confirms assessment results. This is done through a system of monitoring assessment evidence
External Authenticator	The person who provides independent confirmation of the fair and consistent assessment of Learners in accordance with National Standards. This is done through a system of moderating assessment evidence
Results Approval Panel	The panel with responsibility for ensuring that results are fully quality assured and signed off by North Tipperary VEC prior to submission to FETAC
Appeals Contact Person	The person in each Centre who ensures that all relevant staff and Learners are informed about North Tipperary VEC's appeals process, the key dates associated with the process and facilitates Learners in lodging an appeal against a result
Appeals Assessor	The Assessor who, when a Learner lodges an appeal against a grade, reviews an assessment portfolio to confirm whether it was marked in accordance with national standards or not. The Appeals Assessor will not be the same person as the original Assessor who marked the portfolio

Provider Name: Institiud Thuamhumhan

Policy Area B1: Communications

Policy

Communication is more than information exchange. It is about building and strengthening relationships between staff, Learners and other stakeholders. Effective communications will enable the organisation to respond to the needs of all. It is the policy of Institiud Thuamhumhan to build and share our vision of education through the establishment of a communication system which shares relevant information and responds appropriately to the needs of all stakeholders.

Provider Name: Institiud Thuamhumhan

Policy Area: B1 Communications

Procedure: ***B1.1 Communication with Learners***

Purpose: To have an effective communication process in place so that all Learners have the facility to give feedback on their experiences of programmes and services.

Staff involved: Principal, Tutor, Learner Council, Programme Co-ordinator, Guidance Service and Learners.

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Learners will be encouraged at the beginning of a programme of study to bring to the attention of the Tutor/Learner Council/Programme Co-ordinator/Guidance Service any issues affecting their full participation on the programme	Tutor Learner Council Programme Co-ordinator Guidance Service Learner Learners	Written notes completed by Tutor, Learner Council, Programme Co-ordinator, as appropriate Minutes of meetings
Learner Evaluation Sheets will be completed	Programme Co-ordinator	Learner Evaluation Sheets
Learner Council will meet with the Principal at least once per year, or when a serious issue arises	Learner Council Principal	Written notes completed by Principal
See also Procedure 4.1.		

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal	Every two years	Consultation with staff Review of Learner evaluation sheets Learner Council Meetings

Provider Name: Institiud Thuamhumhan

Policy Area: B1 Communications

Procedure: ***B1.2 Communication with Staff***

Purpose: To have an effective communication process in place so that all staff involved in delivering services and programmes leading to FETAC certification receive information relevant to programmes and services. This process should also enable staff to contribute feedback and suggestions for improvement to the programme and services in which they are involved.

Staff involved: Principal, Programme Co-ordinator, School PRO and Other Staff Members.

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Information regarding new developments and /or upcoming events of relevance will be communicated at meetings of staff, or notices on staff bulletin boards, or in the newsletter, or e-mail or on the North Tipperary VEC website	Principal School PRO Programme co-ordinator	Copy of notices and/or e-mail or newsletters Minutes of staff meetings Agendas/minutes of team meetings Staff development days/activities
Staff will be encouraged and facilitated to bring any suggestions for improvement to the programmes and services in which they are involved to the attention of School Principal/ Programme Co-ordinator at staff meetings or at one-to-one consultations	Programme Co-ordinator Principal Other Staff	Written notes completed by Programme Co-ordinator, Principal, Tutors, staff member Minutes of staff meetings

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal with staff	Every two years	Consultation

Provider Name: Institiud Thuamhumhan

Policy Area: B1 Communications

Procedure: ***B1.3 Communication with other Stakeholders***

Purpose: To have an effective communication process in place with individuals and agencies to allow them access information and contribute to programme(s) and services available.

Staff involved: Principal, Programme Co-ordinator, Tutors, Administrative Staff, Designated Staff Members.

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Front line staff will be fully informed of all programmes and services available within the School	Principal Programme Co-ordinator(s)	Prospectus Promotional material Induction pack
Enquiries will be acknowledged where appropriate and responded to within seven working days where possible, and will include details of a contact person and telephone number	Principal Programme Co-ordinator Tutors Administrative Staff	Copy of written queries Record of written acknowledgement
NTVEC website will be updated and maintained by designated staff in each School	Designated Staff Member	Website
Where appropriate, Provider personnel will participate in presentations requested by relevant stakeholders	Designated Staff Member	Copy of presentation
Advertisements will be placed in local media highlighting upcoming programmes	Principal Administrative Staff Programme Co-ordinator	Copy of advertisement(s)

Monitoring

Monitor	Frequency	Monitoring method(s)
Programme Co-ordinator, Principal	Every two years	Evaluation sheets

Provider Name: Institiud Thuamhumhan

Policy Area B2: Equality

Policy

Institiud Thuamhumhan recognises that the concept of equality lies in the recognition of the dignity of individuals and their right to respect as human beings. It is the policy of Institiud Thuamhumhan that all Learners will be given this respect as individuals, and will be facilitated to access programmes, transfer to other programmes offered by this Provider or another and be informed of progression options, regardless of

- gender
- marital status
- family status
- sexual orientation
- religion
- age
- disability
- race
- membership of the Traveller Community

Institiud Thuamhumhan recognises that planning and training are necessary to deliver this policy, and is committed to the delivery of such planning and training.

Provider Name: Institiud Thuamhumhan

Policy Area: B2 Equality

Procedure: ***B2.1 Equality Training***

Purpose: To ensure that staff are aware of equality issues and have the capacity to promote equality and combat discrimination

Staff involved: Institiud Thuamhumhan, Principal, Programme Co-ordinator, Research, Development and Training Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
North Tipperary VEC's current equality policy will be studied to determine if the requirements of The Equal Status Act 2000 and The Employment Equality Act 1998 are still provided for. The Current policy will be modified as necessary by Institiud Thuamhumhan and ratified by Institiud Thuamhuman	Institiud Thuamhumhan	Equality Policy Details of training Minutes of meetings
The Equality policy of Institiud Thuamhumhan will be presented by the Research, Development and Training Officer at a forum consisting of all Principals and/or Programme Co-ordinators, for example at an Institiud Thuamhuman meeting	Research, Development and Training Officer	Record of attendance at meeting where policy was presented
Principals and/or Programme Co-ordinators will then ensure that all relevant staff in their Schools are briefed on the policy The Equality policy will be made available to all staff via North Tipperary VEC's website	Principal Programme Co-ordinator	Minutes of meetings where policy was discussed Attendance records Website

Monitoring

Monitor	Frequency	Monitoring method(s)
Institiud Thuamhumhan	When new/updated equality Legislation(s) is put in place	Meeting that will include the review of the Equality Policy and its adherence to new legislation
Principal and /or Programme Co-ordinator	As equality issues arise that are not dealt with in the current policy, these issues will be flagged	The Principal and /or Programme Co-ordinator will bring the issue to the attention of the Institiud Thuamhumhan for review of the Equality Policy

Provider Name: Institiud Thuamhumhan

Policy Area: B2 Equality

Procedure: **B2.2 Equality Planning**

Purpose: To ensure a plan exists that realises equality objectives based on an audit of current provision with respect to equality

Staff involved: North Tipperary VEC, Institiud Thuamhumhan

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
North Tipperary VEC will carry out a survey to determine current provision in respect to equality If appropriate the VEC may use the FESS Equality Action Planning Framework which will guide Schools in planning for an equality audit, gathering information when reviewing all aspects of services provided to Learners from an equality perspective and agreeing actions for future change	North Tipperary VEC	Questionnaires, Interviews notes, Minutes of meetings Documentation associated with implementing the Equality Action Planning Framework
Following on from this, Institiud Thuamhumhan will review it's policy and adopt it or suggest modifications to it	Institiud Thuamhumhan	Written policy
The Equality Policy will be reviewed in line with changes to legislation or in line with issues identified through surveys/evaluations/review	Institiud Thuamhumhan	Equality Policy

Monitoring

Monitor	Frequency	Monitoring method(s)
North Tipperary VEC	Every four years	The equality planning procedure will be reviewed and any changes will be made based on recommendations.

Provider Name: Institiud Thuamhumhan

Policy Area B3: Staff Recruitment and Development

Policy

It is the policy of Institiud Thuamhumhan to recruit staff of the highest quality, with appropriate expertise, experience and qualifications in a fair and transparent manner.

Maintaining and enhancing current performance and adapting to the needs of an evolving education context will be possible with staff who have the capacities, dispositions and competencies to respond appropriately. To address this important organisational need Institiud Thuamhumhan has prioritised staff development and is endeavouring to make it an integral part of the working life of each member of staff. Staff development is now focused on the personal and professional needs of each individual and the creation of a contented, fulfilling and supportive working environment. Institiud Thuamhumhan will continue to support the personal and professional development of all staff and will involve them equally as partners in the promotion and achievement of its overall strategy.

Provider Name: Institiud Thuamhumhan
Policy Area: B3 Staff Recruitment and Development

Procedure: **B3.1 Staff Recruitment and Allocation**

Purpose: To have clear recruitment criteria and processes in place, in keeping with current Employment Equality Legislation and used consistently in the recruitment and allocation of staff

Staff involved: CEO, Principal, Relevant Departments within VEC Administrative office including H.R. personnel

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>The need for a new staff member in programme or service delivery will be identified by the Principal</p> <p>Allocation will be determined according to:</p> <ol style="list-style-type: none"> 1. Dept of Education and Science (DES) staffing guidelines 2. Overall budget allocation (DES) 3. Specific provision of EU contract 4. Needs of North Tipperary VEC <p>The CEO will agree recruitment and advise budget from which individual will be paid</p> <p>A job description will be produced based on the knowledge, skill and competence required of the new staff member</p> <p>The job will be advertised</p>	<p>Principal</p> <p>Relevant departments with the VEC administrative office, including H.R. personnel</p> <p>CEO</p>	<p>Proposal to CEO</p> <p>Clear statements of qualifications/experience necessary</p> <p>Job description</p> <p>Job Advertisement</p>
<p>The Principal will set out the criteria which will be used in the short-listing of applicants</p> <p>Notification will be sent to all Learners</p>	<p>Relevant Principal</p> <p>H. R. personnel</p>	<p>List of Learners for interview</p> <p>Criteria for shortlisting</p> <p>Letters sent to Learners</p>
<p>Interview board will be selected, in line with North Tipperary VEC guidelines</p>	<p>H. R. personnel</p>	<p>Record of Board members</p>
<p>Interviews will be conducted using North Tipperary VEC criteria</p>	<p>H. R. personnel</p>	<p>Comprehensive record of interviews held for a minimum of 12 months</p>
<p>Contract of employment issued and signed by successful Learner and CEO</p>	<p>H.R. personnel</p>	<p>Signed contract of employment</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
<p>Research, Development and Training Officer in consultation with the Principals</p>	<p>Every two years</p>	<p>The staff recruitment and development procedure will be reviewed and any changes will be made based on legislation.</p>

Provider Name: Institiud Thuamhumhan
Policy Area: B3 Staff Recruitment and Development

Procedure: **B3.2 Staff Induction**

Purpose: To provide new staff with the skills and competencies required to be successful in their new role.

Staff involved: Principal, Administrative Staff, Research Development and Training Officer, H.R. Personnel, FE Support Officer, Programme Co-ordinator, Mentor.

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Induction will take place at North Tipperary VEC and School level at the beginning of the academic year	HR Personnel Research, Development and Training Officer Other administrative staff Other relevant staff	Attendance Sheets
At Institiud Thuamhumhan level: <ul style="list-style-type: none"> • Seminar for new staff will be organised by Research, Development and Training Officer and HR personnel • Induction material will be made available for each new member of staff • Contact information for staff who can provide support to staff in their new role will be distributed • Important information for new staff will be available on the North Tipperary VEC website 	HR Personnel Research, Development and Training Officer FE Support Officer	Attendance sheet Induction pack Staff handbook Copy of Powerpoint Presentations used during induction briefings Website
At School level: <ul style="list-style-type: none"> • Each new staff member will be given a copy of the staff handbook for relevant School at local induction • New member of staff may be assigned a mentor from existing staff 	Principal Programme Co-ordinator Mentor	Copy of staff handbook Staff verification

Monitoring

Monitor	Frequency	Monitoring method(s)
Research, Development and Training Officer in conjunction with relevant HR Staff	Annually	Review induction material to ensure currency and update as required. Discuss induction requirements with Co-ordinators at the beginning of each academic year to identify needs and plan training
Principal with staff	Annually	Review staff handbook to ensure currency and update as required.

Provider Name: Institiud Thuamhumhan
Policy Area: B3 Staff Recruitment and Development

Procedure: **B3.3 Staff Development**

Purpose: To meet the training, development and support needs of all staff.

Staff involved: Principal, Programme Co-ordinator, Research Development and Training Officer, School staff, Ar Aghaidh Linn Committee

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>The training, development and support needs of staff will be identified by each Principal through discussion and consultation with staff</p> <p>An overview of all needs identified will be presented to the Research, Development and Training Officer</p> <p>The Research, Development and Training Officer will study the overview from each School to identify common needs and then prioritise the training needed</p> <p>Each School may organise training to meet its own specific needs</p>	<p>Principal</p> <p>Programme Co-ordinator</p> <p>Institiud Thuamhumhan Staff</p> <p>Research, Development and Training Officer</p>	<p>List of needs identified by staff in each School</p> <p>Plan on what training will be organised and when</p> <p>Minutes of meetings</p>
<p>The Research, Development and Training Officer will organise training for staff</p> <p>Details on proposed training will be brought to the attention of staff at staff meetings, via postings on bulletin boards and/or e-mail notices, via North Tipperary VEC's weekly newsletter and website</p> <p>Principals will support staff in their attendance at seminars, talks, workshops and in-service organised</p> <p>All attendees will complete an evaluation form</p>	<p>Research, Development and Training Officer</p> <p>Principal</p> <p>Institiud Thuamhumhan Staff</p>	<p>Attendance sheets</p> <p>Copies of handouts used during training sessions</p> <p>Completed evaluation forms</p>
<p>Research, Development and Training Officer will generate a report based on the evaluation forms. This report will be presented to the Ar Aghaidh Linn Committee</p>	<p>Research, Development and Training Officer</p>	<p>Copy of report presented at Ar Aghaidh Linn Committee meeting</p>
<p>Any issues or considerations that come to light during the implementation of the assessment process that require staff to attend training or briefing sessions to update their information, will be planned and organised by the Research, Development and Training Officer</p>	<p>Research, Development and Training Officer</p>	<p>Copies of School Report Forms</p> <p>Internal Verification Report(s)</p> <p>External Authentications Report(s)</p> <p>Results Approval Panel Report</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Ar Aghaidh Linn	At the Ar Aghaidh Linn Committee meetings	Reports generated from evaluation feedback of each training day

Principal	After each assessment period when Learners have sought certification from FETAC	Highlight any issues identified and the related gaps in Tutor/ Co-ordinator knowledge and request training from the Research, Development and Training Officer
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Provider Name: Institiud Thuamhumhan

Policy Area B4: Access, Transfer and Progression

Policy

Institiud Thuamhumhan recognises the uniqueness of each Learner, and seeks to facilitate them in becoming lifelong Learners. It is the policy of Institiud Thuamhumhan to:

- Reach out to new Learners
- Provide guidance for Learners to make informed choices regarding the programmes on offer
- Assist students to progress throughout their learning journey
- Support Learners who wish to transfer or progress to further education, training or employment
- Seek to formally recognise students prior learning

Provider Name: Institiud Thuamhumhan
Policy Area: B4 Access, Transfer and Progression

Procedure: **B4.1 Information Provision**

Purpose: To provide information in a format that is appropriate to current and prospective Learners and that will facilitate successful participation in the programme and services.

Staff involved: Principal, Programme Co-ordinator, Administrative Staff, Guidance Service, Tutors/ Assessors.

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>The School undertakes, for example, to:</p> <ul style="list-style-type: none"> ▪ advertise its programmes ▪ hold open days / evenings ▪ provide information regarding the programmes it offers <p>Information distributed to Learners will include, for example:</p> <ul style="list-style-type: none"> ▪ programme content ▪ programme structure and duration, e.g., entry and exit points ▪ award title(s). award type, framework level(s), awarding body(ies) ▪ entry requirements ▪ information outlining assessment procedures (see B6.2) ▪ transfer and progression opportunities agreed for the award at national or local level ▪ mechanisms for giving and receiving feedback on learning progress ▪ fees, grants and associated regulations ▪ School/Learner agreement <p>Details of related issues will also be provided to Learners, for example, :</p> <ul style="list-style-type: none"> ▪ list of services and how to access them ▪ health and safety information ▪ list of Learner rights and responsibilities ▪ grievance procedure ▪ code of conduct ▪ events of relevance to Learners 	<p>Principal Programme Co-ordinator Tutors/ Assessors Guidance Service Administrative staff</p>	<p>School prospectus Website Policy statements Learner verification – survey questionnaires, evaluation sheets Learner’s council Annual reports Induction pack Signed School/Learner agreements</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal with staff	Annually	Review information provided to ensure currency.

Provider Name: Institiud Thuamhumhan
Policy Area: B4 Access, Transfer and Progression

Procedure: ***B4.2 Learner entry arrangements***

Purpose: To have in place a fair and consistent approach to how Learners are selected and entered onto a programme.

Staff involved: Principal, Guidance Service, School Staff, School Board of Management

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>The individual School will be the first port of call for general information for Learners</p> <p>Learners will be directed here when they contact the VEC with general enquiries</p> <p>All applications for a place on a programme will be made directly to the particular School</p> <p>Information regarding allocation of places in the programme will be detailed in the School admissions policy and will be made available to applicants, on request?</p> <p>Advice/guidance will be available for Learners requesting additional information not detailed in B4.1</p> <p>All applicants may be interviewed. The purposes of the interview are:</p> <ul style="list-style-type: none"> ✓ To determine whether applicants meet the admission criteria for the programme ✓ To give applicants information about the course so that they are fully aware of what it involves. ✓ In the case of competitive interviews, to rank applicants in order of suitability <p>The decision of the interview will be sent to the applicants within ten working days of the interview</p> <p>Details of the appeals mechanism for applicants unsuccessful in securing a place on a programme will be available</p>	<p>School staff</p> <p>School Board of Management</p> <p>Guidance Service</p> <p>Principal</p>	<p>Admissions policy</p> <p>Statement of entry requirements and selection process for each programme</p> <p>Management reports</p> <p>Details of appeals mechanism</p> <p>Prospectus</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
The staff involved in recruiting Learners onto programmes	Annually	Review of evidence to ensure that Learners are clear about accessing programmes

Provider Name; Institiud Thuamhumhan
Policy Area: B4 Access, Transfer and Progression

Procedure: B4.3 Recognition of Prior Learning

Purpose: To facilitate a Learner to use prior learning to gain access to a programme, to gain exemptions from elements of a programme, or to gain credits towards an award, as appropriate.

Staff involved: Principal, Programme Co-ordinator, Tutor, Guidance Service, FE Support Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>Learners will be questioned about their prior learning when they are accepted onto a programme of learning leading to FETAC certification</p> <p>Any prior learning that resulted in the Learner achieving certification will be identified and any opportunities for the Learner to use this prior certification will be investigated</p> <p>Learners will be facilitated in using prior certification to gain entry to a programme, to gain an exemption from an element of a programme or to gain credit towards an award</p> <p>At this time Institiud Thuamhumhan will not be developing optional quality assurance policy B10 Recognition of Prior Learning and therefore will not be in a position to facilitate Learners who wish to use their prior learning to gain an award, independent of a programme</p> <p>Institiud Thuamhumhan will keep abreast of any changes or developments in guidelines or policies from FETAC on Recognition of Prior Learning</p>	<p>Principal Programme Co-ordinator Tutor Guidance Service FE Support Officer</p>	<p>Requests to FETAC from the School/Programme Co-ordinator/Tutor, on behalf of a Learner, for exemptions from elements of a programme or for a credit towards a programme</p> <p>Record of where a Learner used prior certification such as a Junior Certificate, a Leaving Certificate, the ECDL, the MOS or a IVSC to gain a credit for a FETAC module</p> <p>Copy of FETAC's policy(s) on RPL, Guidelines on RPL and policy B10</p> <p>Proof of attendance at FETAC briefings on RPL</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Ar Aghaidh Linn	Annually	Review of any developments in RPL in FETAC which could impact on Institiud Thuamhumhan's procedure on RPL

Provider Name; Institiud Thuamhumhan
Policy Area: B4 Access, Transfer and Progression

Procedure: ***B4.4 Facilitating Diversity***

Purpose: To recognise and take account of the diverse range of Learner needs', goals and circumstances, in order to enhance their participation in all learning activities.

Staff involved: Principal, Programme Co-ordinator, Tutors, Counselling and Guidance Staff, All Staff

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>Assistance by the Guidance and Counselling Service and the Research, Development and Training Officer will be given to Co-ordinators to ensure that Learners are matched to programmes that will suit them and their needs</p> <p>Diversity among Learners will be viewed as a positive thing and Learner induction will focus on the advantages of having diversity in a class and how Learners can learn from each other's circumstances and life experiences</p> <p>Diversity awareness raising for staff and students will be encouraged</p> <p>People with disabilities will be reasonably accommodated, as appropriate</p> <p>Individual Learning Plans will be developed for Learners, as appropriate</p> <p>Physical adaptation of buildings to facilitate access, as far as is reasonably practicable, will be implemented</p> <p>See also 2.1 and 2.2 above</p>	<p>Principal</p> <p>Programme Co-ordinator</p> <p>Guidance Service</p> <p>Research, Development and Training Officer</p> <p>All Staff</p> <p>Tutors</p>	<p>Induction pack</p> <p>Promotional material promoting access</p> <p>Attendance records</p> <p>Diversity awareness initiatives</p> <p>Access audits</p> <p>Individual learning plans</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
All Staff	Annually	Review of evidence

Provider Name: Institiud Thuamhumhan

Policy Area B5: Programme Development, Delivery and Review

Policy

Institiud Thuamhumhan will provide a range of programmes up to and including level 6 which will lead to certification from FETAC. All of these programmes will be vocationally oriented, and will have as objectives the personal development of Learners, facilitating Learners in transferring to other programmes, progressing through the National Framework of Qualification and finding employment in the labour market, as appropriate.

To this end, programmes will be developed in consultation with Learners, Institiud Thuamhumhan staff, employers and the other social partners. They will be delivered using methodologies that are empowering for students.

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.1 Need Identification***

Purpose: To ensure programmes meet clearly identified needs

Staff involved: Institiud Thuamhumhan (working group), Industry advisory committee

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>Ideas for new programmes will be sought from a variety of sources, including discussion with Learners, Institiud Thuamhumhan staff, social partners, local businesses, local community, economic and labour market reports, industry advisory committees</p> <p>Before new programmes are developed, the need for such programmes will be considered in consultation with the interests listed above as appropriate, and the programme will only be developed when the need(s) has been demonstrated. This process of needs identification will include the following:</p> <ul style="list-style-type: none"> ▪ Discussion with various interests. ▪ Identification of a likely target group of Learners for such a programme ▪ Identification of the relevant award at the appropriate NFQ level 	<p>The process will be coordinated by Institiud Thuamhumhan through the establishment of a working group with an interest in developing a programme in a specific field of learning</p> <p>Industry advisory committees may be established in some cases.</p>	<p>Records of discussions</p> <p>Minutes of meetings</p> <p>Correspondence with industry</p> <p>Findings of surveys</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal, Programme Co-ordinator(s)	Annually	Review of evidence

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.2 Programme Design***

Purpose: To design a programme which will deliver the specific skills; vocational, personal and interpersonal, which have been identified as being necessary for graduates from the programme to succeed in the labour market or further education or training, or to participate more actively in society

Staff involved: Programme design team, established by Institiud Thuamhumhan, with expertise in the area of the programme being developed. This team may include members of Institiud Thuamhumhan, industry experts, representatives from statutory bodies and so on.

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>A programme design team will be established by Institiud Thuamhumhan. This will include/consult with relevant stakeholders</p> <p>Programme design will incorporate the following:</p> <ul style="list-style-type: none"> • Learner profile • Identification of a FETAC award(s) that the programme can lead to • Programme aims and objectives • Duration of the programme • Entry criteria for the programme • Facilities for transfer and progression • Facilities and resources needed for the delivery of the programme • Delivery modes and methodologies • Assessment schedule and techniques • Learner supports • Programme modules, including objectives, indicative content and assessment <ul style="list-style-type: none"> ▪ appropriate training for tutors ▪ fitting the programme into the School's support and quality assurance framework 	<p>The process will be overseen by Institiud Thuamhumhan's programme design team</p>	<p>Minutes of meetings</p> <p>Guidelines for programme design</p> <p>Designed Programme</p> <p>Feedback from subject matter experts/industry advisory committee</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Institiud Thuamhumhan in consultation with the Programme Design Team	Annually	Review of evidence

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.3 Programme Approval pre Submission for Validation***

Purpose: To ensure that programmes are checked and approved by management prior to being submitted to FETAC for validation.

Staff involved: Programme Design Team, CEO or designate

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>The application form for validation will be completed by the programme design team, in line with the FETAC guidelines for Providers</p> <p>Once the application form is completed, the programme design team will review it against the Evaluation Criteria for Programme Validation which is available from FETAC</p> <p>Once the programme design team has reviewed the application form for validation and signed off on the content of the application form, the application will be forwarded to the CEO, or designate, for his agreement and signature</p>	<p>Programme Design Team</p> <p>CEO or designate</p>	<p>Copy of the programme</p> <p>Copy of the completed application form requesting validation</p> <p>Section A7 of the application form signed by the CEO or designate</p>
<p>The application will then be submitted to FETAC for evaluation, approval and for the programme to be validated</p>	<p>CEO or designate</p>	<p>Confirmation and correspondence from FETAC on the application</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
<p>Institiud Thuamhumhan</p>	<p>Once each application for validation has been evaluated and approved by FETAC, any feedback received from FETAC on the application will feed into the review of this procedure</p>	<p>Agenda item on Senior Managers/ FE Managers meetings</p>

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.4 Programme Planning***

Purpose: To translate the programme into timetables/schedules for delivery.

Staff involved: Programme Design Team, Tutors, Research, Development and Training Officer, FE Support Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>As part of the programme development process, a programme duration will be agreed among the programme design team and this will be communicated to the FETAC evaluators through the application for validation</p> <p>Each programme module will also have a duration outlined in the application form</p> <p>Information on an assessment schedule will also be included in the application form</p> <p>Tutors who will be delivering the programme will be supported in translating the information in the application form and in the programme itself, into practical plans for delivery. This support will be provided by the programme design team, the Research, Development and Training Officer and the FE Support Officer</p> <p>Overlap in programme content will also be identified to determine the possibility of integration of delivery</p>	<p>Programme Design Team</p> <p>Tutors</p> <p>Research, Development and Training Officer</p> <p>FE Support Officer</p>	<p>Application for validation which will include information on programme duration, programme module duration and an assessment schedule</p> <p>Tutor Handbook</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Institiud Thuamhumhan	Once each application for validation has been evaluated and approved by FETAC, any feedback received from FETAC on the application will feed into the review of this procedure	Agenda item on Senior Managers/ FE Managers meetings

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.5 Programme Delivery***

Purpose: To ensure that all appropriate support required for the successful delivery of the programme will be provided.

Staff involved: Programme Co-ordinators, Tutors

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>A programme co-ordinator will be identified and be responsible for the coordination of the programme either at School level or Institiud Thuamhumhan level, depending on the size of uptake of the programme</p> <p>Tutors will have sufficient materials, methods and flexibility to use delivery styles appropriate to the Learners, in line with the validated programme</p> <p>The School's quality assurance framework, coordinated by the Programme Co-ordinator(s) will support the delivery of the programme, in line with what was validated by FETAC</p> <p>The Tutor/ Assessor(s) will ensure quality of outcome</p> <p>The validated programme will be reviewed once a number of Tutors have delivered it and a number of Learners have sought certification from FETAC. The result of the review may mean that the programme will be modified. If the modifications to the programme are extensive, this may result in a new application being made to FETAC to have the programme validated again. If the changes are minor and few, the programme may be modified and re-issued to Tutors, but not re-submitted to FETAC for re-evaluation and validation</p>	<p>Programme Co-ordinator</p> <p>Tutors</p>	<p>Minutes of meetings</p> <p>Modified programme</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
<p>Programme Co-ordinator in consultation with the staff involved in the development and delivery of the programme and the assessment of Learners</p>	<p>Ongoing</p>	<p>Review of evidence</p>

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.6 Learner Records***

Purpose: To maintain records of Learner participation and achievement.

Staff involved: Principal, Programme Co-ordinator(s), Tutors, School Staff.

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Records of Learners attendance, progress and achievement will be maintained by class Tutors Learner records and work for the purposes of assessment for certification will be maintained as per B6.3	Tutors Programme Co-ordinator Principal	Roll books Tutor records Learner progress records Records of meetings identifying support needs of individual Learners Certification records

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal with relevant staff	Annually	Review of evidence

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.7 Provision and Maintenance of Learning Facilities/Resources***

Purpose: To ensure that resources necessary for a Learner to successfully participate on a programme are available

Staff involved: Principal, Programme Co-ordinator, Tutors

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>The resources necessary to enable Learners to successfully participate on a programme will be identified for each programme and every effort will be made to allocate and maintain these resources, within the allocated budget and storage space in the School</p> <p>Learners will be given a schedule outlining when they may have access to the premises and facilities in a School</p> <p>Learners with requirements for specific resources to enable them overcome a disability or disadvantage will be accommodated where practicable – see B6.4</p>	<p>Principal Programme Co-ordinator Tutors</p>	<p>Budget allocation for resources</p> <p>List of resources for each programme</p> <p>Schedules of when Learners can access the premises and facilities</p> <p>Guidelines on accommodations that can be made for Learners with special needs</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal, Programme Co-ordinator and Tutors	Annually	Review of evidence

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.8 Health & Safety***

Purpose: To ensure health and safety of Learners and staff.

Staff involved: Principal, All Staff, Learners, Contracted Health and Safety Expert, Research, Development and Training Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
A Health and Safety Statement will be drafted for all Schools in Institiud Thuamhumhan	Principal All Staff Learners Contracted Health and Safety Expert	Health and Safety Statement
Any safety hazards will be identified and made good	Principal All Staff Learners Contracted Health and Safety Expert	List of hazards identified and made safe
Health and Safety Awareness will be promoted and facilitated through training for staff	Research, Development and Training Officer Contracted Health and Safety Expert	Programme of Safety awareness measures e.g. information leaflets, fire drill Attendance sheets from Health and Safety training
Health and Safety procedures will be reviewed on a regular basis and new training offered to staff	Principal All Staff Learners Contracted Health and Safety Expert Research, Development and Training Officer	Report of Review with recommendations for improvement if required

Monitoring

Monitor	Frequency	Monitoring method(s)
School Manager, Health & Safety Representative, Staff	Annually or as legislation requires	Review of evidence

Provider Name: Institiud Thuamhumhan
Policy Area: B5 Programme Development, Delivery and Review

Procedure: ***B5.9 Programme Review***

Purpose: To review programmes at regular intervals to ensure relevance.

Staff involved: Principal, Programme Co-ordinators, Tutors, Relevant Stakeholders, Learners

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Programmes will be reviewed on an ongoing basis, once Tutors have delivered the programme from start to finish and assessed Learners and submitted the Learners' work for certification Issues arising will be noted and action(s) agreed.	Principal Programme Co-ordinator Tutors Learners Relevant Stakeholders	Minutes of meetings reports recommendations Learner Evaluation forms Modified programme Tutor Handbook to support the delivery of programmes

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal, Programme Co-ordinator, Tutors	On-going	Staff meetings

Provider Name: Institiud Thuamhumhan

Policy Area 6: Fair and Consistent Assessment of Learners

Policy

It is the policy of Institiud Thuamhumhan to provide and promote an environment where assessment of Learners is carried out in a transparent, fair and consistent manner and where the assessment systems in place are understood and implemented by staff and Learners of Institiud Thuamhumhan.

To be transparent and fair we must clearly define and communicate how assessments are planned for each programme of study, what is expected of the Learners and the rights of the Learners in this process. We endeavour to be non-discriminatory and just in the manner in which Learners can access assessments.

Institiud Thuamhumhan strives to consistently meet national standards in assessments, in a way that is transparent, fair and consistent to all and valid for the purposes of meeting the requirements of the FETAC Quality Assurance. We encourage consistency of assessment across all programmes of study, Assessors and locations.

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: ***B6.1 Co-ordinated Planning of Assessment***

Purpose: To describe how the assessments associated with a programme of study will be planned and integrated where possible and co-ordinated across a programme of study to ensure that Learners are given the opportunity to maximise the value of their assessments.

Staff involved: Programme Co-ordinator, Assessors, FE Support Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
FETAC Assessors will all receive training in assessment including: <ul style="list-style-type: none"> preparing briefs and marking schemes preparing examinations, marking schemes and solutions 	FE Support Officer Programme Co-ordinator	Notes and copy of Powerpoint slides Sample briefs and marking schemes
Meetings will be held between all Assessors delivering on the same programme of study. The Programme Co-ordinator will facilitate the agreeing of when each assessment will take place over the course of a programme	Assessors facilitated by the Programme Co-ordinator	Agreed timetables for each programme of study detailing the date for each assessment deadline, the assessment technique to be used and the weighting of that assessment
The agreed assessment timetables will be made available to all Learners and Assessors	Programme Co-ordinator	Copy of the timetable kept on file. Also copies of the timetable in the staff room and Learner common rooms, in addition to being distributed to all Learners and Assessors
Meetings will be held between Assessors working on the same programme of study who are delivering modules that may accommodate the integration of delivery and assessment	Assessors facilitated by the Programme Co-ordinator	Drafts of assessment briefs. Final and agreed integrated briefs produced by the Assessors, in consultation with the Learners, where appropriate
** Under Quality Assuring Assessment, an assessment plan is a requirement of FETAC	Assessors facilitated by the Programme Co-ordinator	Assessment plan for each programme of study offered by the School

Monitoring

Monitor	Frequency	Monitoring method(s)
Programme Co-ordinator.	At the end of a programme of study.	Consultation with and feedback from the Assessors and Learners. Feedback from the External Examiner re: any difficulties

		or problems with the briefs used for the integrated assessments.
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Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: **B6.2 Information to Learners**

Purpose: To describe how Learners will access information necessary for them to successfully participate in assessment and ensure that they are clear on their responsibilities and can successfully participate in the programme and the assessment of a programme.

Staff involved: Principal, Programme Co-ordinator, Assessors, Learners

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>Information on assessment will form part of the induction information for Learners. The following will be clearly outlined:</p> <ul style="list-style-type: none"> • what responsibilities the Learner has throughout the assessment process. These responsibilities will include: <ul style="list-style-type: none"> ✓ handing up assessments by the agreed deadline ✓ guidelines for the minimum acceptable attendance in class ✓ the importance of confirming work is one's own ✓ the importance of being present for examinations ✓ acceptable behaviour in examinations ✓ respect for the work of other Learners • what are the repercussions to the Learner if these responsibilities are not met • what are the roles and responsibilities of the Assessors in the assessment process • under what circumstances, if any, can a Learner repeat an assessment • the steps to be followed when a Learner is eligible to repeat • what avenues are open to a Learner who wants to appeal his/her result • what key dates are associated with appealing a result • what special accommodations may be implemented for a Learner • how/who can access special accommodations • what work, submitted for assessment for certification will be returned to Learners • how long will assessment material be held by the School after the appeals time has elapsed • what action will be taken with work that is not collected by the agreed date, after the appeals period has elapsed 	<p>Assessors Programme Co-ordinator Learners Principal/ designate</p>	<p>A signed School/Learner agreement Feedback from staff Copies of the Procedures B6.3, B6.4, B6.9</p>
<ul style="list-style-type: none"> • ** Under Quality Assuring Assessment, any consequences for the late submission of work will not interfere with the marks awarded to the Learner. Once the Learner's evidence is accepted by the Tutor it must 	<p>Principal Programme Co-ordinator</p>	<p>Note taken of work that is not accepted by the Assessors because of late submission</p>

<p>be marked and graded in accordance with the standard for the award. The marks and grade awarded will be determined solely on the basis of the evidence submitted</p> <p>Assessors, in discussion with the Course/ Programme Co-ordinator can refuse to accept evidence from Learners after a deadline has passed, subject to compassionate considerations and extenuating circumstances though</p>	Assessors	
<ul style="list-style-type: none"> ** Under Quality Assuring Assessment, Learners who have been prevented from undertaking a specific assessment activity or who feel their performance is seriously impaired because of exceptional circumstances may apply to the School/ Programme Co-ordinator to defer the assessment and be allowed to complete the assessment activity on another occasion or to request an extension to a deadline. <p>Examples of circumstances that may be considered by the School/ Programme Co-ordinator are:</p> <ul style="list-style-type: none"> o A physical injury or emotional trauma o A physical disability or disabling condition o A recent bereavement of close family or friend o Severe accident o Domestic crisis o Terminal illness of a close family member o Other extenuating circumstances <p>The decision of the School/ Programme Co-ordinator should be communicated to the Learner as soon as is possible</p>	Principal Programme Co-ordinator Learners	<p>Letter requesting compassionate consideration from the Provider</p> <p>Minutes or notes from meetings held to discuss the matter</p> <p>Decision communicated to the Learner</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Programme Co-ordinator and Assessors.	Ongoing review of the success of the agreement.	Review of Evidence generated

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: B6.3 Security of Assessment Related Processes and Material

Purpose: To describe how the security and integrity of assessment materials, assessment processes and Learner work are maintained throughout a programme of study.

Staff involved: Principal, Programme Co-ordinator, Assessors, Examination Supervisor, Learner

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Copies of briefs and marking schemes will be kept by the School/ Programme Co-ordinator in a secure location and will be made available to the External Examiner when requested	Assessor Programme Co-ordinator Principal	Copies of all briefs and marking schemes
Copies of examination papers, marking schemes and outline solutions will be kept by the School/ Programme Co-ordinator in a secure location and will be made available to the External Examiner when requested.	Assessor Programme Co-ordinator Principal	Copies of the examination paper, marking schemes and outline solutions
Where an examination is used as the technique an attendance roll will be devised. All Learners will be required to sign the roll and a check will be carried out at the end of the examination to ensure the number of signatures on the roll matches the number of scripts handed up. The exam supervisor will then also sign the roll to confirm that everything is in order before giving it to the Programme Co-ordinator for safe keeping Please Note: Examination papers must be sight unseen	Exam supervisor Programme Co-ordinator	Attendance roll
When a Learner submits work, receipt of same will be recorded by the Assessor	Assessors	Record of acceptance of assessment material from the Learner
Completed and submitted assessment work will be stored in a secure location (provided) throughout the assessment process, i.e. once submitted by the Learner, the marking of work, the completing of the Individual Candidate Marking Sheets, the submitting of the marks and grades through the WCES, the visit of the External Examiner and up until the final date for appealing a result has elapsed	Assessors	Storage
Dates during which a Learner can appeal a result will be highlighted to all Assessors and Learners (see B6.2). If a Learner insists on taking his/her assessment material out of the School before the appeals time has elapsed or modifies the work in any way, that Learner will sign a declaration attesting to the fact that s/he waives any right to an appeal.	Programme Co-ordinator, Assessors	Copies of notices informing Learners of appeal dates Copies of the signed declaration
Learners must attest to the fact that all assessment work presented is their own by signing a declaration. Learners must be informed that where text, graphs, images, research, or ideas from another published sources are used, these must be acknowledged and correctly referenced	Assessors	Signed declarations

Written assignments, projects, examinations or collections or work submitted for assessment and certification will not normally be returned to Learners – Learners are advised to make copies before submission. Practical work may be returned at an agreed date after the appeals period has elapsed	Programme co-ordinator Learners	Receipts for return of work Learner/ School Contract Induction information for Learners
** Under Quality Assuring Assessment, copies of briefs and marking schemes will be kept by the School/ Programme Co-ordinator in a secure location and will be made available to the Internal Verifier and External Authenticator	Assessor Programme Co-ordinator Principal	Copies of all briefs and marking schemes
** Under Quality Assuring Assessment, copies of examination papers, marking schemes and outline solutions will be kept by the School / Programme Co-ordinator in a secure location and will be made available to the Internal Verifier and External Authenticator	Assessor Programme Co-ordinator Principal	Copies of the examination paper, marking schemes and outline solutions
** Under Quality Assuring Assessment, completed and submitted assessment work will be stored in a secure location (provided) throughout the assessment process, i.e. once submitted by the Learner, the marking of work, the completing of the Individual Candidate Marking Sheets, the submitting of the marks and grades through the FETAC Web Candidate Entry System (WCES), the Internal Verification Process, the External Authentication Process, the Results Approval Process, the Appeals Process and the request for certification	Assessors facilitated by the School/ Programme Co-ordinator	
** Under Quality Assuring Assessment, Learners must attest to the fact that all assessment work presented is their own. An Assessor may confirm that the assessment evidence is reliable and genuine by the following means: <ul style="list-style-type: none"> o Questioning o Authorship statement o Personal log o Personal statements o Peer reports o Independent testimony For further information on these methods of confirming that Learner assessment work is reliable, please see section 3.2.4 of FETAC's Quality Assuring Assessment, Guidelines for Providers, May 2007, pages 13 and 14	Assessors	Signed declarations by the Learner or a third party Evidence of questioning the Learner Peer Reports Personal Log Personal Statements from the Learner

Monitoring

Monitor	Frequency	Monitoring method(s)
Programme Co-ordinator/	On an ongoing basis	Review of evidence generated

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: **B6.4 Reasonable Accommodation**

Purpose: To cater for the needs of all Learners, regardless of age, disability, family status, gender, race, marital status, sexual orientation, religious beliefs or membership of the traveller community, as far as practicable.

Staff involved: Programme Co-ordinator and Assessors

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
A Learner who will need special accommodation(s) will be invited to meet with the Programme Co-ordinator to see how best to accommodate him/her in assessment.	Programme Co-ordinator	Record of the meeting
<p>The Programme Co-ordinator will meet with the Assessor to identify the adaptation/ accommodation needed and to decide how best to implement this.</p> <p>Special accommodations will be implemented in a fair and impartial manner and will in no way advantage or disadvantage the Learner. Special Accommodations will only be provided where doing so will not compromise the integrity of the award.</p> <p>The adaptations may include the following:</p> <ul style="list-style-type: none"> o Modified assignment briefs/ examination papers o Scribes/ readers o Use of sign language interpreters o Practical assistants o Rest periods o Adaptive equipment/ software o Use of assistive technology o Extra time 	Programme Co-ordinator Assessors	Minutes/ notes from meeting Agreed plan of action
The Programme Co-ordinator will note all requests for Reasonable Accommodations so that over time a history of requests and outcomes will be recorded so that they can be referred to by staff to ensure consistency and fairness in dealing with all Learners	Programme Co-ordinator	Record of all requests for reasonable accommodation and the outcome

Monitoring

Monitor	Frequency	Monitoring method(s)
Programme Co-ordinator	On an ongoing basis	Review of evidence generated

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: B6.5 Consistency of Marking Between Assessors

Purpose: To detail how Assessors will mark work in a fair and consistent fashion

Staff involved: Principal, Programme Co-ordinator, Assessors, FETAC External Examiner, Internal Verifier, External Authenticator, Results Approval Panel

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
On appointment each new tutor will be facilitated to attend induction which will include details of assessment procedures Guidelines will be given to the Assessors detailing how to devise assessment material, generate and apply outline solutions and marking schemes	Experienced Assessor	Proof of Attendance at seminars Copies of the Assessment guidelines
Issues relating to marking of material will be allocated time at staff meetings at appropriate times.	Assessors, the Programme Co-ordinator	Minutes of meetings of Assessors
After each External Examiner period, any discrepancies between the Assessor's marking and the External Examiner's moderating will be examined and highlighted within the School. Appropriate action will be taken in response	External Examiner Principal Programme Co-ordinator Assessor	School Report form Actions taken documented
** Under Quality Assuring Assessment, monitoring of Learners' portfolios of assessment will be the responsibility of the Internal Verifier and moderating will be the responsibility of the External Authenticator Any issues identified by either will be included in their respective reports and will be discussed by the Results Approval Panel and appropriate action agreed Any discrepancies highlighted, that are resulting in an inconsistency of marking between the Assessors, will be communicated by the Results Approval Panel to the Principal	Internal Verifier External Authenticator Results Approval Panel Principal	Internal Verification Report External Authentication Report Results Approval Panel Report

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal, Programme Co-ordinator	On an ongoing basis	Review of evidence generated

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: ***B6.6 Assessment Performed by Third Parties***

Purpose: To detail how assessment carried out by third parties will be fair and consistent.

Staff involved: Programme Co-ordinator

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Copies of assessment guidelines will be made available to new Assessors, including contracted trainers, subject matter experts such as those delivering First Aid modules and employers	Programme Co-ordinator	Copies of the assessment guidelines.
The timetable of in-service training for Assessors will be made available to Assessors external to the Provider	Programme Co-ordinator	Copy of timetable
Assessors external to a location will be given the opportunity to highlight any issues to the Programme Co-ordinator and have access to the same supports and resources that other Assessors delivering on a programme will have	Programme Co-ordinator	Records of meetings

Monitoring

Monitor	Frequency	Monitoring method(s)
Programme Co-ordinator	On an ongoing basis	Review of evidence generated

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: ***B6.7 Consistency of Marking with National Standards***

Purpose: To document how the Provider will ensure legitimate and consistent marking, in accordance with national standards.

Staff involved: Principal, Programme Co-ordinator, External Examiners, North Tipperary VEC, External Authenticators, Results Approval Panel

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
On successful appointment each new tutor will be facilitated to attend induction which will include details of FETAC procedures	North Tipperary VEC Individual School	Induction pack Attendance records
The External Examiner's School Report will be available to all Assessors, on request Further training will be provided for the Assessor where discrepancies are highlighted	External Examiner Principal/ Programme Co-ordinator	School Report Timetable for future support and training
** Under Quality Assuring Assessment it is the External Authenticator's role to moderate and confirm consistency of marking with national standards. Any inconsistencies highlighted in the External Authentication Report will be discussed by the Results Approval Panel and actions agreed The findings of the External Authentication Report will be made available to all Assessors, on request Further training will be provided for the Assessor where discrepancies are highlighted	External Authenticators Results Approval Panel Principal/ Programme Co-ordinator	External Authentication Report Results Approval Report Timetable for future support and training

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal	After each examining period	Review of evidence generated

Provider Name: North Tipperary VEC

Policy Area: B6 Fair and Consistent Assessment of Learners

**** Under Quality Assuring Assessment:**

Procedure: **B6.7.1 Internal Verification**

Purpose: To document the process of internally verifying North Tipperary VEC's assessment procedures related to planning, managing and implementing all aspects of assessment practices

Staff involved: North Tipperary VEC, Principal, Internal Verifier, Research, Development and Training Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>North Tipperary VEC will agree the times during the year when there are enough portfolios of assessment ready to merit the implementation of the Authentication and Results Approval Process</p> <p>The criteria for identifying a suitable Internal Verifier will be agreed by the VEC in conjunction with the Principals at this point</p> <p>The Internal Verifier will be briefed in their role by the Research, Development and Training Officer or designate</p>	<p>North Tipperary VEC</p> <p>Principals</p> <p>Research, Development and Training Officer</p>	<p>Minutes of meetings</p>
<p>The Research, Development and Training Officer will co-ordinate the Internal Verification Process</p> <p>Each Principal will forward the number of portfolios of assessment and the names of the awards so that the Research, Development and Training Officer can identify the appropriate number of Internal Verifier(s)</p>	<p>Research, Development and Training Officer</p>	<p>Provisional numbers and names of awards from each School</p> <p>Name of Internal Verifier(s)</p>
<p>The Internal Verifier will check that North Tipperary VEC's assessment procedures were adhered to by ensuring that:</p> <ul style="list-style-type: none"> • The evidence presented to the Internal Verifier is in line with the correct implementation of North Tipperary VEC's quality assurance policy and related procedures from B6 Fair and Consistent Assessment of Learners • Learning has been assessed using the techniques and instruments as indicated in the validated programme/ module descriptor • Information on assessment was provided to the Learners. This information may include an assessment plan and submission dates, assessment briefs/ examination papers, key dates associated with appealing a result, information on repeats, reasonable accommodation and compassionate consideration • Appropriate documentation was used to record learner results and appropriate documentation was issued to learners 	<p>Internal Verifier</p>	<p>Internal Verification Report</p>
<p>The Internal Verifier will monitor assessment results to ensure that for ALL Learners requesting certification:</p> <ul style="list-style-type: none"> • results are recorded for ALL Learners • evidence is available for ALL Learner results recorded 	<p>Internal Verifier</p>	<p>Internal Verification Report</p>
<p>The Internal Verifier will monitor assessment results on</p>	<p>Research,</p>	<p>Internal Verification</p>

<p>a sample basis to ensure that:</p> <ul style="list-style-type: none"> • The marks are totalled and the percentage marks are calculated correctly • The marks are transferred correctly from the Learner evidence to the Individual Candidate Marking Sheet and from the Individual Candidate Marking Sheet to the Provisional Results Sheet • The percentage marks and grades awarded are consistent with the FETAC grading bands • Where results were attained through an exemption process, that the 'results' entry procedures are applied correctly and the code assigned by FETAC is appropriately entered in the certification system at time of entry and that all original documentation relating to the exemption (including FETAC correspondence) is available <p>In order to choose the sample to monitor, the Internal Verifier will apply the Provider's Sampling Strategy. A copy of the Sampling Strategy is available on North Tipperary VEC's website or from the Research, Development and Training Officer</p>	<p>Development and Training Officer Internal Verifier</p>	<p>Report</p>
<p>The Internal Verifier will produce an Internal Verification report, which will be made available to the External Authenticator and the Results Approval Panel</p> <p>The Internal Verification Report will also be filed for North Tipperary VEC's Self Evaluation Process and Internal Monitoring Process and made available to the FETAC Monitor, on request</p> <p>The report should include any irregularities or issues noted by the Internal Verifier and should give information on the following:</p> <ul style="list-style-type: none"> • Was correct documentation available and completed correctly • Was sufficient and reliable assessment evidence available for all Learners presented for certification • Was the evidence generated in accordance with appropriate assessment techniques and instruments • Were marks correctly totalled and grades awarded in line with FETAC requirements • Any other relevant findings or observations <p>A template for the Internal Verification Report is available for use on North Tipperary VEC's website or from the Research, Development and Training Officer</p>	<p>Research, Development and Training Officer Internal Verifier</p>	<p>Internal Verification Report</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
Research, Development and Training Officer with Principals	Annually	Review of evidence generated.

Provider Name: North Tipperary VEC

Policy Area: B6 Fair and Consistent Assessment of Learners

**** Under Quality Assuring Assessment:**

Procedure: B6.7.2 External Authentication

Purpose: To document the process of externally authenticating North Tipperary VEC's fair and consistent assessment of learners in accordance with national standards. The procedure outlines how the process is implemented to ensure the credibility of North Tipperary VEC's assessment processes and to ensure that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award.

Staff involved: North Tipperary VEC, Principals, Research, Development and Training Officer, External Authenticator

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
North Tipperary VEC will agree the times during the year when there are enough portfolios of assessment ready to merit the implementation of the Authentication and Results Approval Process	North Tipperary VEC Principals	Minutes of meetings
<p>The Research, Development and Training Officer will co-ordinate the External Authentication Process</p> <p>Each Principal will forward the number of portfolios of assessment and the names of the awards so that the Research, Development and Training Officer can identify an appropriate External Authenticator(s)</p> <p>The External Authenticator(s) will be chosen, where possible, from the FETAC list of External Authenticators and will be contacted by the Research, Development and Training Officer</p> <p>The External Authenticator will be independent of the School to which they are assigned and will have broad subject matter expertise in the appropriate field or sub-field in which they are moderating results</p>	Research, Development and Training Officer	<p>Provisional numbers and names of awards from each School</p> <p>Name and contact details of External Authenticator(s)</p>
<p>The External Authenticator will agree terms and conditions for the Authentication Process with North Tipperary VEC, through the Research, Development and Training Officer. The following should be agreed in advance of the External Authenticator visiting the Provider:</p> <ul style="list-style-type: none"> • Dates/times/venues • Volume of work – module(s) (names and levels) and numbers of assessment portfolios to be authenticated by each authenticator • Paperwork to be completed and the time allocated to this • Agree the date by which the External Authentication Report will be completed • Other responsibilities – providing feedback to appropriate personnel and availability to the Results Approval Panel • Remuneration (if appropriate) <p>The Research, Development and Training Officer should also confirm availability of the following for the</p>	External Authenticator	Confirmation letter from the External Authenticator

<p>External Authenticator:</p> <ul style="list-style-type: none"> • ALL relevant assessment instruments and appropriate supporting documentation: <ul style="list-style-type: none"> ▪ Assessment briefs ▪ Examination papers ▪ Marking schemes ▪ Outline solutions ▪ Assessment plan(s) • ALL Learner assessment evidence • ALL Learner assessment results recorded on a Provisional Results Sheet • List of Assessors per module and/or class group • Internal Verification Report(s) • North Tipperary VEC's sampling strategy 		
<p>The External Authenticator will:</p> <ul style="list-style-type: none"> • Review the Internal Verification Report • Apply the Provider's sampling strategy and in doing so select the portfolios of Learner evidence to authenticate. If there are 12 or less portfolios of assessment for any module, all portfolios of assessment for that module will be moderated by the External Authenticator • Ensure that the selected sample: <ul style="list-style-type: none"> ▪ is sufficient in size ▪ reflects the spread of grades including results that are borderline between the grades ▪ includes evidence from each Assessor and programme ▪ reflects ALL Schools • Read the assessment briefs, examination papers and associated documentation • Ensure any special requirements related to the module are documented • Make a judgement as to whether the evidence presented has been marked in accordance with National Standards: <ul style="list-style-type: none"> ▪ Examine the evidence ▪ Make a judgement as to whether this meets the National Standard required at this grade ▪ Determine the cut off points by moderating the Learner evidence ▪ Complete the moderation process for the remainder of the sample ▪ Sign the Individual Candidate Marking Sheet(s) of the evidence moderated • Authenticate the findings/outcomes of the Internal Verification Report(s) 	<p>External Authenticator Research, Development and Training Officer</p>	<p>Record of Moderated Results Signed Individual Candidate Marking Sheets Signed Provisional Results Sheet Evidence of feedback to Assessors</p>

<ul style="list-style-type: none"> • Note issues arising, concerns, examples of good practice and areas for improvement for inclusion in the External Authentication Report • Document ALL changes made during moderation. Attach these to the External Authentication Report • Document changes made to grades on the Provisional Results Sheet • Sign the Provisional Results Sheet(s) and make it available to the Results Approval Panel through the Research, Development and Training Officer • Give constructive feedback to appropriate personnel: <ul style="list-style-type: none"> ▪ direction should be given on how a solution might be found to resolve an issue identified ▪ where possible verbal feedback should be given directly to the Assessor(s) • If the External Authenticator identifies an issue that significantly undermines the integrity of the assessment process, s/he should not recommend results for approval • If the External Authenticator has serious concerns with regard to the integrity of the Provider's assessment process, this should be brought to the attention of FETAC directly through qa@fetac.ie 		
<p>The External Authenticator will produce an External Authentication Report, which will be made available to the Results Approval Panel, through the Research, Development and Training Officer</p> <p>The External Authentication Report will also be filed for North Tipperary VEC's Self Evaluation Process and Internal Monitoring Process and made available to the FETAC Monitor, on request.</p> <p>The External Authentication Report must be in writing/ word processed and a copy must be sent to the Research, Development and Training Officer/ Principal. This report should include the following information:</p> <ul style="list-style-type: none"> ▪ Provider details ▪ Date ▪ Basis for sample selected and sample size ▪ External Authenticator's details ▪ A report on Moderation/extent to which assessment decisions were consistent with National Standards ▪ Awards moderated (modules) ▪ Number and % of grades changed ▪ Good practice observed ▪ Concerns identified ▪ Areas for improvement ▪ Signature <p>A template for the External Authentication Report is available for use on North Tipperary VEC's website or</p>	<p>External Authenticator</p> <p>Research, Development and Training Officer</p>	<p>External Authentication Report</p>

from the Research, Development and Training Officer		
The External Authenticator may be required to be available to the Results Approval Panel. The Research, Development and Training Officer will confirm these details with the External Authenticator at the beginning of the process	Research, Development and Training Officer	Results Approval Panel Report

Monitoring

Monitor	Frequency	Monitoring method(s)
Research, Development and Training Officer with Principals	Annually	Review of evidence generated.

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: ***B6.8 Feedback to Learners***

Purpose: To maximise Learners chances of success in a programme, feedback will be provided in an informative and timely fashion.

Staff involved: Assessors, Results Approval Panel, School/ Programme Co-ordinator

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>Learners may seek feedback on assessment(s) throughout a programme of study</p> <p>The feedback will be aimed at assisting Learners in the development of their ideas. It may include comments, suggestions for improvements or may identify gaps in their work. The feedback will be informative in nature.</p> <p>Please note that the Learner results entered on the Provisional Results Sheets are subject to approval by FETAC and should not be given to Learners as final results</p>	Assessors	Staff verification
<p>** Under Quality Assuring Assessment, provisional results are subject to approval by the Results Approval Panel and should not be given to Learners until after the Results Approval Panel have met and signed off on them</p>	Results Approval Panel	Statement of Results issued to Learners

Monitoring

Monitor	Frequency	Monitoring method(s)
School/ Programme Co-ordinator	On an ongoing basis	Review this procedure at staff meetings and implement any recommendations made

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: ***B6.9 Learner Appeals***

Purpose: To detail how Learners may appeal any result that they deem to be unfair or inconsistent with the work they submitted for assessment. The appeal is made to FETAC, via the Provider.

Staff involved: Programme Co-ordinator, Assessors, Principal, Administrative staff

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Results will be issued to Learners within 10 working days of receipt of the results by the School	Principal, administrative staff	Postage book
Once a Learner receives their results, that Learner can bring to the attention of the Programme Co-ordinator or an Assessor a result s/he considers to be unfair or incorrect. The School, on behalf of a Learner, will then appeal the result to FETAC	The Programme Co-ordinator or Assessor	Record on Learner's file Copy of Appeals Application Forms
Learners will be made aware that they can appeal a result on condition that their work has not been altered in any way since the original assessment (see B6.3)	School/ Programme Co-ordinator	School/ Learner Agreement

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal	Annually	Review documentation

Provider Name: North Tipperary VEC

Policy Area: B6 Fair and Consistent Assessment of Learners

**** Under Quality Assuring Assessment:**

Procedure: *B6.9 Learner Appeals*

Purpose: To detail how Learners may appeal any result that they deem to be unfair or inconsistent with the work they submitted for assessment. This appeal may be made once results are signed off by the Results Approval Panel. The appeal is made to the Provider.

Staff involved: Appeals Contact Person, Appeals Assessor, Research, Development and Training Officer, Assessors

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>Learners will be made aware of North Tipperary VEC's appeal's process (learner handbook, notice board etc) and sign a declaration to attest to the fact that they have been made aware of the process (e.g. School/ Learner agreement)</p> <p>Relevant staff will also be made aware of North Tipperary VEC's appeal's process through, for example, the staff handbook, bulletin, notice board, North Tipperary VEC's website</p>	School/ Programme Co-ordinator	School/ Learner agreement Website Staff handbook Notice board contents
<p>Once results have been signed off by the Results Approval Panel and issued to the Learner by the School, a Learner may appeal that result and/or appeal the process to the School where the Learner attended the programme.</p> <p>Learners who wish to lodge an appeal may do so at a cost of €20 per Learner per module. This fee will be returned to the Learner if the appeal is successful</p> <p>A Learner may appeal against the Assessment Process if the Learner perceives there to be irregularities/ inequalities in the implementation of the process. If the process is being appealed against, the grounds for appeal should be clearly stated</p> <p>Notice of an appeal should be submitted on an Appeals Application Form. This form is available on North Tipperary VEC's website or from the Research, Development and Training Officer</p> <p>The Learner will have 14 working days from the date of the Statement of Results being issued by the School to lodge an appeal with the School. Any applications for appeal received after that date will not be processed</p>	Research, Development and Training Officer	Appeals Application Form
<p>Each School will nominate an Appeals Contact Person who will have overall responsibility for appeals. This includes:</p> <ul style="list-style-type: none">• making information available to staff and Learners• being available to meet with Learners to discuss matters relating to appeals• in the event of an actual appeal to liaise with the Research, Development and Training Officer to identify an Appeals Assessor• Contacting FETAC with the details of the Learner	Appeals Contact Person Research, Development and Training Officer	Minutes/notes of meetings or e-mails between the Research, Development and Training Officer and the Appeals Contact Person

who has lodged an appeal		
All results under appeal will be flagged to FETAC by the Appeals Contact Person	Appeals Contact Person	Evidence of contacting FETAC – e-mail, fax or letter
<p>In processing an appeal, an Appeal Assessor who was not the original Assessor, but who has subject matter expertise in the area of the programme will be identified and contacted by the Research, Development and Training Officer</p> <p>This Assessor will be given the same assessment documentation and Learner's portfolio of assessment as the original Assessor</p> <p>The decision of the Appeal Assessor will be communicated in writing to the Research, Development and Training Officer who in turn will communicate it to the Appeals Contact Person</p> <p>The Learner will then be informed in writing of the outcome of the appeal</p> <p>If the appeal is successful, the Appeals Contact Person will inform FETAC of this so FETAC can issue a new Certificate to the Learner</p> <p>Appeals will be processed and, where possible, a decision will be given to the Learner within one calendar month of the closing date for lodging an appeal application</p> <p>For appeals lodged after the May certification period, it may not be possible to process the appeal until the commencement of the following academic year in September</p>	<p>Appeals Assessor</p> <p>Research, Development and Training Officer</p> <p>Appeals Contact Person</p>	<p>Details of Appeals Assessor</p> <p>Written notice of the outcome of the appeal</p> <p>Evidence of contact made with FETAC when appeal is a success</p> <p>New Certificate issued by FETAC to the Learner</p>
Learners will be made aware that they can appeal a result on condition that their work has not been altered in any way since the original assessment (see B6.3)	School/ Programme Co-ordinator	School/ Learner Agreement

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal	Annually	Review documentation

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: ***B6.10 Return of Certification Data***

Purpose: To detail how efforts will be taken to ensure that data submitted to FETAC for certification purposes will be checked for any errors or omissions and as far as possible the information will be accurate and reliable.

Staff involved: School/ Programme Co-ordinator

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>A list of Learners to be entered for assessment for each module will be obtained from the relevant Assessor</p> <p>Learner details including Date of Birth, PPSN, First Name and Surname will be entered onto the FETAC WCES (Web Candidate Entry System)</p> <p>Personal details and modules for each Learner will be printed, checked by the Learner and any inaccuracies highlighted before finally printing off the Provisional Results Sheet</p>	<p>School/ Programme Co-ordinator</p> <p>Assessor</p>	<p>Provisional Results Sheet</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
School/ Programme Co-ordinator	Whenever an issue is raised within the School or by FETAC.	Review of method

Provider Name: North Tipperary VEC

Policy Area: B6 Fair and Consistent Assessment of Learners

**** Under Quality Assuring Assessment:**

Procedure: *B6.10 Results Approval*

Purpose: To detail the procedure to ensure assessment decisions and results are reviewed, judged and processed in a fair, consistent and transparent manner and are signed off by the School prior to submitting them to FETAC for certification

Staff involved: Research, Development and Training Officer, Other Appropriate Staff, Results Approval Panel

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
<p>Once the Internal Verification and External Authentication Processes are complete, the Research, Development and Training Officer will convene a Results Approval Panel made up on the following, as appropriate,:</p> <ul style="list-style-type: none">• Adult Education Officer• Adult Literacy Organiser• Assessors• Principal• Chief Executive Officer• Community Education Facilitator• Department Heads• Deputy Principal• External Authenticator(s)• Internal Verifier(s)• Research, Development and Training Officer <p>A minimum of three of the above must be in attendance in order for the functions of the Results Approval Panel to be carried out effectively</p>	<p>Research, Development and Training Officer</p> <p>Other appropriate staff from the list on the left</p>	<p>List of members of the Results Approval Panel</p>
<p>The Results Approval Panel will:</p> <ul style="list-style-type: none">• Review all Learner results recorded• Review the Internal Verification and External Authentication Reports• Judge the outcomes and recommendations of the reports (including changes to assessment grades) made• Reach agreement on any response/ actions required• Reach agreement to approve the authenticated results and sign off on them• Agree to the submission to FETAC, by the School, of final results and to request certification• Agree to the issuing of results to the Learners by the School	<p>Results Approval Panel</p>	<p>Minutes/ Notes taken at the panel meeting</p>

<p>The Results Approval Panel will produce a Results Approval Panel Report which may be in the format of the minutes of the meeting of the panel or may be on a Results Approval Panel Report which is available on North Tipperary VEC's website or from the Research, Development and Training Officer</p> <p>The Results Approval Panel Report will be filed for North Tipperary VEC's Self Evaluation Process and Internal Monitoring Process and made available to the FETAC Monitor, on request</p>	<p>Results Approval Panel</p>	<p>Results Approval Panel Report (may take the form of the minutes of the meeting)</p>
<p>Following the Results Approval Panel signing off on the results, each School/ Programme Co-ordinator will be contacted by the Research, Development and Training Officer with the following information:</p> <ul style="list-style-type: none"> • A list of the approved results. These will be listed on the Provisional Results Sheet which will be given to the School/ Programme Co-ordinator • Any recommendations or actions to be taken going forward to reaffirm the integrity of the assessment process in North Tipperary VEC • The approval of the Results Approval Panel for the results to be forwarded to FETAC and be issued to Learners by the School 	<p>Research, Development and Training Officer</p> <p>School/ Programme Co-ordinator</p>	<p>List of approved results on the Provisional Results Sheet</p> <p>e-mails or letters</p>
<p>The Research, Development and Training Officer will bring to the attention of the School Directors any issues that were highlighted in the Internal Verification and/ or External Authentication Reports so that going forward actions can be agreed to remedy the problems and improve North Tipperary VEC's assessment process</p> <p>This is likely to happen at the Senior Managers/ FE Managers meetings</p> <p>The Research, Development and Training Officer will also consider any training needs of staff</p>	<p>Research, Development and Training Officer</p> <p>School Directors</p>	<p>Minutes of meetings</p> <p>Training schedule for staff</p>

Monitoring

Monitor	Frequency	Monitoring method(s)
<p>Research, Development and Training Officer with Principals</p>	<p>Annually</p>	<p>Review of evidence</p>

Provider Name: Institiud Thuamhumhan
Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure: **B6.11 Corrective Action**

Purpose: To detail the steps that will be taken in the event that any error, omission or action impacting on the validity of the assessment process is identified.

Staff involved: Principal in consultation with relevant parties

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
On identification of an issue that calls into question the integrity of the assessment process this issue will be fully investigated and the following steps implemented:- <ul style="list-style-type: none"> • notify Principal who will take necessary action • The Principal will meet with appropriate party(s) • s/he will allow the party(s) respond • s/he will agree action • s/he will document action • s/he will notify FETAC if necessary 	Principal in consultation with relevant parties	Copies of notes detailing the issue and the action(s) taken

Monitoring

Monitor	Frequency	Monitoring method(s)
All staff involved in the planning, delivery and assessment of a programme.	Throughout the programme.	Review of evidence generated

Provider Name: Institiud Thuamhumhan

Policy Area B7: Protection for Learners

Policy:

It is the policy of Institiud Thuamhumhan to ensure appropriate arrangements are in place for the protection of Learners participating in programmes of 3 months duration or more. Section 43 of the qualifications (Education & Training) Act 1999 does not apply to Institiud Thuamhumhan

Provider Name: Institiud Thuamhumhan
Policy Area: B7 Protection for Learners

Procedure: ***B7.1 Cessation of programmes***

Purpose: This procedure details how the provider will endeavour to protect Learners in the event that their programme ceases unexpectedly.

Staff involved: Institiud Thuamhumhan Staff Member

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Institiud Thuamhumhan will, in the case of a programme terminating before completion: 1. Source a similar programme. If this is not possible then 2. Offer an alternative programme If this is not acceptable 3. Implement the refund procedure of Institiud Thuamhumhan	Institiud Thuamhumhan Staff Member	Similar programme details/alternative programme details/evidence of refund Evidence of alternative being brought to attention of Learners, e.g., letters, minutes of meeting

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal	On occurrence	Review of evidence generated

Provider Name: Institiud Thuamhumhan

Policy Area B9: Self Evaluation of Programmes and Services

Policy

Institiud Thuamhumhan recognises that self evaluation of its programmes and services is fundamental to quality assurance. It recognises that self evaluation is central to:

- encouraging reflective practice
- promoting accountability to Learners, staff and other stakeholders
- measuring success against stated objectives.

Hence Institiud Thuamhumhan will develop a structured and systematic process to explore, reflect and report on the quality of its programmes and services.

Key elements of the self-evaluation strategy will be to:

- engage stakeholders
- design appropriate methodologies for the evaluation
- gather credible evidence from a range of sources
- draw and justify conclusion
- make recommendations for improvement

The primary focus of the self evaluation process is to produce a constructive report which will help the provider to maintain and improve the quality of its programmes and services.

Provider Name: Institiud Thuamhumhan
Policy Area: B9 Self Evaluation of Programmes and Services

Procedure: ***B9.1 Assignment of responsibility***

Purpose: To ensure that the roles of those involved in self evaluation of programmes and services are clear and understood

Staff involved: Institiud Thuamhumhan staff, Research, Development and Training Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Institiud Thuamhumhan will establish a Self Evaluation Team to carry out the self evaluation process, and provide written terms of reference, including a person to co-ordinate the team and the process. This is likely to be the Research, Development and Training Officer.	Institiud Thuamhumhan in conjunction with nominated staff members	Written terms of reference Minutes of meeting
Institiud Thuamhumhan and its related Schools will assign the resources and support necessary to enable the process to proceed successfully	Research, Development and Training Officer	

Monitoring

Monitor	Frequency	Monitoring method(s)
Institiud Thuamhumhan	Once a self evaluation has been carried out and after each subsequent self evaluation	The team with responsibility for the self evaluation will meet to review the process of assigning staff members to be involved and the resources and supports that were made available to the team.

Provider Name: Institiud Thuamhumhan
Policy Area: B9 Self Evaluation of Programmes and Services

Procedure: ***B9.2 Frequency of self evaluation***

Purpose: To carry out self evaluation frequently enough to ensure a quality experience for Learners

Staff involved: Institiud Thuamhumhan, Self Evaluation Team, Research, Development and Training Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Evaluation of a programme and related services will be carried out according to Institiud Thuamhumhan's self evaluation plan	Institiud Thuamhumhan Research, Development and Training Officer	Institiud Thuamhumhan's self evaluation plan and timetable
Each programme and related service will be evaluated at least every four years, subject to agreement from staff members and their respective unions	Self Evaluation Team	Self Evaluation plan and timetable

Monitoring

Monitor	Frequency	Monitoring method(s)
Institiud Thuamhumhan, Research, Development and Training Officer	Following each evaluation	Review of evidence produced by the evaluation process to see does the frequency of self evaluations and the self evaluation plan merit review

Provider Name: Institiud Thuamhumhan
Policy Area: B9 Self Evaluation of Programmes and Services

Procedure: **B9.3 Range**

Purpose: To enable Schools to maximise the effectiveness of the self evaluation process by evaluating courses together where this is desirable

Staff involved: Institiud Thuamhumhan, Research, Development and Training Officer

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
While normally programmes will be self evaluated on an individual basis, where programmes have significant overlap in terms of content and focus or where the same programmes are offered in a number of locations within Institiud Thuamhumhan, such programmes may be grouped for the purposes of self evaluation	Institiud Thuamhumhan Research, Development and Training Officer	Self Evaluation plan and timetable

Monitoring

Monitor	Frequency	Monitoring method(s)
Institiud Thuamhumhan	Ongoing during the process	The progress of programmes being evaluated together will be reviewed and examined, and lessons learned and recorded

Provider Name: Institiud Thuamhumhan
Policy Area: B9 Self Evaluation of Programmes and Services

Procedure: ***B9.4 Learner Involvement***

Purpose: To ensure that the experiences of Learners, current and past, are central to the evaluation process

Staff involved: Programme Co-ordinators, Tutors, Self Evaluation Team, Learners Council, Learners, Principal

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
The views of current Learners will be systematically recorded on an ongoing basis throughout their participation in a programme.	Programme Co-ordinator Tutors Learners' Council Learners	Questionnaires Focus groups Interviews Evidence of complaints made
Views of past students, both graduates and those who left without completion of the programme will be sought as part of the process, where practical	Self Evaluation Team	Questionnaires Focus groups Interviews

Monitoring

Monitor	Frequency	Monitoring method(s)
Principal	Ongoing	Review of evidence

Provider Name: Institiud Thuamhumhan
Policy Area: B9 Self Evaluation of Programmes and Services

Procedure: ***B9.5 External Evaluator***

Purpose: To appoint an external evaluator who is independent of the programme and who has a sound educational background, a familiarity of the work-place in the vocational area of the programme, an understanding of evaluation procedures and methodologies, and an ability to contribute to the development and improvement of the programme

Staff involved: HR personnel, Self Evaluation Team Co-ordinator

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
The recruitment of a suitable external evaluator will be done in accordance with North Tipperary VEC recruitment policies and procedures	The HR department of NTVEC in consultation with Institiud Thuamhumhan's Co-ordinator of the Self Evaluation Team	Newspaper advertisements Job specification Contract of employment
A written job specification, and role brief will be prepared for the external evaluator	As above	Job specification Role brief

Monitoring

Monitor	Frequency	Monitoring method(s)
Recruitment and employment will be monitored by NTVEC HR Department	As required	Adherence to NTVEC policy
Performance of the role will be monitored by the Co-ordinator of the Self Evaluation Team	Ongoing during the evaluation process	Reporting procedures will be established

Provider Name: Institiud Thuamhumhan
Policy Area: B9 Self Evaluation of Programmes and Services

Procedure: ***B9.6 Methodology***

Purpose: To outline the methodology to be used in the self evaluation process

Staff involved: Institiud Thuamhumhan, Self Evaluation Team

Methods used to carry out the procedure	Who does it:	Examples of evidence generated
Institiud Thuamhumhan will collect and analyse both quantitative and qualitative data from the following: <ul style="list-style-type: none"> • Tutors • Principals • Learners • Feedback from evaluation sheets, questionnaires, journals • Records of observations made by any stakeholder • Other appropriate data 	Self Evaluation Team	Completed Self Evaluation Checklist Programme Evaluation Report Journal entries Questionnaires Evaluation sheets Observations

Monitoring

Monitor	Frequency	Monitoring method(s)
Institiud Thuamhumhan	Following each evaluation	Review of evidence