Clare Adult Education Service

Quality Assurance Policies and Procedures

December 2013

Version 1.3

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Introduction

This policy outlines the measures undertaken by Clare Adult Education Services to fully ensure the quality, improvement, transparency, consistency, contextuality, and provider responsibility of training provision in line with guidelines set down by the Further Education and Training Awards Council (QQI).

QQI implements a comprehensive strategy to assure the quality of its accredited training programmes, a strategy of three separate functions.

1. A quality assurance system must be put in place and agreed by QQI.
2. QQI will validate, prior to delivery, programmes submitted by providers whose quality assurance procedures have been agreed.
3. QQI monitors and evaluates programmes that are being / have been delivered.

This policy relates to the first of these functions – the provision of a Quality Assurance Policy provided by Clare AES and agreed by QQI.

Responsibilities

Assigned to each of the policy statements are a list of methods, responsibilities and evidence generated for each item within the policy.

Specific sets of responsibilities for all personnel within the organisation can then be defined, across all centres –

- Learners
- Tutors
- Programme coordinators
- QQI coordinators
- Centre Managers
- QQI QA Facilitator
- Guidance Service
- Administration Staff
- Human Resources Department
- Adult Education Officer (AEO)

Policy Statement – B1 Communications

Clare Adult Education Service is committed to providing a communications system for circulating relevant, accurate and up to date information and feedback to learners, staff and stakeholders in a manner appropriate to the facilitation of dialogue with a diversity of learners.

PROCEDURES

B 1.1 COMMUNICATION WITH LEARNERS

B 1.2 COMMUNICATION WITH STAFF

B 1.3 COMMUNICATION WITH OTHER STAKEHOLDERS

Provider Name: CLARE ADULT EDUCATION SERVICE		
Procedure	**B.1.1 Communication with Learners**	**Version: v1.3 Date: Dec 2013**

Purpose: This procedure describes the methods of communication to ensure good dialogue with learners in a manner that respects diversity and is relevant to the programmes and services provided by the Adult Education Service.

Staff involved: Course tutors, programme coordinators, centre managers, administration staff

Method	Who does it?	Evidence Generated
Information - for each programme	• Programme coordinators • Administration staff	• Brochures • Leaflets
Information - Media advertising	• Programme coordinators • Administration staff	• Posters • Website • Media adverts
Welcome/ Initial Contact systems	• Frontline/ Reception staff, • Programme coordinators	• Data on MIS (Management Information System) • Weekly MIS Reports • Interview Sheet • Letter of acceptance
Information about entry arrangements	• Programme Coordinators, • Admin Staff. • Guidance Counsellors. • Tutors.	• Timetable • Course Content Outline • Learner Handbook
Learner Induction materials	• Programme coordinators, • Tutors	• Learner Induction pack/folder, • Codes of conduct/contracts, • Learner feedback sheet on induction
Information - Guidance service	• Coordinators/Course tutors for referrals • Guidance personnel for delivery of service	• Annual report from guidance with numbers of learners who attended service etc.
Feedback - Course evaluation	• Course tutors • Programme coordinators	• Learner verification: evaluation sheets • Composite report of evaluation forms per programme
Feedback - Individual and group meetings	• Course tutors • Programme coordinators	• Meetings recorded by tutors • Minutes taken and circulated.
Information - Via phone, email, post, face to face meetings	• Course tutors • Programme coordinators • Centre managers • Administration staff.	• Meetings/mails recorded by tutors
Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure	**B.1.2 Communication with Staff**	**Version: v1.3**	**Date: Dec 2013**

Purpose: This procedure describes the methods of communication to ensure good dialogue with staff in a manner that respects diversity and is relevant to the activities the Adult Education Service.

Staff involved: Course tutors, programme coordinators, centre managers, administration staff, caretaker

Method(s)	Who does it	Evidence Generated
Information – daily communication between staff	- Course tutors - Programme coordinators - Centre managers - Administration staff	- Post - Internal memos - Email - Meeting minutes
Information – Information posting to all staff, general information	- Course tutors - Programme coordinators - Centre managers - Administration staff	- Notices on internal Noticeboards - Postings on staffnet
Information - Staff calendar	All staff	- Posted on the website - Individual copy to staff
Information – employment selection and recruitment process	- Centre managers - Administration	- Job Vacancies - Appointments - Selection procedures
Information – Staff Induction Training	Centre managers,	Records of induction training complete
Information – Policies – Equality, Health and Safety	Centre managers	- Copies of policies - Records of how communicated with staff
Information/Feedback – staff meetings	- Programme coordinators - Administrators	Staff meetings agendas and minutes
Information/Feedback - Task group meetings	Staff reps from each programme (VTOS, Youthreach, Programme Management, Centre Management , QQI, ICT, CPD & COP)	Meetings agendas and minutes
Information/Feedback – Continuous Professional Development	CPD Steering Group	- Programme for the day - Evaluation sheets - Evaluation reports
Information/Feedback – Staff Handbook	- Co-ordinators, - Staff	Handbook
Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure	**B 1.3 Communication with Stakeholders**	**Version: v1.3**	**Date: Dec 2013**

Purpose: This procedure describes the methods of communication to ensure good dialogue with stakeholders in a manner that respects diversity and is relevant to the activities of the Adult Education Service.

Staff involved: Course tutors, programme coordinators, centre managers, administration staff

Method(s)	Who does it	Evidence generated
Local learning networks established in all parts of the county	• Programme representatives	• Meeting minutes
Course Information	• Programme coordinators • Administration staff	• Programme brochures
Information – Policies – Equality Policy, Health and Safety Policy	• Centre managers	• Copies on file • Records of how communicated with external stakeholders
Media publicity – articles etc.	• Programme coordinators • Administration staff	• Media Articles
Annual reports	• AEO • Centre managers • Programme coordinators	• Annual reports
Website	• Centre managers • Programme coordinators • IT staff	• Website addresses
Membership on external boards, committees etc.	• AEO • Centre managers • Programme coordinators	• Meetings agendas and minutes
Membership of national organisations	• AEO • Centre managers • Programme coordinators	• Contact records available.

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Policy Statement B2 – Equality

It is the policy of the County Clare VEC's Adult Education Service to ensure that its programmes of education and training should be delivered in a manner that accommodates diversity, promotes equality of opportunity and combats racism and any form of harassment and bullying

PROCEDURES:

B2.1 EQUALITY TRAINING
B2.2 EQUALITY PLANNING

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure	**Policy Area: B2.1 EQUALITY TRAINING**	**Version: v1.3**	**Date: Dec 2013**

Procedure: This procedure outlines equality awareness training mechanisms within the centre. The objective is to ensure that all staff be familiar with equality issues and the new pertinent legislation

Staff Involved: Tutors, learners, coordinators, organizers, centre manager.

Method	Who does it?	Evidence generated
Policy committee meets on a regular basis to review issues of equality and review legislation.	Policy development committee.	Policies are circulated to all employees. Information and policies are posted on the webpage of the organization.
Induction training for staff incorporates training on equality and discrimination	Programme co-ordinators	Staff induction training handbook Training records for induction training on file
Training sessions and seminars	In-career development group County Clare Learning Network	Evaluation forms files. Records and minutes of meetings.
Dissemination of information	Policy committee	Links provided to employees re new equality legislation

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Procedure	**Policy Area: B2.2 EQUALITY PLANNING**	**Version: V1.3**		**Date: Dec 2013**
Purpose: This procedure outlines mechanisms in equality planning taking place on a regular basis within the organization				
Staff involved: Education Plan Coordinator, programme coordinators, tutors, learners				

Method (s)	Who does it?	Evidenced generated
5 Year Education Plan	Education plan coordinator	Publication
Dissemination of Education Plan	Education Plan Coordinator	Publication and Minutes of meetings recorded
Implementation of Education Plan	Implementations groups and Education Plan Coordinator	Minutes on file

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Policy Statement B3 – Staff Recruitment and Development

Clare VEC Adult Education Service is committed to recruiting suitably qualified and experienced personnel best matched to the particular job specification. Staff training is provided as training needs arise. Further development will take place on completion of a Training Needs Analysis for the staff of the Adult Education Service.

PROCEDURES:

B 3.1 STAFF RECRUITMENT AND ALLOCATION

B 3.2 STAFF INDUCTION

B 3.3 STAFF DEVELOPMENT

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**Policy Area: B3.1 Staff Recruitment & Allocation**	**Version: 1.1**	**Date: Dec 2013**

Purpose: This procedure describes the methods by which staff are recruited in line with Co. Clare VEC recruitment policies and National Legislation

Staff Involved: Human Resources Manager, HR Dept, Centre Managers, Programme Co-ordinators

Method(s)	Who does it?	Evidence generated
The need for a new staff member in programme or service delivery will be identified by the Centre Co-ordinator	Centre Co-ordinator	Proposal to AEO
Allocation will be determined according to: 1. Dept of Education and Science (DES) staffing guidelines 2. Overall budget allocation (DES) 3. Specific provision of contract 4. Needs of Clare VEC The AEO will agree recruitment and advise budget from which individual will be paid	Relevant departments with the VEC administrative office, including H.R. personnel AEO	Clear statements of qualifications/experience necessary
A job description will be produced based on the knowledge, skill and competence required of the new staff member	Centre Co-ordinator	Job description
The job will be advertised		Job Advertisement
Centre Co-ordinator will set out the criteria which will be used in the short-listing of applicants Notification will be sent to all applicants	Centre Co-ordinator H. R. personnel	List of Learners for interview Criteria for shortlisting Letters sent to applicants
Interview board will be selected, in line with Clare VEC guidelines	H. R. personnel	Record of Board members
Interview Skills Training	H. R. Personnel	Records of interview panel having attended interview skills training course.
Interviews will be conducted using Clare VEC criteria	H. R. personnel	Comprehensive record of interviews held for a minimum of 12 months
Contract of employment issued and signed by successful Learner and CEO	H.R. personnel	Signed contract of employment
Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**Policy Area: B3.2 Staff Induction**	**Version: 1.1**	**Date**: Dec 2013

Purpose: This procedure describes the method by which staff attend their induction training programme into their new role in line with Co Clare VEC policies.

Staff Involved: New Co Clare VEC staff, Human Resources Manager, HR Dept, Centre Managers, Programme Co-ordinators

Method(s)	Who does it	Evidence
One-to-one meetings with new staff	HR Dept, Programme co-ordinator	List of new staff Record of meetings and associated meetings
Staff orientation provided to all new staff	Programme co-ordinator	Record of who carried out orientation, with whom, when, what covered.
Staff induction training provided for all new staff	Programme co-ordinator, QA facilitator, centre staff	Training record for orientation training, evaluation sheets
Tutor Handbook / Information pack available to all staff	Programme co-ordinator	Tutor handbook Evidence of staff having received information pack

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Procedure Title:	**Policy Area: B3.3 Staff Development**	**Version: 1.1**		**Date: Dec 2013**

Purpose: This procedure describes the method by which staff are trained, developed and supported in their role as employees of Co Clare VEC Adult Education Service in line with Co Clare VEC policies

Staff Involved: New and existing Co Clare VEC staff, HR Manager, HR Dept, Centre Managers, Programme Co-ordinators

Method(s) used	Who does it	Evidence generated
Training Needs Analysis needs to be carried out throughout the entire AEC	Programme Co-ordinators and CPD committee	Individual or Programme Team training plans Budget allocation for staff development
Training Plan to be compiled with time frame targets Review & Evaluate Regularly Policies and Procedures have been drawn up by Co Clare VEC HR Dept and have been circulated to all Programme Co-ordinators.	Programme Co-ordinator, Centre Manager, CPD committee HR Manager	CPD steering group minutes Annual staff training plan Staff verification: questionnaires/ evaluation sheets

Monitoring		
Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

<u>Policy Statement B4 – Access, Transfer and Progression</u>

Clare VEC Adult Education Service aim to facilitate learners at all stages from admission and registration requirements, entry stage into a programme, successful participation while on a programme of learning and progression to a programme of their choice. All centres will provide potential learners with detailed appropriate information on how to apply for programmes including eligibility criteria used to make selection. All those seeking to enrol in programmes will be treated equally in accordance with existing legislation.

PROCEDURES

B4.1   Information provision

B4.2   Learner Entry Arrangements

B4.3   Recognition of prior learning

B4.4   Facilitation of Diversity

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B4.1 Information provision**	**Version: V.1.1**	**Date: Dec 2013**

Purpose: To ensure up to date information is available at all times on a wide range of programmes and associated services to enable learners to make informed choices.

Staff Involved: Programme Co-ordinators, Programme tutors, Clare Adult Learners Guidance Service, Staff & administrative staff

Method(s) used	Who does it	Evidence generated
Providing information on education and training courses Providing information on qualifications, Certifications Providing information on grants / funding	Programme Co-coordinators / tutors Clare Adult Guidance Service	▪ Resource rooms, containing up to date information on a wide range of courses, careers etc. set up in Ennis, Kilrush and Scariff. ▪ Information sheets available on a wide range of Careers areas – on display in Resource room. ▪ Notice Boards displaying latest news from various education institutions. ▪ Attending Open days of local colleges. ▪ On Mailing lists of all local educational institutions to ensure we have the latest information at all times. ▪ Outreach centres set up so learners from around the county can access this service as well. ▪ Holding regular workshops, coffee mornings etc**.** ▪ Annual Guide to Adult Education & Training Opportunities in Co.Clare provided free of charge and is available on Clare VEC website.
Providing information on relevant support services in the local area.	Programme Co-coordinators / tutors Clare Adult Guidance Service	▪ Information available on various support services which learners can access.
Regular Communication with local organisations	Programme Co-coordinators / tutors Clare Adult Guidance Service	▪ Clare Lifelong Learning Network meetings with updated information on CLLN website

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B4.2 Learner Entry Arrangements**	**Version: V1.3**	**Date: Dec 2013**

Purpose: To ensure that the Clare VEC arrangements for selecting learners for their programmes are transparent and fair and that potential learners can be made aware of the process involved.

Staff Involved: Programme Co-ordinators, Clare Adult Guidance Service

Method(s)	Who does it	Evidence generated by this procedure
Clear information is available on entry requirements for all programmes to ensure there is no confusion.	Programme Co-ordinators, Clare Adult Guidance Service, CABES staff	Programmes brochures/leaflets/website, available outlining exact entry requirements. One-to-one meetings notes retained.
Application forms asking specific questions regarding an individuals situation needs to be completed and submitted to relevant programme co-ordinator. All application forms are then reviewed and prioritised.	Programme Co-ordinators	Comprehensive application forms available for all programmes. Selection criteria including past experience, prior learning, language and literacy competencies are used by programmes to ensure learners are best placed to take advantage of learning at the appropriate level. Selection Criteria Policy in place.
Clare Adult Guidance Service are available to assist and support learners to make informed decisions on the most suitable courses for them.	Clare Adult Guidance Service	Guidance Counsellors are available for one-to-one and group guidance sessions with learners with records maintained on Guidance MIS

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B4.3 Recognition of prior learning**	**Version: V1.3**	**Date: Dec 2013**

Purpose: This is in place to recognise if a learner entering a programme has already received previous awards which may be relevant.

Staff Involved: CLLN, ICT Steering group, Programme Managers

Method(s)	Who does it	Evidence generated	
Set up a comprehensive database which includes detailed information on clients from a wide range of programmes and what qualifications they have previously received. This will allow programme managers to see very clearly what modules people have achieved and what they would need to complete to get overall award.	CLLN / ICT steering group.	Database currently being developed**.**	
Files set up on all current and past clients.	Programme Managers	Files in place.	
Set up Guidelines on assessing prior learning.	Programme Managers	Guidelines set up which can be accessed by the appropriate people.	
Monitoring			
Monitor	**Frequency**	**Method(s)**	
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.	

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B4.4 Facilitation of Diversity**	**Version: V1.3**	**Date**: **Dec 2013**

Purpose: Access to all programmes should be without the hindrance of unnecessary barriers. Therefore it is necessary for certain programmes to be adapted or specific supports made available to individuals or groups with particular needs to successfully participate transfer and progress.

Staff Involved: Programme Managers, Clare Adult Guidance Service

Method(s) used	**Who does it**	**Evidence generated**
Ensure there is reasonable accommodation for people with a disability.	Centre Manager	Physical adaptations to the premises, if necessary, to increase access where possible within programme budgets.
Clare Adult Guidance service provide support to ensure the learner is matched with the most suitable programme	Clare Adult Guidance Service, CABES	One-to-one guidance and group sessions One-to-one support.
Guidance running workshops in study skills, overcoming learning difficulties, memory techniques, time management etc.	Clare Adult Guidance Service	Evaluation sheets from workshops
Learner Induction programme	Programme Manager	Induction session run before programme commences so that the learner gets a better idea as to what the programme is all about.
ESOL Support	Programme Manager, ESOL	Providing English language classes for non-nationals who require support
Clare Adult Basic Education Service Support	Programme Manager, CABES	Providing appropriate learning supports in literacy and numeracy.

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Policy Statement B5 – Programme Development, Delivery and Review

It is the policy of Clare VEC to ensure that programme development, delivery and review takes place in an environment where learning is encouraged and supported in response to the diverse needs of the learner and the community.

PROCEDURES

B5.1 Needs Identification

B5.2: Programme Design

B5.3: Programme Approval pre-submission for Validation

B5.4: Programme Planning.

B5.5: Programme Delivery

B5.6: Learner Records

B5.7: Provision and Maintenance of Resources

B5.8: Health and Safety

B5.9: Programme Review

Provider Name: CLARE ADULT EDUCATION SERVICE		
Policy Area: B5 – Programme Development, Design & Delivery		
Procedure Title:	**B5.1 Needs Identification** **Version: 1.1**	**Date: Dec 2013**
Purpose: This procedure describes how the needs of the learner and of the community are identified in programme development.		
Staff Involved: Local Area Learning Networks, Programme tutors & co-ordinators, Centre managers.		

Method(s) used	**Who does it**	**Evidence generated**
Meetings of the Local Area Learning Networks take place every 8 weeks to report on programmes that are needed and those already available in the community. Information is exchanged on all aspects of provision and requirements in the area.	Members of the LALN –tutors, co-ordinators, community organisations, local groups.	Schedule of LALN meetings. Minutes of LALN meetings. Records of work schedules and feedback from LALN meetings.
Enquiries from learners, local employers and community groups. Referrals from Guidance Service and Adult Basic Education Service. Surveys of specific community groups and organisations to identify local needs for programmes.	Tutors, co-ordinators & centre managers.	Collations of all enquiries. Records of meetings with learners. Correspondence with community groups, local employers, schools and adult learners. Summary of results from letters to individual members & community groups offering choices of courses available under certain programmes
Participate in regional & national surveys e.g. Employer, NALA, County Development Board. Respond to Government publications.	AEO, ALO, Co-ordinators & tutors. All staff.	Copies of publications from different organisations. Copies of Government publications Summary of Strategic Planning Days & the Strategic Plan for Clare VEC.
Analysis of annual management reports from programme providers	AEO, ALO & co-ordinators	Copies of management reports.

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE		
Policy Area: B5 – Programme Development, Design & Delivery		

Procedure Title:	**B5.2: Programme Design**	**Version: 1.1**	**Date: Dec 2013**

Purpose: This procedure describes how the programme structure, delivery and assessment methodologies are relevant to the personal development, participation in community, employment and access to further education and training of the learner.

Staff Involved: Programme tutors and co-ordinators

Method(s) used	Who does it	Evidence generated
Program design provides a supportive, student-centred environment where learning is encouraged.	Programme co-ordinators and tutors	Feedback from learners / learning journals Feedback from subject tutors in staff meetings
Program design should provide equal access for all students in line with current legislation.	Management & Prog. co-ordinators	Copies of current Equality Legislation available for staff. Schedules of In-service training on Equality legislation for staff.
Programme design should facilitate transfer and / or progression routes (where possible)	Programme co-ordinators and Adult Learner Guidance service	Records of meetings with learners. Records of meetings between guidance staff and programme development staff. Brochures & leaflets available for students.
Programme design should incorporate a fair and consistent method of assessment in line with guidelines from the external accrediting bodies.	Programme co-ordinators and tutors	Feedback from subject matter experts. QQI guidelines for programme development.
Programme design should, where relevant, facilitate opportunities for learners to engage in work experience with local employers in the community.	Programme tutors & prog. co-ordinators.	Correspondence and meetings between staff and employers. Student journals / learner records / employer verification.

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Policy Area: B5 – Programme Development, Design & Delivery				
Procedure Title:	**B5.3: Programme Approval pre-submission for Validation.**		**Version: 1.1**	**Date: Dec 2013**
Purpose: Programmes should be checked and approved prior to being submitted to QQI for validation.				
Staff Involved: Programme tutors and co-ordinators and Management				
Method(s) used		**Who does it**	**Evidence generated**	
Programmes design should be checked for its relevance, structure, delivery and assessment methodologies.		Management	Feedback from subject matter experts. Checklist against QQI guidelines. Records of Management meetings.	
Budget allocation and resource availability should be approved for programme.		Management	Records of resource & budget allocation.	
Monitoring				
Monitor		**Frequency**	**Method(s)**	
QA Facilitator, Centre manager, Programme QQI co-ordinator		Annual review.	Review of evidence in programme evidence folder.	

Provider Name: CLARE ADULT EDUCATION SERVICE			
Policy Area: B5 – Programme Development, Design & Delivery			
Procedure Title:	**B5.4: Programme Planning**	**Version: 1.1**	**Date**: **Dec 2013**
Purpose: This procedure describes how the programme will be incorporated into the schedule.			
Staff Involved: Programme tutors, Co-ordinators.			

Method(s) used	Who does it	Evidence generated
The programme is translated into a plan setting out timetables / schedules for delivery.	• Programme Coordinators. • Tutors	• Timetable of programme delivery. • Schedules of assessment, work experience allocation.
Resource allocation/development	• Programme Coordinators. • Tutors • Ancillary staff • Admin staff	• Stock books • Materials purchase/ procurement records • Building layout/ development plans • Budget plans • Expenditure report

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE		
Policy Area: B5 – Programme Development, Design & Delivery		

Procedure Title:	B5.5: Programme Delivery	Version: 1.1	Date: Dec 2013

Purpose: This procedure describes how to deliver a student-centred programme which is flexible and responsive to student needs.

Staff Involved: Programme tutors & co-ordinators

Method(s) used	Who does it	Evidence generated
Tutors should have sufficient resources, methods and flexibility to use delivery styles appropriate to learners	Programme coordinators and tutors	Learning resources & materials – e.g. worksheets, use of IT, alternative learning environments, presentations, external speakers etc.
Tutors & co-ordinators should review the delivery of the programme to make improvements and determine the effectiveness of their work.	Programme tutors, co-ordinators	Minutes of staff meetings. Learner verification: feedback / questionnaires / evaluation sheets. Records of programme changes made in response to learner feedback.
Programme timetables should be adhered to, whenever possible, in event of staff absence.	Programme tutors & co-ordinators	Cover provided for, wherever possible, for planned absence.

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Policy Area: B5 – Programme Development, Design & Delivery			
Procedure Title:	**B5.6: Learner Records**	**Version: 1.1**	**Date: Dec 2013**
Purpose: This procedure describes how to maintain records of learner participation and achievement.			
Staff Involved: programme tutor			

Method(s) used	Who does it	Evidence generated
Registration	• Administrative staff • Tutors	• Registration forms • Student Profile forms
Attendance monitoring	• Administrative staff • Tutors	• Class register/roll books • Sign-in sheets • Wages sheets • Databases
Learner progress and assessment	• Learners • Tutors • Administrative staff •	• Individual Learning Plans • Learner journals • Evaluation sheet • Report cards • Student review sheets
Accreditation *(See Fair and Consistent Assessment of Learners)*	• Administrative staff • Tutors	• Records of Achievement (QQI) • Certificates • Documentation for accrediting bodies

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Policy Area: B5 – Programme Development, Design & Delivery			
Procedure Title:	**B5.7: Provision and Maintenance of Resources**	**Version: 1.1**	**Date: Dec 2013**
Purpose: This procedure describes how to maintain records of learner participation and achievement.			
Staff Involved: CEO, Senior Management Team, Programme Coordinators, Development Officer, Contractors, all Staff, Admin Staff.			

Method(s) used	**Who does it**	**Evidence generated**
Tendering, purchase and procurement Procedures	• Programme Coordinators • All staff • Admin Staff	• Tendering, Purchase and Procurement procedures • Requisition forms • Quotations • Tender documentation • Stock books • Budget allocations • Signed Contracts
Planning and Management of VEC buildings *(see Policy on Health and Safety)*	• AEO • Senior Management Team • Ancillary staff	• Building plans • Safe/Accessible buildings • Minutes of management meetings
Service and maintenance contracts	• Programme Coordinators • Development Officer • Contractors	• Maintenance records • Service reports • Installation certificates • ICT Contracts

Monitoring

Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE		
Policy Area: B5 – Programme Development, Design & Delivery		
Procedure Title:	**B5.8: Health and Safety**	**Version: 1.1** | **Date**: **Dec 2013**
Purpose: This procedure describes how premises and facilities are accessible and maintained to ensure the health and safety of all staff and learners.		
Staff Involved: Management, Programme co-ordinators and tutors.		

Method(s) used	Who does it	Evidence generated
All premises and facilities should be checked for evacuation procedures and hazards and should be maintained to ensure the health and safety of all staff and learners.	Management, Programme co-ordinator & tutor	Safety statement. Fire evacuation notices. Hazard checklists. Minutes of meetings of safety committee. Budget allocation for maintenance of premises / facilities
Training for staff in First Aid, safe use of machinery and Health and Safety awareness.	Management, Programme tutor & co-ordinator	Staff training records, First-Aid training schedules. Notices of safe handling of machinery and hazardous material.
Appointment of Safety Representative	Staff	Responsibilities of safety representative.
Appointment of Safety Officer	Management	Responsibilities of Safety Officer

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Policy Area: B5 – Programme Development, Design & Delivery			
Procedure Title:	**B5.9: Programme Review**	**Version: 1.1**	**Date**: **Dec 2013**
Purpose: This procedure describes how regular reviews ensure the continued relevance of the programme to the diverse needs of the learner and the community.			
Staff Involved: programme tutor & co-ordinator			

Method(s) used	**Who does it**	**Evidence generated**
Informal review of programme carried out at intervals throughout its duration	Programme tutor & learners	Learner feedback
Annual review of programme with providers and Local Area Learning Networks	LALN, Management, Programme tutor & co-ordinator	Annual reports for LALN / AEO Statistical reports of learner achievement. Learner journals / evaluation sheets Surveys for government reports / community organisations and employers Management meeting agendas. Review and Evaluation reports.

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE

Policy Statement B6 – Fair and Consistent Assessment of Learners

Co Clare VEC's Adult Education Service is committed to putting in place a structured and systematic process which will ensure fair and consistent assessment of learners, with the aim of creating an environment where learning is encouraged and supported in response to the diverse needs of the community

PROCEDURES

B6.1 Co-ordinated Planning of Assessment.

B6.2 Disseminating Information to Learners

B6.3 Security of Assessment Related Processes and Material.

B6.4 Reasonable Accommodation

B6.5 Ensuring Consistency of Marking Between Assessors

B6.6 Assessment Performed by Third Parties

B6.7.1 Internal Verification

B6.7.2 External Authentication

B6.8 Feedback to Learners

B6.9 Learner Appeals

B6.10 Results Approval

B6.11 Corrective Action

Procedure Title:	B6.1 Co-ordinated Planning of Assessment.	Version: 1.1	Date: Dec 2013.

Purpose: To ensure that all staff and learners are familiar with the requirements for assessment and that assessments are planned to maximise value to learners.

Staff Involved: Programme co-ordinators, internal assessors and administrative staff

Method(s) used	Who does it	Evidence generated
Submit course outline, assessment methods and timetable to co-ordinator and learners to be combined in assessment plan for course	Tutors, Programme Co-ordinators	Assessment plan, course outline, assessment methods and timetable
Programme meeting to plan co-ordinated assessment schedule.	Programme Co-ordinators, Tutors, QQI Co-ordinator	Assessment plan, minutes taken and circulated.
Opportunities, when they arise, will be taken to integrate assessment across a number of minor awards.	Programme co-ordinators, Tutors, learners, QQI Co-ordinator	Evidence of integration of assessment across components.

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B6.2 Disseminating Information to Learners**	Version: **1.1**	**Dec 2013.**

Purpose: To provide necessary information to Learners and to ensure they are familiar with the requirements for assessment

Staff Involved: Programme co-ordinators, administrative staff, tutors.

Method(s) used	Who does it	Evidence generated
Programme information to be published in each programme brochure and/or website.	Programme Co-ordinators, Tutors, administrative staff, QQI Co-ordinator.	Programme brochure and/or website.
Learners to receive copy of course outline, assessment requirements and schedule at commencement of programme.	Tutors, Programme co-ordinators	Copy of course outline, assessment requirements and schedule Programme Co-ordinator to be kept on file.
Learners to be informed of the reasonable accommodations that can be made available should a student need them. (The learner should also make it known at the earliest possible moment if reasonable accommodations are required). Learners to be informed that each application for compassionate consideration or extenuating circumstances will be judged on its own merits.	Tutors, Programme Co-ordinators.	Record of reasonable accommodations. Application forms for Compassionate consideration. Record on assessment marking sheets.
Learners to be informed in writing of the appeals process when they receive their results.	Programme co-ordinators, QQI QA Facilitator .	Copy of results letters and appeals process on file. Records of Appeals taken.

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Procedure Title:	**B6.3 Security of Assessment Related Processes and Material.**		**Version: 1.1**	**Dec 2013.**

Purpose: To ensure the security and integrity of learner work and the assessment materials and process.

Staff Involved: Programme Co-ordinators, internal assessors, tutors and administrative staff.

Method(s) used	Who does it	Evidence generated
All internal assessors to be issued with a security policy that provides for the secure storage of assessment materials, assessment records and learner work.	Programme Co-ordinators, administrative staff, QQI Co-ordinator.	Security Policy retained on file. Logbook and storage facilities for materials and submitted work.
All internal assessors to be issued with guidelines, re integrity of assessment procedures, to ensure that they are aware of them and provide learners with the assessment regulations.	Programme Co-ordinators, administrative staff, QQI Co-ordinator.	Integrity of assessment policy retained on file. Reliability of learner evidence gathered, (through questioning, authorship statement, personal log, personal statements, peer reports, or independent testimony), should be recorded, retained and made available to both the internal verifiers and external authenticators.
In the case of submitted work students must attest in writing that it is their own work, date-stamped receipts are issued for any submitted work.	Tutors	Receipt book for learner work, authorship statements.
In the case of examinations attendance rolls are taken and the exam should take place under examination conditions and the supervision of a tutor other than the internal assessor.	Tutors, Internal Assessors.	Attendance rolls on file.
Learner evidence and supporting documentation, presented for assessment, must be retained for a sufficient period of time to allow for a learners appeal of assessment results.	Programme Co-ordinators, administrative staff, QQI Co-ordinator.	Observation of records, storage facilities.
In the event of an allegation of assessment malpractice it shall be investigated promptly so as not to disadvantage a learner against whom an unproven allegation is made.	Tutors, Internal Assessors, Programme co-ordinator	Reports to be made available to the External Authenticator.

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Procedure Title:	**B6.4 Reasonable Accommodation**		**Version: 1.1**	**Dec 2013.**

Purpose: To ensure that assessment methodologies are adapted as necessary and reasonably cater for all persons covered by the nine grounds of Equality Legislation.

Staff Involved: Programme Co-ordinators, tutors, internal assessors, administrative staff.

Method(s) used	Who does it	Evidence generated
All staff involved in the programme to be made aware of the Equal Status Acts 2000-2004 and of the consequent need to provide reasonable accommodation to those covered under the Acts who may otherwise be excluded from demonstrating their achievement of the standard being assessed.	Programme Co-Ordinator, administrative staff, QQI Co-ordinator.	Minutes of programme team meetings. Guidelines for assessors re equality legislation.
Everyone involved in the programme (staff and learners) to be made aware that assessment methodologies can be adapted to cater for the needs of all learners on an equal basis.	Programme Co-ordinator, QQI Co-ordinator.	Records of staff training. Adapted assignment materials and briefs. Leaner verification: programme evaluation sheets and/or other forms of evidence. Actions taken to be recorded in internal verifier reports and brought to the attention of external authenticators.
Compassionate consideration will be given to learners who have been prevented from undertaking a specific assessment activity or whose performance has been impaired because of exceptional circumstances. Guidelines and examples of circumstances circulated to programme co-ordinators.	Programme Co-ordinator, QQI Co-ordinator.	Appropriate learner evidence e.g. a statement from a medical practitioner. Rescheduled assessment to be recorded in internal verifier reports and brought to the attention of external authenticators.

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

CLARE VEC ADULT EDUCATION SERVICE: PROCEDURE ON REASONABLE ACCOMMODATION FOR ASSESSMENT
(Revised September 2013)

The Equal Status Acts, 2000 to 2004, requires Clare VEC Adult Education Service to provide reasonable accommodation to meet the needs of a learner who requires this.

In the context of assessment, reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair e.g. learners with a disability, and/or other learners covered by equality legislation.

Any adaptation of the assessment by the tutor will facilitate the learner to demonstrate their achievement of the standards without altering the standard. Special assessment arrangements/adaptations are not intended to and will not reduce the validity and reliability of the assessment or compromise the standard. The adaptation will seek to amend the aspects of the assessment technique or instrument which prevent a learner's participation in the assessment. It will be used where the particular assessment technique(s) or instruments disadvantages the learner in assessment.

These adaptations may include the following and/or other reasonable adaptation:

- modified presentation of assignments/examination papers e.g. enlargements
- scribes/readers
- use of sign language
- practical assistants
- rest periods
- adaptive equipment/software
- use of assistive technology
- extra time

The implementation of these adaptations will ensure that all learners are assessed on an equitable basis. Co. Clare VEC Adult Education Service is responsible for their implementation and any associated costs incurred. Reasonable accommodations will be implemented in a fair and impartial manner and will in no way advantage or disadvantage the learner.

The procedure is as follows:

1. A potential learner fills in an application form when they wish to enrol on a programme or in a particular class. There will be a section on the application form which invites the leaner to highlight any support that they may need.

2. A learner who will need reasonable accommodations will be invited to meet with the Centre/Programme Coordinator to see how best to accommodate him/her in assessment.

3. If learners do require reasonable accommodation for assessment, they are to fill out a 'Request for Reasonable Accommodation for Assessment' Form.

4. This form is to be submitted along with supporting documentation, for example, a doctor's certificate.

5. The Programme Coordinator will meet with the Tutor(s) who is the Assessor to identify the adaptation/accommodation needed and how best to implement this.

6. The Programme Coordinator will note all requests for Reasonable Accommodations and the outcome and evidence will be retained on file.

Co. Clare VEC Adult Education Service: Request for Reasonable Accommodation for Assessment

Learner Name		Programme	
Date		Tutor	
Module		Location	

Describe the circumstances under which you are requesting reasonable accommodation:

Please describe the support you require:

Please describe any additional equipment you will need:

What supporting Documentation do you have?

Learners Signature	
Programme Coordinator Signature	

Co. CLARE VEC ADULT EDUCATION SERVICE: PROCEDURE FOR ASSESSMENT DEADLINES AND COMPASSIONATE CONSIDERATIONS (Revised September 2013)

Clear instructions on assessment deadlines are given well in advance and make it clear to the learner his/her responsibility to present evidence for the assessment activity within the deadline specified. Co. Clare VEC Adult Education Service will facilitate and give due consideration to a learner who provides evidence of extenuating circumstances.

Co. Clare VEC Adult Education Service will enable learners to apply for compassionate consideration in relation to their assessment. We will enable learners who have been prevented from undertaking a specific assessment activity or who feel their performance is seriously impaired because of exceptional circumstances to apply to defer the assessment i.e. to be allowed to complete the assessment activity on another occasion.

To apply for an extension on an assessment piece, or in the case of an examination, to take the examination on a different date, a learner must apply for such through the ALO. The correct form must be filled in, which will be sent to the ALO for a decision. The following are examples of circumstances under which Co. Clare VEC Adult Education Service may consider giving compassionate consideration to the learner:

- · a physical injury or emotional trauma during a period four to six weeks previously
- · a physical disability or chronic or disabling condition such as epilepsy, glandular fever, or other incapacitating illness of the learner.
- · recent bereavement of close family member or friend
- · severe accident
- · domestic crisis
- · terminal illness of a close family member
- · other extenuating circumstances.

Co. Clare VEC Adult Education Service requires the learner to provide appropriate evidence/documentation e.g. statement from a medical practitioner.

Co. Clare VEC Adult Education Service will consider the severity of the circumstances, the nature of the assessment activity and the quality of past achievement of the learner where appropriate in making the decision to grant compassionate consideration. Any consequences for late submission of evidence will not however interfere with the marks awarded. Once learner evidence is accepted by Co. Clare VEC Adult Education Service it will be marked and graded in accordance with the standards for the award. The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards for the award.

If there are no extenuating circumstances, then the submission of late work will not be accepted. Learners will not receive any marks for the late submission of work if no prior arrangements have been made. Similarly, if learners miss an examination, without there being any compassionate considerations, the learner will not receive any marks, and will not be permitted to re-sit the examination.

Co. Clare VEC Adult Education Service: Application for Assessment Extension/ Deferral

Name:	
Address:	
PPS Number:	
Date of Birth:	
Programme:	
Module (Including Code) for which you wish to apply for an assessment extension/ deferral:	
Module Tutor:	
Form of Assessment that you wish to have an extension granted:	
Date the Assessment is/ was due:	

Reasons for Requiring this Assessment Extension/ Deferral

Do you have any supporting documentation? If so , please explain:

When do you intend to complete this assessment?	
Learner Signature	
Date	

OFFICE USE ONLY:
Extension Granted: YES   NO

Note:

Signed: _____   Date: _____
        Programme Coordinator

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B6.5 Ensuring Consistency of Marking Between Assessors**	**Version: 1.1**	**Dec 2013.**

Purpose: To ensure that there is consistency of marking between assessors and that all students receive a valid and accurate grade.

Staff Involved: Programme co-ordinators, internal assessors, administrative staff.

Method(s) used	Who does it	Evidence generated
Internal assessors to attend appropriate in-service training and to access the resources of the 'Further Education Support Service'	Programme co-ordinators, internal assessors, QQI Co-ordinator.	In-service training attendance records andevaluation forms
Meetings to be held regularly between assessors, preferably across programmes if practicable.	Internal Assessors	Minutes of assessors team meeting.
Guidelines relating to assessment are made available to all assessors prior to course commencement.	Programme co-ordinator, QQI Co-ordinator, administrative staff.	Assessment guidelines.
Assessors to submit proposed assessment material and marking scheme based on the guidelines.	Internal Assessors	Assessment Materials, Marking Scheme.
Internal Assessors to complete a checklist indicating they have verified the work is the students own, that the assessment criteria have been applied, that the assessment is complete and marked according to the marking scheme and that marks have been calculated correctly.	Internal assessors	Assessor Checklist
A procedure for Internal Verification to be put in place which will: <u>ensure</u> that agreed assessment procedures are adhered to, <u>will identify and implement</u> a sampling strategy for internal verification, <u>ensure</u> that all assessment evidence is a available for internal verification	Programme co-ordinators, internal verifiers, QQI Co-ordinator.	Procedural document Completed 'Internal Verification Report'
Review the Internal verification report and implement any necessary recommendations	Programme co-ordinator, internal verifiers, internal assessors, QQI Co-ordinator.	Circulate updated procedural document

A procedure for External Authentication to be put in place which will: identify the person/s responsible for the co-ordination of the process of external authentication, and the criteria to be used in the selection of the authenticator identify and implement a sampling strategy for External Authentication, ensure that all awards are included in this process over a two year cycle ensure that the External Authentication Report is included in the Results Approval Process	Programme co-ordinators, internal verifiers, internal assessors, external authenticator/s, QQI Co-ordinator.	Procedural document External Authentication Report
Review the External Authentication Report and implement any necessary recommendations at the end of the assessment period.	Programme co-ordinators, internal verifiers, internal assessors, QQI Co-ordinator.	Circulate updated procedural document at the end of the assessment period.
Review both the Results Approval Report and Appeals Process Records and implement any necessary recommendations at the end of the assessment period.	Programme co-ordinators, internal verifiers, internal assessors, QQI Co-ordinator.	Circulate updated procedural document at the end of each assessment period.

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

FETAC Level 1/2/3 - Module Results Summary Sheet

Module Name:		Module Code:	
Major Award:		Major Award Code:	

Learner Surname	Learner Forename	Learner PPSN	Grade

Signed:

Internal Assessor: _____ Date: _____

Grade
S = Successful: Learner has achieved all of the learning outcomes.
U = Unsuccessful: Learner has not achieved all of the learning outcomes.
W = Withdrawn: Learner did not present for assessment

FETAC Level 4/5/6 - Module Results Summary Sheet

Module Name:						Module Code:	
Major Award:						Major Award Code:	

Learner Surname	Learner Forename	Learner PPSN	Mark 1	Mark 2	Mark 3	Total (100%)	Grade

Signed:

Internal Assessor: _____ Date: _____

Grade
D = Distinction: 80 - 100%
M = Merit: 65 - 79%
P = Pass: 50 - 64%
U = Unsuccessful: 0 - 49%
W = Withdrawn: Did not present for assessment

Portfolio Submission Checklist – Levels 1/2/3

Module Name:		Module Code:	
Major Award:		Major Award Code:	

All applicable documentation to be presented in chronological order:		Tick Box
Tutor Folder	Module Results Summary Sheet (inputted in surname alphabetical order)	
	Tutor Assessment Section: module descriptor	
	assessment briefs	
	course outline/scheme of work/assessment plan	
	index of evidence presented in digital format	
Learner Portfolios	- In surname alphabetical order with Name & PPS Number clearly visible on each folder.	
	- In cardboard/plastic folders (no plastic pockets).	
	- Include individual candidate marking sheet.	
	- Include Index of contents	
	- Clearly divided by assessment & in the format a) Brief, b) Evidence	
	- Tutors and learners have signed all necessary documentation.	
	Audio-visual media in digital format - clearly labelled and referenced, and placed in tutor folder	
	- individual learner evidence to be clearly identifiable	
	Group work: - behind individual learner portfolios	
	- clearly identified as group evidence	

Tutor Signature: _____   Date: _____

All administrative documentation to be returned to programme coordinating office at this time.

<u>Portfolio Submission Checklist – Levels 4/5/6</u>

Module Name:		Module Code:	
Major Award:		Major Award Code:	

All applicable documentation to be presented in chronological order:		Tick Box
Tutor Folder	- Module Results Summary Sheet (results input in surname alphabetical order)	
	Tutor Assessment Section: module descriptor	
	assessment briefs	
	course outline/scheme of work/assessment plan	
	marking schemes	
	examination papers & sample answers	
	exam attendance Form (signed by learners)	
	index of evidence presented in digital format	
Learner Portfolios	- In surname alphabetical order with Name & PPS Number clearly visible on each folder.	
	- In cardboard/plastic folders (no plastic pockets).	
	- Include individual candidate marking sheet.	
	- Include Index of contents	
	- Clearly divided by assessment & in the format a) Brief, b) Evidence, c) Marking Scheme.	
	- Marking schemes completed for each assignment indicating specifically, where and why marks are allocated and deducted.	
	- Tutors and learners have signed all necessary documentation.	
	Audio-visual media in digital format - clearly labelled and referenced, and placed in tutor folder	
	- individual learner evidence to be clearly identifiable	
	Group work: - behind individual learner portfolios	
	- clearly identified as group evidence	

Tutor Signature: _____ Date: _____

All administrative documentation to be returned to programme coordinating office at this time.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B6.6 Assessment Performed by Third Parties**	**Version: 1.1**	**Dec 2013.**

Purpose: To ensure that, where carried out by third parties, assessment is fair and consistent.

Staff Involved: Programme Co-Ordinator, Tutors

Method(s) used	Who does it	Evidence generated
In the case of third party training bodies, the contracted party must be a member of a certified professional organisation and a certified trainer/assessor. A contract outlining course content and assessment requirements including times and dates of delivery and assessment is to be drawn up. All learners asked to provide written feedback both after the first session and at the end of the course.	Programme Co-ordinator, QQI Co-ordinator.	Evidence of training bodies' membership of a professional organisation to be kept on file. Contract with third party provider to be kept on file. Learner Feedback Reports.
In the case of employers providing learners with work experience, the terms and conditions of the placement should be agreed beforehand and the learner made aware of them. All employers should receive guidelines on writing feedback reports. Regular meetings to be held between the tutor and the employer. Log books/diaries to be kept by the learner while on work experience.	Programme Co-Ordinators, Tutors, QQI Co-ordinator.	Written records of all meetings with employers including the terms of each placement kept on file. Employer guidelines on writing feedback reports kept on file. Learner log books/diaries.

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B6.7.1 Internal Verification**	**Version: 1.3**	**Dec 2013.**
Purpose: To ensure that assessors are marking in accordance with the national standard for the award.			
Staff Involved: Programme co-ordinators, internal assessors, tutors.			

Method(s) used	Who does it	Evidence generated
The QQI Steering group will evaluate when there are enough portfolios of assessment ready to merit the implementation of the Authentication and Results Approval Process The criteria for identifying a suitable Internal Verifier will be agreed by the QQI QA Co-ordinator in conjunction with the Programme Co-ordinators at this point The Internal Verifier will be briefed in their role by the QQI QA Co-ordinator.	Programme Co-ordinators QQI QA Co-ordinator	Minutes of QQI steering group meetings
The QQI QA Co-ordinator in conjunction with the programme co-ordinators will co-ordinate the Internal Verification Process Each Centre Co-ordinator will forward the number of portfolios of assessment and the names of the awards so that the QQI QA Co-ordinator can identify the appropriate number of Internal Verifier(s)	Centre Co-ordinators QQI QA Co-ordinator	Provisional numbers and names of awards from each Centre Name of Internal Verifier(s)

The Internal Verifier will check that Co. Clare VEC's assessment procedures were adhered to by ensuring that: The evidence presented to the Internal Verifier is in line with the correct implementation of Clare 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	Internal Verifier	Internal Verification Report
The Internal Verifier will monitor assessment results to ensure that for ALL Learners requesting certification: results are recorded for ALL Learners evidence is available for ALL Learner results recorded	Internal Verifier	Internal Verification Report
The Internal Verifier will monitor assessment results on a sample basis to ensure that: 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 QQI grading bands In order to choose the sample to monitor, the Internal Verifier will apply the Provider's Sampling Strategy.	QQI QA Co-ordinator Internal Verifier	Internal Verification Report

The Internal Verifier will produce an Internal Verification report, which will be made available to the External Authenticator and the Results Approval Panel	QQI QA Co-ordinator Internal Verifier	Internal Verification Report
The report should include any irregularities or issues noted by the Internal Verifier and should give information on the following:		
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 QQI requirements		
Any other relevant findings or observations		

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

County Clare VEC Adult Education Service Internal Verification Report – Revision 3 (December 2013)

Provider Name/Number		
Centre Name/Number		

Named award(s) and codes							
Name Award	**Award Code**	**Level**	**Name Module**	**Name Component (s)**	**Component Code (s)**	**No. of Learners**	**Learner Group**
General Learning	*3M0874*	*3*	*Communications for Today's World*	*Communications*	*3N0880*	*4*	*ENVTOS0612*

Name Award	Award Code	Level	Name Module	Name Component (s)	Component Code (s)	No. of Learners	Learner Group

Date of internal verification:	

Assessment processes and procedures	Verification of adherence to provider's assessment procedures.
Assessment procedures *I (we) confirm that the assessment procedures as agreed through this provider's quality assurance have been applied across all assessment activities for this award.* *Tick as appropriate* 	Comment as appropriate *(If 'No' – identify issues arising and corrective action taken)* _____ _____ _____ _____ _____

Yes	
No	

QQI / Centre Coordinator

Name: _____

Signature: _____

Date: _____

Name Component	Component Code	Date	Tutor	Learner Group

For ALL Learners requesting certification	Y / N/ n/a	Comments/Actions
• "Successful" grades are recorded for ALL Learners presenting for certification		
• Evidence is available for ALL Learner results recorded		

Apply the sampling strategy and for the sample selected verify		
The Learner Marking Sheet at the front of the learner portfolio shows the completion of each Learning Outcome and the "Evidence: Explanatory Information" section details the location of each LO evidence within the individual briefs.		
The learner details and grades are transferred in surname alphabetical order to the "Module Results Summary Sheet" in tutor pack.		
The grade has been entered on QBS and "Module Results Summary Sheet" matches with the "Authentication Report by Learner Group by Minor Award Result sheet"		
"Authentication Report by Learner Group by Minor Award Result sheet" is signed by tutor/co-oordinator		
"Authentication Report by Learner Group by Minor Award Result sheet" is to be countersigned by Internal Verifier.		

Was the learner evidence generated in accordance with appropriate assessment techniques and instruments?	Verification that the revision of module descriptor is the current version as per StaffNet and the "Revision Updates to Validated Module Descriptors" document.		
	Confirmation that the Learner evidence was generated in line with the validated programme and that all aspects of the Assessment Criteria defined in the Assessment Plan section of the Module Descriptor are contained within the briefs.		
Is sufficient and reliable assessment evidence available for all learners presented?	Assessment briefs have clear instructions for learners on the tasks to be completed and the evidence to be produced.		
	Assessment briefs assess a range of Learning Outcomes and are clear about the standard of work expected		
	Each piece of evidence is clearly linked to an Assessment Brief and Learning Outcome.		
Is the documentation available and completed correctly? e.g. assessment briefs	Portfolios are clearly divided by assessment and are in the format – Brief / Evidence		
	Tutors and learners have signed and dated all necessary documentation – Portfolio submission checklist, assessment briefs etc.		
	All accompanying audio-visual evidence is in digital format and is clearly labelled and referenced.		
	Tutor Assessment Folder contains module descriptor, briefs, course outline, index of digital evidence if applicable.		
	Learner portfolios are presented in surname alphabetical order, Name and ppsn on each folder.		
Have marks been correctly totalled and grades awarded in line with QQI requirements	Learner evidence is clearly corrected with general comments on performance for feedback to learners and feedback section on briefs initialled and dated.		
	Are there any inconsistencies with the quality of presentation which requires further investigation?		

IV Reference Number _____   Date_____

Name Component	Component Code	Date	Tutor	Learner Group

For ALL Learners requesting certification	Y / N/ n/a	Comments/Actions
• results are recorded for ALL Learners • evidence is available for ALL Learner results recorded		
Apply the sampling strategy and for the sample selected verify		
Marks are totalled correctly on each of the assessment marking sheets		
The marks on the assessment marking sheets are transferred correctly to the Learner Marking Sheet(s) at the front of the learner portfolio		
The learner total marks are transferred correctly to the "Module Results Summary Sheet" in tutor pack.		
The marks have been entered on QBS and "Module Results Summary Sheet" matches with the "Authentication Report by Learner Group by Minor Award Result sheet"		
"Authentication Report by Learner Group by Minor Award Result sheet" is signed by tutor/co-oordinator		
"Authentication Report by Learner Group by Minor Award Result sheet" is countersigned by Internal Verifier.		
Was the learner evidence generated in accordance with appropriate assessment techniques and instruments?	Verification that the revision of module descriptor is the current version as per StaffNet and the "Revision Updates to Validated Module Descriptors" document.		
	Confirmation that the Learner evidence was generated in line with the validated programme and that all aspects of the Assessment Criteria defined in the Assessment Plan section of the Module Descriptor are contained within the briefs.		
	Assessment information was given to the Learner: • dates for submission of assessment evidence • dates, times, locations and regulations for examinations and skills demonstrations		
Is sufficient and reliable assessment evidence available for all learners presented?	The assessment briefs have clear instructions for learners on the tasks to be completed and the evidence to be produced.		
	Assessment briefs assess a range of Learning Outcomes and are clear about the standard of work expected		
	Each piece of evidence is clearly linked to an Assessment Brief and Learning Outcome.		
Is the documentation available and completed correctly? e.g. assessment briefs, marking schemes	Portfolios are clearly divided by assessment and are in the format – Brief / Evidence / Marking Scheme		
	Tutors and learners have signed and dated all necessary documentation – Portfolio submission checklist, Candidate Marking Sheets etc.		
	All accompanying audio-visual evidence is in digital format and is clearly labelled and referenced.		
	Tutor Assessment Folder contains module descriptor, briefs, marking schemes, course outline, exam papers, sample answers, index of digital evidence if applicable.		
	Learner portfolios are presented in alphabetical order, Name and ppsn on each folder.		
Have marks been correctly totalled and grades awarded in line with QQI requirements	Marking schemes are completed for each assignment, stating where and why marks are assigned or deducted.		
	Learner evidence is clearly corrected with general comments on performance for feedback to learners and feedback section on briefs initialled and dated.		
	Are there any inconsistencies with marking / grade distribution / quality of presentation which requires further investigation?		

IV Reference Number _____   Date_____

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B6.7.2 External authentication**	**Version: 1.3**	**Dec 2013**

Purpose: To ensure that assessors are marking in accordance with the national standard for the award.

Staff Involved: Programme co-ordinators, internal assessors, tutors.

Method(s) used	Who does it	Evidence generated
The QQI Steering group will evaluate when there are enough portfolios of assessment ready to merit the implementation of the Authentication and Results Approval Process	QQI QA Co-ordinator Programme Co-ordinators	Minutes of QQI steering group meetings
The QQI QA Co-ordinator will co-ordinate the External Authentication Process Each Centre Co-ordinator will forward the number of portfolios of assessment and the names of the awards so that the QQI QA Co-ordinator can identify an appropriate External Authenticator(s) The External Authenticator(s) will be chosen, where possible, from the QQI list of External Authenticators and will be contacted by the QQI QA Co-ordinator The External Authenticator will be independent of the Centre 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	QQI QA Co-ordinator	Provisional numbers and names of awards from each Centre Name and contact details of External Authenticator(s)
The External Authenticator will agree terms and conditions for the Authentication Process with Clare VEC, through the QQI QA Co-ordinator. The following should be agreed in advance of the External Authenticator visiting the Provider: 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. The QQI QA Co-ordinator should also confirm availability of the following for the External Authenticator: ALL relevant assessment instruments and appropriate supporting documentation: 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), Clare VEC's sampling strategy	External Authenticator	Confirmation letter from the External Authenticator

The External Authenticator will: 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: 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 Centres 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: 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) 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 QQI QA co-ordinator Give constructive feedback to appropriate personnel: 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	External Authenticator QQI QA Co-ordinator	Record of Moderated Results Signed Individual Candidate Marking Sheets Signed Provisional Results Sheet Evidence of feedback to Assessors

The External Authenticator will produce an External Authentication Report, which will be made available to the Results Approval Panel, through the QQI QA Co-ordinator
 	
The External Authentication Report must be in writing/ word processed and a copy must be sent to the QQI QA Co-ordinator. This report should include the following information:
 	
    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
	External Authenticator
	
	QQI QA Co-ordinator
		External Authentication Report

Monitoring

Monitor	Frequency	Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

EXTERNAL AUTHENTICATION REPORT

Authenticator Name:	Date of Authentication:
Component Code: Title:	Centre Number:
Total Number of Portfolios Presented:	Tutor Name:
Number of Portfolios Moderated:	Number of Grades Adjusted:

INITIAL OBSERVATIONS OF PORTFOLIO PRESENTATION
•   •   •

DESCRIBE EXAMPLES OF GOOD PRACTICE OBSERVED

IDENTIFY ANY CONCERNS
•   •   •

RECOMMENDATIONS FOR IMPROVEMENT

Authenticator Signature :_____   Date : _____

External Authentication Report

Registered Provider/Centre Name:	
Registered Number:	
Date of external authentication Process:	

Indicate sample basis and sample size:	

Named award(s) and codes for sample selected (Major and component award(s) for which results are being externally authenticated)	▪ ▪ ▪ ▪

External authenticator details	Name: Address/contact detail

Report on Moderation of Assessment Results

Please complete for each named award/group of assessment results being authenticated	Have the results been internally verified by the provider?		Was the evidence assessed in accordance with techniques outlined in the Award Specification?		Are the results presented consistent with national standards for the award? (If no, identify results which have been changed.		Comments/Action Points (If 'No' identify issues/make recommendations).
Component award title	Yes	No	Yes	No	Yes	No	Comments

Component Awards moderated	
Number of grades changed	
% of grades changed	

Describe examples of good practice observed/identify concerns:	
Outline areas for improvement	

Signatures:	External authenticator:	Date:
	Provider:	Date:

This report will be made available by the Provider to the QQI Monitor.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Procedure Title:	**B6.8 Feedback to Learners**		**Version: 1.1**	**Dec 2013.**

Purpose: To ensure that learners receive timely and constructive feedback on their assessments, with this feedback being appropriate to the nature of the assessment.

Staff Involved: Programme co-ordinators, tutors.

Method(s) used	Who does it	Evidence generated
Regular tutor/learner meeting schedules to be drawn up for the purpose of giving feedback.	Programme co-ordinators, tutors, QQI Co-ordinator.	Tutor/Learner Meeting Schedules
Tutors to submit copies of feedback sheets which they have provided to students.	Tutors	Feedback sheets.
It is the aspiration of the Adult Education Service that, when presenting students for national assessment, the quality of their work is to an acceptable standard, therefore in cases where the internal assessor feels that the work is not up to standard and following discussion with the student, the students work may not be presented for assessment.	Tutors, Assessors, QQI Co-ordinator.	Feedback sheets.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Procedure Title:	**B6.9 Learner Appeals**		**Version: 1.3**	**Dec 2013**

Purpose: To ensure that there is a procedure whereby learners can appeal a result that they feel to be unfair.

Staff Involved: Programme co-ordinators, internal assessors, administrative staff.

Method(s) used	Who does it	Evidence generated
An Appeals Process will be put in place to enable the learner: -To appeal the assessment process -To appeal the assessment result	Programme co-ordinator, administrative staff, QQI Co-ordinator.	Process documented and made available to both staff and learners
As only approved results can be appealed, the provider shall: -approve all results through the results approval process -give assessment results to learners -allow a minimum of 14 days for learners to lodge an appeal	Programme co-ordinator, administrative staff QQI Co-ordinator.	Results Approval Report Learner Assessment Records Record of learner appeals
In the case of a student who wishes to appeal, the internal assessor will meet with the appellant and discuss the merits of their case and how best to proceed	Internal assessor	Record of meetings with students who wish to appeal.
Should the student wish to continue, the appeal will be facilitated in accordance with the appeal process of the certifying body.	Programme Co-ordinator, Internal assessor, QQI Co-ordinator.	Appeals Procedure.
The assessor who evaluates a learner appeal **should not** have been involved in the original assessment decision	Programme co-ordinator, internal assessors, QQI Co-ordinator.	Record of learner appeals
Upon completion of the appeals process, the learner should be informed of the outcome of the appeal and the results for the learner are forwarded to QQI as the final result	Programme co-ordinator, internal assessors, QQI Co-ordinator.	Record of learner appeals, QQI records

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Co. Clare VEC Adult Education Service Learner Appeals Process for QQI

Appeals Procedures

The following procedures are in accordance with all Co. Clare VEC Adult Education Centre QQI Policies.

Learners who wish to appeal a final grade must lodge their appeal to the Centre Co-ordinator within 2 weeks of receipt of provisional results notification. The closing date for application to appeal will be outlined in the letter accompanying Learner Provisional Results.

If a request for appeal is not received within 2 weeks there is no means of appealing the grade and it shall constitute the final grade awarded to that learner.

The Appeals Process is a comprehensive three phase process;

Phase 1 - Informal Appeals Process

- On receiving an application for appeal from a Learner, the Centre Co-ordinator and/or the QQI QA Facilitator and/or internal assessor (teacher) will meet with the learner within 3 working days of receipt of the appeal.
- The work will be reviewed against the stipulated assessment criteria, for accuracy and in respect of relevance to the cohort.
- A recommendation will be made to the learner as a result of this consultation. Results will remain as they are or else the learner can request that the results be appealed. The learner retains the right to appeal, no matter what the recommendation.
- If the learner is satisfied with the feedback and agrees with the result then no further action will be taken.
- A feedback report will then be issued to the Learner by the centre Co-ordinator detailing the findings of the Phase 1 review.

In a situation where a Learner is not satisfied with the results of Phase 1 they may request further review of their course work and Phase 2 will be implemented.

Phase 2- Formal Internal Appeals Process

- On receiving this request the centre co-ordinator liaises with the QQI co-ordinator and together they will initiate Phase 2 of the Internal Appeals Process.
- This process will include sending all learner evidence to a 3rd party subject expert. The 3rd party may be a Co. Clare VEC staff member.
- The 3rd party will review the work against the stipulated assessment criteria, for accuracy and in respect of relevance to the cohort.
- The 3rd party will meet with the centre and QQI co-ordinators and relay the outcome of their examination.
- The centre co-ordinator will feedback in writing the results of the appeal to the learner.
- These are the learner's final results and will be entered into the QQI system.

- Should the learner wish to further appeal their results, then the National Appeals Process is available.

Phase 3 – National Appeals Process

The VEC Sector has in place an external appeals process. County Clare VEC conducts it's appeals via the City of Cork External Appeals Office, located in The City of Cork VEC.

Details of the process are outlined in the document "VEC Sector External Appeals Process Handbook"

- A fee of €40 applies which will be returned to the learner if the outcome of the appeal is successful.
- External appeals office reviews learner evidence presented and assessment results awarded.
- External appeals office communicates the outcome of the appeal directly to the cenre via letter and communicates the outcome of the appeal directly to QQI.

Learner appeals form

Section 1

Request for appeal

Date of request   _____

Name of person requesting an appeal   _____   PPSN _____

Title of the module and the module code.   _____

Learner Signature   _____

Section 2

Record of appeal

Centre Roll Number _____   Learner Group _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appeal outcome

_____

_____

_____

_____

_____

_____

_____

Co-ordinator Signature   _____

Date   _____

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title:	**B6.10 Results Approval**	**Version: 1.1**	**Dec 2013.**

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 Centre prior to submitting them to QQI for certification

Staff Involved: Programme co-ordinators, administrative staff.

Method(s) used	Who does it	Evidence generated
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,: Adult Education Officer Adult Literacy Organiser Assessors Centre Co-ordinator Community Education Facilitator Department Heads Internal Verifier(s) QQI QA Co-ordinator 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	QQI QA Co-ordinator Other appropriate staff from the list on the left	List of members of the Results Approval Panel
The Results Approval Panel will: 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 QQI, by the Centre, of final results and to request certification Agree to the issuing of results to the Learners by the Centre	Results Approval Panel	Minutes/ Notes taken at the panel meeting

Following the Results Approval Panel signing off on the results, each Centre/ Programme Co-ordinator will be contacted by the QQI QA Co-ordinator with the following information: • A list of the approved results. These will be listed on the Provisional Results Sheet which will be given to the Centre/ Programme Co-ordinator • Any recommendations or actions to be taken going forward to reaffirm the integrity of the assessment process in Clare VEC • The approval of the Results Approval Panel for the results to be forwarded to QQI and be issued to Learners by the Centre	QQI QA Co-ordinator Centre/ Programme Co-ordinator	List of approved results on the Provisional Results Sheet e-mails or letters
The QQI QA Co-ordinator will bring to the attention of the Centre 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 Clare VEC's assessment process The QQI QA Co-ordinator will also consider any training needs of staff	QQI QA Co-ordinator Centre Directors	Minutes of meetings Training schedule for staff

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Procedure Title:	**B6.11 Corrective Action**		**Version: 1.1**	**Dec 2013.**

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: Programme co-ordinators, tutors.

Method(s) used	**Who does it**	**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:- • notify Centre Co-ordinator who will take necessary action • The Centre Co-ordinator 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 QQI if necessary	Programme co-ordinators, tutors, QQI Co-ordinator.	Copies of notes detailing the issue and the action(s) taken

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Policy Statement B7 – Protection for Learners

It is the policy of Clare Adult Education Service to facilitate all learners in the completion of their chosen course of study.

As all Clare VEC courses are publicly funded on a continuing basis we are excluded from Section 43 of the Qualifications (Education and Training) Act 1999.

Procedures

N/A

Policy Statement B9 – Self Evaluation of Programmes and Services

Clare VEC Adult Education Service is committed to putting in place a structured and systematic process of self-evaluation to identify good practice and encourage future policy and practices

PROCEDURES

B9.1   ASSIGNMENT OF RESPONSIBILITY

B9.2   FREQUENCY OF EVALUATION

B9.3   RANGE OF PROGRAMMES

B9.4   LEARNER INPUT TO EVALUATION

B9.5   EXTERNAL EVALUATOR (SELECTION OF)

B9.6   METHODOLOGY OF EVALUATION

Provider Name: CLARE ADULT EDUCATION SERVICE		

Procedure Title: B9.1	Assignment of Responsibility	Version: v1.3	Date: Dec 2013

Purpose: This procedure outlines who will co-ordinate/conduct the self-evaluation, taking account of resources, expertise, time and support.

Staff Involved: AEO, programme co-ordinators, Evaluation Team tutors, QQI Co-ordinator

Method	Who does it?	Evidence Generated
Set up Evaluation Team consisting of a minimum of three members of staff to 'evaluate the provision of programmes and related services'. Annually.	AEO, Programme Co-ordinators, QQI Co-ordinator experienced members of staff. Start of year. Agenda item at programme managers meeting.	Staff Team set up, minutes of meetings.
Indicate to all staff that a whole-centred approach is being developed.	Evaluation Team and management	Minutes of staff meetings, postings on Clare VEC 'Staffnet'.
Develop a policy document in relation to evaluation. Provide a series of training sessions on evaluation	Evaluation Team in consultation with Staff	Policy document circulated to all staff and posted on the Clare VEC 'Staffnet'. Training session agendas

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE				
Procedure Title: B9.2	**Frequency**		**Version: v1.3**	**Date: Dec 2013**
Purpose: This procedure will establish guidelines around the frequency of evaluation**.**				
Staff Involved: Programme Co-Coordinators, Managers, Admin Staff & Course Tutors				

Method	Who does it?	Evidence Generated
Consultation between managers, co-ordinators and course tutors.	Representatives of admin staff, tutors, co-ordinators & managers.	Minutes of meetings.
Setting up a series of meetings of programme managers with the purpose of reaching agreement on frequency.	Programme managers	Agenda and minutes and communication to staff of agreements ie postings on Clare VEC 'Staffnet'.
Evaluations will be carried out across all programmes of the Adult Education Service. The Evaluation Team will meet on an annual basis to consider the range of the evaluation; each sector of the service to be subject to evaluation at least once every **five** years, with at least one programme group to be evaluated annually. See 9.3	Evaluation Team, Programme Co-ordinators	Minutes of meetings.

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title: B9.3	**Range**	**Version: v1.3**	**Date: Dec 2013**

Purpose: This process will determine inter-programme collaboration in order to maximise the use of time and resources.

Staff Involved: Course tutors, programme co-ordinators, and admin staff.

Method	Who does it?	Evidence Generated
Survey programmes and related services and group into fields of learning or similar learner profiles.	Admin Staff, Programme Co-ordinators, <u>Evaluation Team</u>.	Minutes of meetings, list of Grouped Programmes.
Groups to be set up and course tutors informed	Course tutors, programme co-ordinators, & admin staff.	Minutes of meetings, postings on Clare VEC '<u>Staffnet</u>'.

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title: B9.4	**Learner Involvement**	**Version: v1.3**	**Date: Dec 2013**

Purpose: This procedure will promote the involvement of learners in the self evaluation process**.**

Staff Involved: AEO, programme co-ordinators, <u>Evaluation Team</u> and tutors, QQI Co-ordinator**.**

Method	Who does it?	Evidence Generated
Policy document to identify how learners will contribute to self evaluation, specifically identifying the methodologies to be employed.	Evaluation Team, Learners, Programme Co-ordinators, Course Tutors, QQI Co-ordinator. Guidance service.	Policy document, minutes of meetings
Methodologies employed, to promote learner involvement, to be agreed across the Adult Education Service	Evaluation Team, Learners, Programme Co-ordinators, Course Tutors, QQI Co-ordinator. Guidance Service.	Methodologies and templates available on file, and posted on Clare VEC '<u>Staffnet</u>'.
Learner feedback from programmes can be gathered using a variety of the following methods, examples include: 1. Questionnaires and end of programme reviews 2. Interviews 3. Focus groups 4. VEC Customer Service Questionnaires	Learners, course tutors, programme co-ordinators & admin staff, QQI Co-ordinator. Guidance Service.	Collated feedback: questionnaires, interview reports, focus group reports, VEC files

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE		
Procedure Title: B9.5	**External Evaluator**	**Version: v1.3** **Date: Dec 2013**

Purpose: This procedure will determine the selection of a suitable external evaluator.

Staff Involved: AEO, programme co-ordinators, <u>Evaluation Team</u>**,** QQI Co-ordinator

Method	Who does it?	Evidence Generated
The Evaluation Team shall select an external evaluator ensuring the following criteria are met: • The evaluator is independent of programme delivery • has experience of the broad subject area of the programme groups being evaluated • has experience of programme evaluation and review • has experience of certification systems • ideally should be involved in further education and be capable of giving an informed view on the success of a programme and make recommendations for improvements.	AEO, programme co-ordinators, <u>Evaluation Team,</u> QQI Co-ordinator	A list of suitable candidates to take on role of external evaluator will be identifiable on an annual basis, dependant on the subject specific skills and programme area.

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.

Provider Name: CLARE ADULT EDUCATION SERVICE			
Procedure Title: B9.6	**Methodology**	**Version: v1.3**	**Date: Dec 2013**

Purpose: This procedure will establish a self-evaluation methodology.		
Staff Involved: AEO, programme co-ordinators, <u>Evaluation Team</u> **,** tutors, QQI Co-ordinator		

Method	Who does it?	Evidence Generated
The <u>Evaluation Team</u> will examine all aspects of the programmes and services being evaluated particularly the quality of the learners' experiences and achievements.	<u>Evaluation Team</u>	Completed 'Self Evaluation Checklist'
All questions on the 'Self Evaluation Checklist' to be addressed and graded (Appendix3, Policy and Guidelines v1.3)	<u>Evaluation Team</u>	Checklist completed and kept on file
The evaluators will be seeking evidence from a variety of sources including: • learner interviews • programme team meetings • questionnaires • review of records and reports • meetings with programme co-ordinators • observation	Evaluation Team, Learners, Programme Co-ordinators, Course Tutors, QQI Co-ordinator	Documents kept on file Completed 'Self Evaluation Checklist'
The <u>Evaluation Team</u> together with the providers will draw up a *draft self evaluation report*. The report will address the strengths and weaknesses of the programmes and services under a number of headings: • programme design and content • programme delivery • assessment of learning • associated services and resources • attainment of programme objectives	Evaluation Team, Programme Co-ordinators, QQI Co-ordinator	*Draft Self Evaluation Report*
On completion of the draft self evaluation report, the identified External Evaluator will sample the evidence supplied to verify the findings in the draft evaluation report.	External Evaluator, Evaluation Team, Programme Co-ordinators, QQI Co-ordinator	Minutes of meetings <u>Self Evaluation Report</u>
The External Evaluator will contribute suggestions for improvement which will be incorporated into the <u>Self Evaluation Report</u>	External Evaluator, Evaluation Team, Programme Co-ordinators, QQI Co-ordinator	Minutes of meetings <u>Self Evaluation Report</u>
A <u>Programme Improvement Plan</u> will be drafted which builds on strengths and addresses areas of weakness in both programmes and services	External Evaluator, Evaluation Team, Programme Co-ordinators, QQI Co-ordinator	Minutes of meetings <u>Programme Improvement Plan</u>
Copies of <u>Self Evaluation Report</u> and <u>Programme Improvement Plan</u> will be submitted to QQI	Evaluation Team	Submission recorded

Monitoring		
Monitor	**Frequency**	**Method(s)**
QA Facilitator, Centre manager, Programme QQI co-ordinator	Annual review.	Review of evidence in programme evidence folder.