



St Colman's Training Centre

Quality Assurance Manual

St Colman's Training Centre
Mayo Abbey
Claremorris
Co Mayo

SC-QAM05

Introduction

We are a voluntary Community Organisation with Charitable status. Established in 1993 and have since developed a broad range of Community projects. St Colman's Training Centre was officially opened in September 2004, with the overall aim of bringing adult education into various communities. The centre received FETAC Accreditation in July 2008.

St Colman's Training Centre is based in Mayo Abbey, Claremorris, Co Mayo. As a result of Local Voluntary effort and working in conjunction with many State Agencies over the years we have developed our centre and facilities to ensure a unique Learning Experience for all participants.

Facilities include:

- Fully equipped Training kitchen – Culinary Training
- Organic Garden – Horticulture Training
- Full size Dining Room and Barista Coffee Machine - Hospitality Training
- ICT Room
- Classrooms
- Community Office

Training in a wide range of categories is delivered at the centre including Career and Personal Development, Information Technology, Hospitality, Horticulture and Childcare.

We currently deliver accredited and unaccredited training in a number of areas and through the years we have successfully helped participants progress to further education, employment and Self-Employment.

We encourage the participation of young people and adults in education by providing training opportunities in our Community Centre.

We support Early School Leavers and particularly the so called “hard to reach” that experience strong barriers to participation.

Specific Target Groups include:

- Adults and young people aged over 16 who left school with low or no formal qualifications or low literacy levels
- The long-term unemployed and those at risk of becoming long-term unemployed, especially those in the older age groups
- Unemployed and not on the Live Register
- Those in the workplace with basic skills needs
- Disadvantaged women who have particular experience of barriers to participation
- Disadvantaged men, including those experiencing rural isolation
- Lone Parents and others with caring responsibilities that may prohibit their participation in full time courses
- Travellers
- Homeless People
- Substance Misusers
- Ex-offenders
- People with Disabilities
- People for whom English is not the mother tongue, who require literacy and language supports
- New Communities

Mission Statement

It is our mission as a rural based, community education provider to embody the inclusivity of community spirit in developing and delivering a range of academic activities which will reflect the changing needs of society and learners. We are committed to providing quality, certified, accessible, affordable and varied training/educational opportunities with an emphasis on promoting personal confidence for learners in our academic environment. We embrace the principles of equality and inclusivity in the provision of all of our services.



Table of Contents

Section 1

Governance and Management of Quality	7
1.1 Corporate Governance	7
1.2 Governance Committee	9
1.3 Academic Committee	9
1.4 Programme Development and Review Panel	10
1.5 Results Approval Panel	11
1.6 Risk Management	11
1.7 Continuous Improvement	13

Section 2

Documented Approach to Quality Assurance	14
2.1 Quality Assurance Manual	14
2.2 Document Control	15
2.3 Monitoring and Review	15

Section 3

Programmes of Education and Training	17
3.1 Needs Identification	18
3.2 Programme Development and Design	18
3.3 Programme Delivery	20
3.3.1 Health and Safety	20
3.3.2 Learner Admission	21
3.3.3 Transfer and Progression	23
3.3.4 Recognition of Prior Learning	23
3.3.5 Learner Induction	24
3.3.6 Protection of Enrolled Learners (PEL)	24
3.3.7 Programme Review	25

Section 4

Staff Recruitment, Management and Development	26
4.1 Staff Recruitment	26
4.1.1 Equality	26
4.1.2 Selection Criteria	26
4.2 Staff Development	27
4.2.1 Induction	27
4.2.2 Ongoing Training and Development	27
4.3 Staff Management and Communication	29
4.4 Quality Assuring Performance	29

Section 5

Teaching and Learning	30
5.1 Diversity of Learners	30
5.2 Programme Delivery	30
5.2.1 Complaints	31
5.3 The Learning Environment	35
5.4 Monitoring of Teaching and Learning	35

Section 6

Assessment of Learners	37
6.1 Coordinated Planning of Assessment	37
6.1.1 Formative and Summative Assessment	37
6.2 Information to Learners	39
6.3 Security of Assessment Related Processes and Material	39
6.4 Reasonable Accommodation	40
6.5 Consistency of Marking between Assessors	40
6.6 Internal Verification	41
6.7 External Authentication	41
6.8 Results Approval	42
6.9 Feedback to Learners	42
6.10 Learner Appeals	44
6.11 Corrective Action	44

Section 7

Supports for Learners	46
7.1 Equality and Diversity	46
7.2 Training Delivery	47
7.3 Monitoring of Learner Supports	48

Section 8

Information and Data Management	49
8.1 Data Protection	49
8.1.1 Data Protection Officer	50
8.2 Management and Information Systems	50
8.3 Client Information	51
8.3.1 Learner Data	51
8.3.2 Records Maintenance, Retention and Disposal	51
8.3.3 Electronic Marketing	53

Section 9

Public Information and Communication	54
9.1 Website	54
9.2 Social Media	54
9.3 Email Marketing	55
9.4 Programme Information	55
9.5 Learner Handbook	55
9.6 Tutor Handbook	56

Section 10

Other Parties Involved in Education and Training	57
10.1 Expert panellists, Advisors, & External evaluators	57
10.1.1 External Authenticator	57
10.2 External Stakeholders	58

Section 11

Self-Evaluation, Monitoring and Review	59
11.1 Monitoring of Training and Learning	59
11.1.1 Ongoing Monitoring Activities	59
11.1.2 Learner Feedback	59
11.1.3 Tutor Feedback	60
11.1.4 External Feedback	860
11.2 Programme Review	60
11.3 Self Evaluation	61

Section 1 Governance and Management of Quality

It is the aim of St Colman's Training to maintain a Governance and Quality Assurance System that supports our Learners and ensures our centre operates responsibly, ethically and effectively. We are committed to continuous improvement and to ensuring that training is delivered to national standards and regulations. Systems in place reflect the size and profile of the organisation and facilitate Internal and External oversight.



1.1 Corporate Governance

Mayo Abbey Parish Community Development Company was officially registered with the Companies Registration Office in 1999 (Company Registration No. 300207). Under the Registration of Business Names Act 1963, St. Colman's Training Centre is a registered business name of the company (Registration no. 416929, 2nd July 2010).

Mayo Abbey Parish Community Development Company CLG T/A St Colman's Training Centre has adapted the formal legal structure of a company limited by guarantee without share capital under the 2014 Companies Act. The governing document of the company are its Memorandum and Articles of Association.

The company has charitable status for Revenue purposes (charity number CHY 13470), and is registered with the Charities Regulator (Registration Number 20042073). Company accounts are audited yearly and the company files annual returns to the Companies Registration Office and the Charities Regulatory Authority.

The company is governed by a Board of Directors. All directors are also members of the Management Committee, which also includes a number of trustees.

Objectives of the company include: amongst others

- promoting and operating a community development programme:
- helping to empower specific disadvantaged groups to effectively participate in a programme of personal and social development.

A burning community spirit, dedication, hard work and a whole lot of team spirit has driven the development of Mayo Abbey Parish Community Development Company CLG T/A St Colman's Training Centre to where it is today. Over the years the company have developed a number of projects which enable them to carry out the company objectives:

- Community Employment Scheme
- Host Rural Social Scheme Participants
- St. Colman's Training Centre
- Mayo Abbey Cookery School
- Mayo Abbey Organic Centre
- Mayo Abbey Community Centre
- Meals on Wheels and Social Meals Project
- Heritage Project
- Village Enhancement Project
- Community Office offering support to individuals and organisations within the community

Our vision is "*A thriving and sustainable community providing equal opportunities for all.*"

Our mission is "*To provide a supportive hub of services of benefit to the wider community built upon a model of partnership working with statutory bodies, agencies, community groups and voluntary agencies.*"

This is guided by our values which include:

- Accountability and Transparency
- Striving for excellence in everything we do
- Delivering services to the highest standard
- Working in collaboration with stakeholders to deliver services to the community
- Adapting and responding to the ever-changing needs of the community
- Providing pathways to training for hard-to-reach groups in the community and those that face barriers to training
- Providing a positive and supportive working environment for staff and stakeholders alike
- Recognition of the value of all members of society

The UN Sustainable Development Goals are a call to action to create a more sustainable future for all countries. Mayo Abbey Parish Community Development Company CLG T/A St Colman's Training Centre is committed to playing our part to help Ireland achieve its sustainable development priorities. Our activities, outputs and outcomes contribute positively towards seven Sustainable Development Goals, including Goal no. 4 which is quality education.

1.2 Governance Committee

The Governance Committee will assist the Board of Directors in fulfilling its oversight responsibilities by:

- Developing and recommending policies and procedures to ensure sound governance policies and practices are in place
- Recommending revisions as required
- Periodically reviewing the adequacy and effectiveness of governance documents

Membership of the committee is made up of the Chairperson of the Board, one other director and key Resource Centre Management staff. It may also include others at the discretion of the Chairperson.

Recommendations and decisions of the Governance Committee shall be made by consensus. All decisions and or recommendations shall be submitted in writing to the Board of Management for final approval.

The committee will meet as often as will be required to achieve and review the company's compliance with 'The Governance Code'.

A record of all decisions and recommendations of the Committee will be maintained.

The Governance Committee provides advice to the Academic Committee and the Management Team on Governance and best practice standards.

1.3 Academic Committee

To enable a separation of commercial and academic oversight and decision-making the need for a separate academic authority was identified. This academic authority will ensure the oversight of academic standards and academic quality.

The Academic Committee will protect learner interests and monitor the implementation of the quality processes to ensure high standards of training provision.

We will support academic oversight, by including externality in the Academic Committee, all members will be selected on the basis that they are appropriately qualified and experienced. The Chair will be an external member with high level expertise in higher education and academic standards. They will be independent of St Colman's Training Centre and will not have an employment or contracting history with the organisation. Members will include independent training and Industry professionals and a representative of the Governance Committee.

If a matter arises and is recognised as having a significant impact on an academic matter, action will not be taken until approval has been given by the Academic Committee.

Members are appointed for a five year term and meet once a year or as required for unplanned circumstances.

The Academic Committee has the discretion to invite any person to attend its meetings to assist with the conduct of its business including

- Management
- Tutors
- Learner representatives
- Administration Staff

The Role of the Academic Committee:

- Provide academic oversight to St Colman's Training Centre
- To review and agree new programme proposals submitted by Programme Development and Review Panel
- Review Research in support of new programmes proposed
- Review and approve new programme submission documents prior to submission to Awarding Bodies
- To monitor the implementation of improvements made by all review processes relating to programmes and academic functioning of the Centre including - Re-validation
- Review the risk register and risk management processes
- Recommend ways to enhance the learning experience
- Examine the effectiveness of academic and general support services
- Provide subject matter expertise when required

1.4 Programme Development and Review Panel

The purpose of the Programme Development & Review Panel is to develop new programmes to complement the provision of St Colman's Training Centre. Members will be responsible for the design and development new programmes. This panel will review programmes to maintain standards and ensure compliance and make recommendations to enhance and improve the quality of programmes.

The Role of the Programme Development and Review Panel:

- Develop programmes within our scope of provision that have been identified as a need by learners and stakeholders and have clear evidence indicators.
- Develop content for the programme and carry out research on programme related matters
- Ensure Learning Outcomes are identified and mapped
- Identify requirements of the programme for example entry criteria, learning hours and assessment criteria
- Ensure maintenance of the academic standard of the award
- Participate in the validation process
- Ensure all programmes are being delivered in line with Core Guidelines
- Identify staffing and resource needs required for new programmes
- Complete an Annual Programme Review
- Make recommendations for continuous improvement and ensure programmes are fit for purpose
- Conduct self-assessments and programme review cycles
- Review Learner, Tutor and Stakeholder feedback
- Review all available Data, Results Approval Panel reports and External Authenticator reports
- Provide recommendations on programme design, assessment and resources
- Present the Annual Programme Review to the Academic Committee
- Monitor the timely implementation of recommendations

1.5 Results Approval Panel

The purpose of the results approval panel is to confirm that assessment of learner evidence and authentication of assessment results (including internal verification and external authentication) has been carried out in line with the provider's quality assurance process. It confirms fairness and consistency in St Colman's Training Centre's assessment process and ensures the validity of the results produced.

The Role of the Results Approval Panel:

- Review and approve all assessment results
- Review Internal Verifications Reports and External Authentication Reports
- Ensure all assessment procedures are adhered to
- Appropriate evidence and records are available
- Identify any issues arising in relation to the results and make recommendations for corrective action
- Complete the Results Approval Panel Meeting Report which can be used for self-evaluation and internal monitoring
- Agree to the submission to QQI by the provider of final results and request for certification

The RAP will meet as required in line with QQI certification periods.

1.6 Risk Management

We are committed to establishing and maintaining a systematic approach to the identification, assessment, and management of risk. We will adopt best practice in the identification, analysis, evaluation, control, monitoring and review of risks.

The Board of Directors will complete a risk assessment of the business taking into consideration the context of the company, the risk factor, the current control in place and who is responsible.

As part of our Quality Assurance processes risk management ensures levels of risk and uncertainty are identified and managed in a systematic, structured way, so any potential threat to the delivery of our service is appropriately managed.

Approach to Risk Management:

- Ensure full and effective consideration of risk in the planning and management of new and existing activities
- Communication with all stakeholders to understand to identify risks
- Agree acceptable risk thresholds
- Manage risk in line with our objectives and goals
- Maintain a risk register and management plan
- Monitor and review the risk register on a regular basis

Risks are considered under the following headings:

- Financial
- Environmental

- Governance
- Compliance
- Operational
- Academic

Ongoing monitoring provides an opportunity to assess programme-related risks and enable appropriate action to ensure the achievement of all programme objectives.

The results of the risk assessments are documented within the company business Risk Register. The Risk Register outlines the potential threats to the ongoing operation of the organisation, and what mitigation measures are in place to minimise the likely occurrence of these threats.

Risk Management enables the consistent delivery of our training and education services in line with stakeholder expectations and requirements. All risks in relation to the integrity of qualifications are considered and appropriate risk mitigation measures put in place.

Opportunities that are identified are reviewed to ensure that potential benefits and risks are fully understood before developments are authorised and measures to mitigate risk are established.

Anything that may identify as high risk in the risk register will also be discussed during the annual review.



1.7 Continuous Improvement

Our focus is on continuous improvement and providing the best learning opportunities to our Learners. We are committed to developing, maintaining and monitoring a quality assurance system in line with best practice. We encourage formal and informal feedback from Learners, Tutors and Stakeholders to help us identify and implement opportunities for improvement. Staff are empowered to implement quality improvement on a day-to-day basis.

The following areas are reviewed for continuous improvement:

- Teaching and learning materials and content
- Assessment processes
- Facilities and resources
- Communication with Tutors and Learners
- Staff performance and professional development
- Interaction with clients and industry
- Benchmarking current standards, processes and programmes



Supporting Documentation

SC-VC01	Training Venue Checklist
SC-TC01	Tutor Checklist
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-MFF01	Learner Feedback Form
SC-EFF01	Learner Feedback Form
SC-TFF01	Tutor Feedback Form
SC-RAR01	Results Approval Report
SC-RA01	Risk Assessment Form
SC-RR01	Risk Register

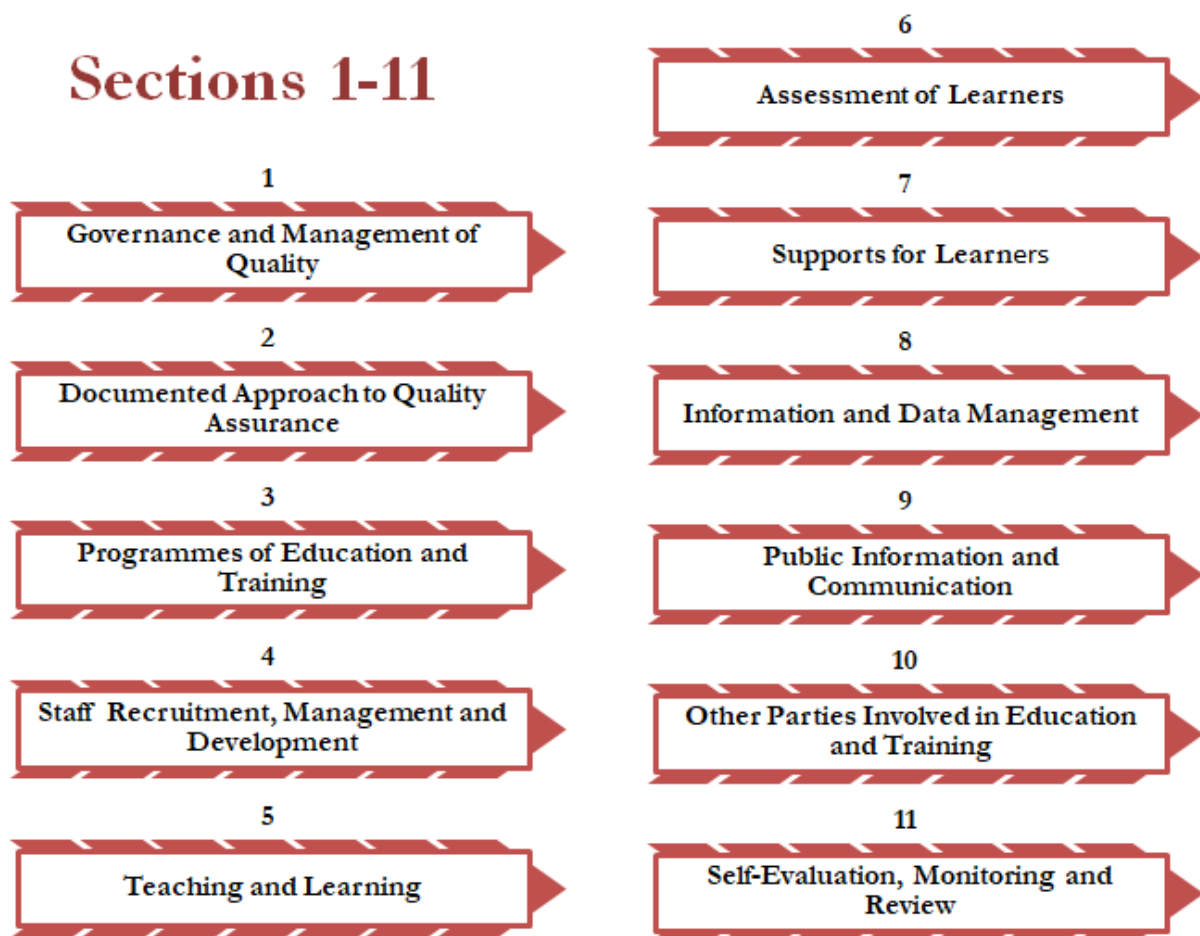
Section 2 Documented Approach to Quality Assurance

It is the aim of St Colman's Training to provide a fully documented approach to Quality Assurance sets out our commitment to quality delivery and continuous improvement. This approach will be capable of monitoring Quality Assurance standards in line with best practice and provide staff, tutors, learners and stakeholders with information and guidance in operating the Quality Assurance system.

2.1 Quality Assurance Manual

A documented approach to quality assurance is embedded in all our training and education activities and encompasses the Academic and Corporate areas.

This Manual addresses the eleven core areas set out by QQI in the Core Statutory Quality Assurance Guidelines 2016.



Our Quality Assurance Manual has been designed to demonstrate our quality assurance systems and mechanisms and to ensure that information is well communicated and embedded into our culture and day-to-day activities.

The following methods are used to ensure that all Learners, Tutors, Staff and Stakeholders have the relevant information in relation to our Quality Assurance System:

- Induction
- Handbooks
- Meetings
- Regular Updates

2.2 Document Control

A strong document control system is in place to ensure the following:

- Clear guidelines on who can create, revise, review and approve documents
- Control document distribution
- Prevent use of obsolete documents
- Facilitate storage and archiving

The version number will be listed on each document and will be updated when any changes are made to the QA document. The change will be communicated directly to all relevant individuals.

All documents required to deliver training and related services are periodically reviewed to ensure that they remain effective and fit for purpose. Document control ensures that staff can only use the current approved version of each document.

The Training Coordinator is responsible for documenting and controlling course specific documents within the Training Centre. The Training Coordinator will seek guidance from the Governance Committee.

Documents are stored and accessible within the shared network drive with restricted access to the Master Document List which is regularly reviewed and maintained.

2.3 Monitoring and Review

The Quality Assurance System is an active process and all active documents are monitored and reviewed regularly, this monitoring process ensures that all documents continue to meet the needs of the company.

This Quality Assurance Manual is not a static document and will develop along with the Training Centre and its programmes and as a result of monitoring and review by St Colman's Training Centre.

Some documents will remain static over a long period of time but others may be reviewed and amended more frequently, this may be a result of:

- Legislation
- Feedback from Tutors, Learners, staff and Stakeholders
- Self-evaluation
- Specific validation requirements
- Risk Analysis
- Health & Safety

It is essential to ensure a consistent approach between documented Quality Assurance and actual practice. Through monitoring and internal review, we will ensure a quality assurance system that is comprehensive, fully documented, and embedded within the culture and practices of the Centre.

Supporting Documentation

SC-RA01	Risk Assessment Form
SC-PRR01	Programme Review Report
SC-SER01	Self-Evaluation Report

3.1 Needs Identification

As a small Community Provider, Programme Development will be in line with our core mission, central to Learner needs and make efficient use of our resources. New Programme proposals can come from any member of staff or Tutor

The needs for proposed programmes are identified through the following sources and methods:

- Learner surveys and feedback
- Employer and stakeholder feedback
- Communication with training and education partners
- Emerging skills requirements
- Industry Surveys and feedback
- Legislation and Regulations

We have built strong working relationships with various External Stakeholders and through engagement we aim to identify new potential programmes. The Training Coordinator communicates formally and informally with Learners and Tutors on an ongoing basis to identify opportunities for new Programme Development. Records are kept of all enquiries for Programmes and Courses that we currently do not offer, this enables us to assess demand and plan for future programme development.

3.2 Programme Development and Design

The Programme Development Stage is a step by step process, each step must be completed before progressing forward.

Step 1:

Information from the above sources is compiled by the Training Coordinator and discussed with the Management Team at St Colman's Training Centre. The Management Team will bring the idea to the Management Committee as a new proposal. This proposal will consider the following:

- Demand for the Programme
- Industry needs and skills requirements
- Centre Resources and investment costs
- Current Resources available
- Competitor Analysis
- NFQ Level, type and entry level criteria
- Access Transfer and Progression
- Scope of Provision

The Management Committee must agree that the proposed course has a valid Business Case and the organisation is sufficiently resourced both in terms of human and financial resources to justify the development and delivery of the programme.

If the Management Committee do not accept the proposal this will be recorded in the minutes of the meeting and signed by the chairperson.

If the Management Committee agree that there is not a strong case to develop the course, this will be noted in the minutes and sent forward to the Academic Committee.

Step 2:

If accepted by the Management Committee the proposal is passed to the Academic Committee for review. The Academic Committee evaluate the proposal on an academic basis.

If approval is granted by the Academic Committee, the Programme Development and Review Panel will be tasked with the development of the programme.

Step 3:

It is only when both Step 1 and Step 2 are complete can the proposal move into the Programme design and development stage.

Programme Development and Review Panel.

Membership:

- Programme Leader
- Lead Tutor
- Subject Matter Expert
- Employer Representative (when required)

The Role of the Programme Development and Review Panel:

- Develop programmes within our scope of provision that have been identified as a need by learners and stakeholders and have clear evidence indicators.
- Develop content for the programme and carry out research on programme related matters
- Ensure Learning Outcomes are identified and mapped
- Identify requirements of the programme for example entry criteria, learning hours and assessment criteria
- Programme structure
- Assessment methodologies
- Delivery methods
- Ensure maintenance of the academic standard of the award
- Present Programme Information to the Academic Committee for consideration, feedback, approval and progression

If the programme being developed leads to a QQI award, the programme design will be based on QQI Programme Validation Guidelines and the requirements of the award specification.

Evidence of the following should be demonstrated in the development and design of a programme:

- The programmes learning environment including physical, social, intellectual is suitable for the learning outcomes of the programme.
- Learning supports are available and the programme is accessible to a wide range of learners including those that experience strong barriers to participation.
- The teaching and skills expertise required for the programme
- Resource and staffing requirements

Step 4:

When the programme design and development process is complete, The Training Coordinator is responsible for presenting the Programme Descriptor, Programme materials and the application for validation to the Academic Committee for consideration and approval. The application may be returned to Programme Development and Review Panel for amendment.

Step 5:

Following approval from the Academic Committee and sign-off by the Management Committee, the application is submitted to QQI using the QQI Validation Process for Programmes.

Step 6:

If a Programme is approved by The QQI Validation Process, Programme launch and delivery can commence.

3.3 Programme Delivery

3.3.1 Health and Safety

Management and Training Coordinator will ensure that training premises, equipment and facilities are fit-for-purpose, suitable for learners and programmes and are maintained.

Programmes delivered in external venues must meet the requirements of the programme and are judged to be fit-for-purpose, appropriate and safe.

A venue checklist must be completed by Training Coordinator before commencement of any programme.

A Risk Assessment Form must be completed by the Health and Safety Officer before commencement of programme.

All staff and Learners are informed of the relevant PPE requirements applicable to certain programmes. Where required Learners must wear personal protective equipment at all times in the training area. It is the responsibility of the Programme Tutor to ensure that each learner complies with this requirement.

All Staff and Learners must take reasonable care of his/her own safety, health and welfare and that of any other person who may be affected by his/her acts or omissions.

Daily walk around checks are completed by Management to ensure that each Training Location is safe and suitable for programme delivery. As part of induction, it is communicated to Staff and Tutors the importance of communicating to Management any potential Health & Safety concerns which they become aware of. Ideas and suggestions from Staff and Learners are always welcomed and where possible acted upon to ensure quality. All Staff are located on -site therefore any Health and Safety issues/concerns are addressed without delay minimising disruption to Programme Delivery.

The Health and Safety statement is reviewed annually. Details of on-site fire and evacuation drills undertaken are recorded.

Information on health and safety is highlighted to Learners at induction and programme specific Health and Safety information is conducted by Programme Tutor on Day One.

Accident/Incident Report Forms are available to Staff and Learners and must be completed when necessary.

St Colman's Training Centre has appropriate insurance in place to cover staff and learners.

3.3.2 Learner Admission

Learners will not be registered on a programme until it has been validated by the awarding body (if applicable).

Once a programme has been approved all information and resources are prepared and accessed by those involved in programme delivery or attendance. The Training Administrator prepares the Tutor Pack and the Learner Packs in advance.

Tutors double check that the appropriate training equipment and resources are available to them and in good working order before a programme begins.

The highest standard of equality is practiced at all times when considering learners for entry onto our programmes. We welcome diversity in our centre, promote equality, encourage and support participation for all. Staff will be knowledgeable in the area and will comply with legislation which prohibits discrimination under the following grounds:

- Gender
- Marital status
- Family status
- Age
- Sexual orientation
- Religious beliefs
- Disability
- Race
- Membership of the Traveller Community

As a small Training Provider, we demonstrate a personal approach. Learners are encouraged to visit the Centre, meet with the Training Coordinator and staff. Potential Learners are given a tour of the centre and specifically the environment that they will be learning in, for example the Organic Garden, The Cookery School or the IT Suite. This can prove vital to ensure that the Learner feels comfortable and the Training Coordinator can discuss the entry requirements and details of the particular Programme.

Following on from this informal meeting the Training Coordinator can if necessary advise the Learner of alternative Learning Pathways including:

- A Non-Accredited Course option where on completion Learners may be more equipped to gain access to an Accredited Training Programme.
- For Learners seeking entry to a Level 5 Programme we may advise the Learner of the benefits of completing a Level 3 or 4 Programme prior to this to ensure their knowledge base meets the requirements of a Level 5 Award.
- Based on knowledge and previous experience we can advise Learners of additional supports we can provide but also what supports the Learner may need outside of the Learning Environment to reach their full potential and to gain fully from their Learning Journey.

We have a large number of returning Learners wishing to continue their Learning Journey. Where possible the Training Coordinator will liaise with the Learner and the Tutor to provide advice and guidance in relation to access, transfer and progression specific to the individual.

Minimum entry requirements are available on our website and on each Course Descriptor. This Information will be:

- Clear and explicit
- Reflect the level and content of the awards being offered
- Justifiable and genuinely required for successful completion of the programme

Level 3:

No formal education or qualifications are required

Applicants will have the opportunity to advise of any special learning requirements on registration

Level 4:

Applicants will be expected to demonstrate a standard of knowledge, skill and competence equivalent to NFQ Level 3 or have relevant work/life experience

Level 5:

Applicants will be expected to demonstrate a standard of knowledge, skill and competence equivalent to NFQ Level 4 or have relevant work/life experience

All courses are delivered through English, applicants whose first language is not English, may be required to demonstrate proficiency in English. Learners may be asked to meet with the Training Coordinator to enable informal assessment of their English Language skills and identify whether or not there is a language difficulty.

If there are any concerns that the level of English is not adequate to complete the course, Learners will have the option to demonstrate proficiency in English to an appropriate level as specified by the Common European Framework of Reference for Languages (CEFR). Learners applying for FET programmes may be required to complete an in-house English assessment, there will be no fee for this assessment.

If deemed necessary the Training Coordinator will provide information to Learners about English Language Programmes that are available throughout the ETB in various adult education and training centres.

The Learner Admission process will be clear and consistent with an aim to ensuring that all learners have the capacity to achieve the learning outcomes of the course. Reference will be made to:

- NFQ award level
- QQI component award specification
- Methods of delivery
- Existing Learner competencies and suitability for the course, examples include Practical Skills, IT Skills and English Language

Learners who may require learning supports are encouraged to provide the relevant information at the time of application this information is forward to the Training Coordinator before admission is confirmed.

Programme Information is sent to the Learner including the following information:

- Course Title and Course Code
- NFQ Level
- Venue
- Dates
- Learning Outcomes
- Minimum Entry Requirements

3.3.3 Transfer and Progression

Members of staff and tutors are able and available to advise applicants, learners and graduates regarding transfer and progression opportunities available to them prior to course commencement, during and on completion of programme.

Learners who complete Non-Accredited courses are advised of progression opportunities to Accredited courses at St Colman's Training Centre.

Upon successful completion of an Accredited course Learners can progress to another module at the same level or a level above at St Colman's Training Centre.

Information on alternate Providers is shared with Learners to facilitate progression routes.

We provide clear progression routes in Cookery, Horticulture and Information Technology at our Training Centre.

We also rent our facilities to External Training providers who provide a number of Training programmes that we do not offer. We ensure that the provision of programmes by External Providers at our Centre compliments our provision and acts as a progression pathway for Learners.

As we do not offer Major Awards we provide direct links to other providers for Learners to continue their Learning journey.

With the exception of Management and the Training Coordinator, staff at St Colman's Training Centre are Community Employment (CE) participants. This programme is designed to help people who are long-term unemployed (or otherwise disadvantaged) to get back to work by offering part-time jobs based within local communities. All participants develop a training plan as part of Community Employment, this training must be accredited and relevant to the work being carried out. When the CE placement ends, participants can seek employment elsewhere using the skills, experience and training received while on the CE scheme.

3.3.4 Recognition of Prior Learning

Learners may gain access to a Programme based on learning that has been achieved prior to admission to a programme at St Colman's Training Centre. We provide information regarding recognition of prior learning to Learners at the enquiry stage. Recognition of Prior Learning will be considered for access to programmes where appropriate.

Any Recognition of Prior Learning requests are handled on a case-by-case basis, including recognition of QQI and non-QQI awards, plus matching programme learning outcomes against previously completed qualifications or experience.

Where it is considered appropriate, RPL may be used to gain entry to a programme where the applicant may not meet the standard entry requirements.

Prior learning is the knowledge, skills and competence that an individual learner already has. This may have been acquired in any of the following ways:

- Formal learning: takes place through programmes of study or training that are delivered by education or training providers.
- Non-formal learning: work-based training, in voluntary activities or in community-based learning.
- Informal learning: life experience and work experience.

Learners may gain entry to a programme based on the above forms of Prior Learning and following consideration by the Training Coordinator and Programme Tutor.

If required Learners must gather and present evidence of Prior Learning this may include, CV, references, certificates or testimonials, products or samples, job descriptions and evidence of attendance at training courses.

Recognition of Prior Learning enables lifelong learning and skills development. It gives formal value to learning that has been acquired at various stages in a person's life. RPL can ensure that Learners only receive the education and training that they need and avoid duplication of learning.

3.3.5 Learner Induction

Learner induction is completed on Day One of programme commencement by the Training Coordinator this includes information regarding:

- The programme name, code, NFQ level, credit value and associated major award
- Duration and times
- Programme aims and objectives
- Learning outcomes
- Access, transfer and progression for the programme
- Learner Supports
- Assessment criteria
- Return of Course work
- Complaints
- Data Protection

All learners are required to complete a Participant Details Form at Induction. Learners will be advised again at induction to inform the Training Coordinator or Programme Tutor in confidence of any supports required.

3.3.6 Protection of Enrolled Learners (PEL)

Protection of Enrolled Learners (PEL) is a legal requirement for providers to put in place arrangements to ensure that if a programme of education and training ceases prematurely, learners will be able to complete a similar programme with another provider, or have their money refunded.

At present St Colman's Training Centre has no requirement for PEL in respect of our current QQI programme provision. However, should this change, an insurance policy incorporating PEL will be put in place.

3.3.7 Programme Review

All programmes are reviewed on a regular basis, ongoing monitoring and review of feedback from learners, tutors, clients and other key stakeholders will be analysed to ensure effectiveness of programmes.

Monitoring provides the opportunity to reflect on current practice and where necessary propose new changes to improve the delivery of programmes and enhance the learning experience. All programmes are reviewed in line with QQI core guidelines.

As part of the monitoring and review process data will be collected through the following methods:

- Attendance Records
- Completion Records
- Grades Distribution
- Tutor Feedback
- Learner Feedback
- Employer/Client Feedback
- Internal Verification Report
- External Authentication Report

Each year the Programme Review Panel will conduct a programme review of one programme. Programmes will be reviewed on a cyclic basis. Responsibilities of the Review Panel include:

- Provide teaching and learning recommendations on curriculum design, assessment briefs, feedback, learning environment and resources
- Ensure maintenance of the academic standard of the award
- Monitor the timely implementation of recommendations

Supporting Documentation

SC-PD01	Participant Details Form
SC-TC01	Tutor Checklist
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-MFF01	Learner Feedback Form
SC-EFF01	Learner Feedback Form
SC-TFF01	Tutor Feedback Form
SC-MR01	Tutor/Learner Meeting Record
SC-VC01	Training Venue Checklist
SC-RA01	Risk Assessment Form
SC-ARF01	Accident/Incident Report Form
SC-SS01	Safety Statement
SC-PRR01	Programme Review Report
SC-RPL01	RPL Request Form

Section 4 Staff Recruitment, Management and Development

It is the policy of St. Colman's Training Centre to recruit staff whose work ethos demonstrates an understanding of further education and a willingness to adopt the educational mission and training policies of this Centre. We endeavour to seek out staff who are suitably qualified and experienced and commit ourselves to supporting staff through resources, training and team building.

4.1 Staff Recruitment

The Management Team supported by the Training Coordinator has primary responsibility for Recruitment of Staff. This process is governed by the relevant legislation and complies with current employment legislation, equality and other relevant legislation and best practices.

When advertising vacancies the following information will be included:

- Job Description – job title, general tasks, duties and responsibilities
- Personal Specification –qualities and attributes, qualifications, skills and relevant experience

The Management Team and Training Coordinator will consider programme needs and identify the required knowledge, skills, qualifications, competencies and experience levels required for the role. Positions will be advertised and applicants are assessed based on their abilities and experience against key criteria for the role as outlined in a job description and person specification.

4.1.1 Equality

Recruitment and selection processes will be consistent, transparent, professional and timely. The highest standard of equality will be practiced at all times and the work environment will promote dignity and respect for all individuals based on gender, marital or family status, sexual orientation, religious belief, age, disability and race.

4.1.2 Selection Criteria

Suitable candidates are invited for interview based on the following selection criteria:

- A Tutor is required to have a qualification at least one level above the level at which they are being appointed to deliver, relevant industry experience and excellent communication and presentation skills.
- Training & Development QQI Level 6 Training Delivery & Evaluation is preferable
- Presentation Skills
- Facilitation Skills
- Computer skills – Relevant to role
- Attributes - demonstrate empathy, creativity, flexibility and responsiveness

4.2 Staff Development

Staff at St Colman's Training Centre comprises of a small Management Team, Community Employment Supervisor, Assistant Community Employment Supervisor and 25 Part-time Community Employment Scheme Participants.

All staff including Tutors are aware and believe in our Mission:

It is our mission as a rural based, community education provider to embody the inclusivity of community spirit in developing and delivering a range of academic activities which will reflect the changing needs of society and learners. We are committed to providing quality, certified, accessible, affordable and varied training/ educational opportunities with an emphasis on promoting personal confidence for learners in our academic environment. We embrace the principles of equality and inclusivity in the provision of all of our services.

The growth of our Centre over the years can be attributed to the shared vision, dedication and commitment of staff to work together towards common goals. The Learner is at the centre of all our activities, as a small centre we can ensure that this ethos is reflected inside and outside of the classroom. Learners and Staff are valued and all efforts are made to support and encourage their development.

As a small community provider with training delivered onsite close working relationships are formed between staff at all levels. The Management Team, Training Coordinator and Training Administration staff are on site daily to support Tutors and Staff. The Training Coordinator is in regular contact with Tutors about all aspects of our Programmes and Learner issues.

4.2.1 Induction

The Management Team carries out an induction session with all new members of staff. This will include the following:

- Introduction to the company, background, ethos, structure and plan
- Overview of the Quality Assurance System
- Data Protection Policy and Procedures
- Staff Development Opportunities
- Learner Supports
- Tutor Supports
- Terms of employment

Specific induction training for Tutors will cover programme-specific information including pedagogy and assessment.

All information presented in the Tutor handbook will be explained in full to new staff members and any questions answered.

4.2.2 Ongoing Training and Development

St Colman's Training Centre will aim to identify and prioritise the training and development of staff to ensure quality and to meet changing needs of programmes and learners. All staff where possible will be provided ongoing training, mentoring and support throughout the duration of their contract with the company.

Training and Development opportunities will be identified through the following methods:

- Staff monitoring
- Staff/tutor performance appraisal and feedback
- Pre-programme tutor meeting

- Staff meetings
- Post-programme feedback
- One to one discussion on an ongoing basis throughout the year

Staff are encouraged to keep themselves informed about developments in their area of work and also to identify development opportunities for personal training and development.

- Workplace opportunities - training delivery, discussions with management, mentoring and receiving feedback
- Outside opportunities - participation in courses, formal and informal training, briefings and industry networking

Staff development involves updating knowledge and skills and can help staff remain competent, effective and innovative within their role.

Peer Relationships:

Peer support fosters a culture of knowledge sharing within St Colman's Training Centre. Staff are encouraged to share best practices, experiences and resources which improves quality and promotes a sense of community among Staff. Many of our Programmes are complimentary to each other such as Cookery and Horticulture for example our Cookery School Tutors and Horticulture Tutors work together to enhance the learning for each other and Learners by sharing knowledge and tips.

Different sections of our centre work together in preparation for upcoming classes and programmes, Tutors will link with each other onsite to brainstorm ways to enhance learning. We recognise the importance of collaboration and the sharing of information an example of this includes, Cookery and Horticulture Tutors communicate with Garden and Kitchen staff at the centre to plan for upcoming courses and enhance training content. Cookery Tutors will communicate with Horticulture Tutors to advise what produce works well in various dishes and vice versa. This sharing of information is informal and contributes to staff development and knowledge.

Our Staff members engage in informal training opportunities when they ask a colleague's advice this type of informal learning is a development opportunity and happens organically within the Training Centre.

Staff development takes place in the Training Centre through the experience of doing the job, reflecting on that experience; discussing it with the Training Coordinator or other Tutors. This enables staff to receive feedback on performance, review and evaluate performance.

We run a number of Non-Accredited short courses at our centre in a number of different subject areas, all our Tutors are encouraged to participate where possible if they feel attendance will enhance their knowledge and have a direct positive impact on Programme delivery.

Formal development can include participation in courses or conferences, briefings, undertaking a qualification or shadowing other Tutors at the Centre. We recognise that ongoing continuous staff professional development thus helps to create, skilled and effective staff.

Staff members have a responsibility to keep themselves informed about developments in their own area of work. It is expected that staff will continually assess their own training and development needs, we are committed to supporting staff with time and resources to meet those needs.

We continually seek opportunities to develop and enhance our relationship with peers including, engagement with other education and training providers in further education, working with Education and Training Boards and attending conferences and seminars to meet with other experts in the area.

4.3 Staff Management and Communication

Communication is essential to manage and monitor staff performance to ensure that all staff members are able to perform their duties to a high standard and identify areas needing improvement. An open culture is encouraged enabling staff, tutors and management to have a clear understanding of what is expected of them.

The following methods are in place:

- Regular staff meetings informal and formal where staff are encouraged to give feedback
- Annual programme review meetings
- Day-to-day communication with tutors through face-to-face, telephone and email about all aspects of programmes and Learners

All programme-specific information is available to tutors in print copy in advance of programme delivery. Standardised forms, programme information, assessment plans, assessment briefs and marking guidelines ensure consistency and clarity of information for all tutors and programmes.

Newly recruited Tutors are encouraged to contact the Training Coordinator at the end of each training day, mid-way and on completion of programme to give an update on their progress and to discuss any issues of concern.

Tutors are required to inform the Training Coordinator at the earliest possible opportunity if they are unavailable, delayed or might be absent from a training session. A panel of suitably qualified tutors is in place to ensure a replacement tutor can be appointed at short notice. We aim to conduct all programmes without interruption and avoid causing any disruption or inconvenience to learners.

4.4 Quality Assuring Performance

The performance of Staff directly affects the quality of programmes therefore various methods are in place to monitor the performance of staff and tutors.

- New Tutors provide copies of their award certificates, parchment and or transcript
- Tutors receive a copy of our Tutor Handbook and are required to read the Handbook in advance of Tutor Induction
- The Training Coordinator collects and analyses learner and other relevant feedback on the performance of tutors regularly and acts on it as appropriate
- The performance of tutors is monitored on an ongoing basis by the Training Coordinator who discusses any issues of concern with the Management Team as appropriate
- The Training Coordinator reviews certification reports and external evaluator's reports for feedback on tutor performance and instigates corrective action as required

Supporting Documentation

SC-TC01	Tutor Checklist
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-MFF01	Learner Feedback Form
SC-EFF01	Learner Feedback Form
SC-PDP01	Individual Development Plan
SC-TFF01	Tutor Feedback Form
SC-MR01	Tutor/Learner Meeting Record
SC-ARF01	Accident/Incident Report Form
SC-EH01	Employee Handbook

Section 5 Teaching and Learning

It is the policy of St. Colman's Training Centre to provide Learners with a high-quality learning experience in a supportive learning environment and to encourage and promote the development of the Learner. We aim to facilitate the Learner in acquiring the knowledge and skills needed to progress to higher education and/or employment.

5.1 Diversity of Learners

All Training Programmes must be widely available to Learners, promoting Equality and without discrimination.

Consultation with Clients and Learners will ensure facilitation of Learner needs where possible.

Various methods will be used to provide opportunities for learners to state any requests for additional support needs:

- Participant Details Form
- Learner induction
- One-to-one meetings
- Oral communication with staff and Programme Tutor

Learners with additional support needs will be supported with one-to-one tuition within the constraints of the programme delivery. Additional guidance may be provided between classes if necessary.

5.2 Programme Delivery

All Training Programmes are delivered through direct learning and activities to meet National Standards.

Learner understanding is demonstrated through active participation.

Programme content to be delivered through:

- Lecture based sessions
- Practical demonstration
- Group discussions/Group interactions
- Independent learning

It is the responsibility of each individual to ensure that an appropriate and professional relationship exists between staff and learners.

Tutors:

- Detailed lesson Plans and learning materials are prepared for each class
- Provide guidance and support for learners to ensure that any difficulties are dealt with expediently
- Report any problems that arise with learners to the Training Coordinator

Learners:

- Ensure Learners are aware of contact details of the Training Coordinator/Programme Tutor should any difficulties arise
- Feedback opportunities throughout course duration
- Learners informed through Induction and through the learner handbook how to communicate a complaint

5.2.1 Complaints

Mayo Abbey Parish Community Development Company CLG T/A St Colman's Training Centre is committed to providing an efficient and courteous service to all its service users. We endeavour to ensure that these services are delivered to a high standard. In delivering these services we aim to treat anyone who accesses our services with dignity and respect.

As with any service we may not always get things right, mistakes can be made and misunderstandings arise. We hope that in the majority of cases such issues can be resolved by means of a simple apology or explanation. Occasionally this is not the case and the reasons we have a Procedure for responding to complaints document is because we believe it is only right that anyone who accesses our services has the opportunity to complain if they feel let down and for that complaint to be heard and investigated. We also see this as one of many ways by which problems with a service may be identified and lead to improvements.

For the purposes of this document, a complaint is defined as:

“An expression of dissatisfaction by one or more members of the public about an organisation's action or lack of action, or about the standard of service provided by or on behalf of the organisation”.

(Ombudsman.ie)

This Complaints Policy has been designed to help staff members to respond to complaints. Any complaint from a service user should be taken seriously and treated as such from the outset. At all times we will endeavour to:

- Resolve complaints at the earliest stage.
- Ensure the individual is kept informed of progress and has a point of contact with whom they can liaise in relation to their complaint.

In the event of a complaint being made, the procedure to be followed is outlined below.

A person can make a complaint:

- Verbally, in person or by phone
- In writing by email or letter

When a staff member receives a complaint they should:

- Treat all complaints seriously, no matter how minor they may appear.
- Ensure that making a complaint is made as easy as possible for the service user.
- Gather as much information as possible to identify what the problem is. This will help to find a way of resolving the matter as quickly as possible.
- Inform the service user of how their complaint may be dealt with, as per the Complaints Procedure.
- Reassure the service user that we welcome feedback as it helps us to improve our service.
- Reassure the service user that their complaint will be dealt with in a confidential and professional manner.
- Apologise to the service user for any inconvenience or distress caused.
- Inform the Authorised Complaints Officer, who has been nominated by to handle complaints.
- Learn from complaints, gather information which helps us to review and improve our work.

St Colman's Training Centre will deal with all complaints in a fair manner and in accordance with principles of natural fairness and equality. When a complaint is received we will try to resolve it as quickly as possible by providing the required information or taking appropriate action.

There are 4 stages of the complaints management process:

Stage 1: Point of Contact Resolution

These are straightforward complaints which may be suitable for prompt management and to the service users' satisfaction at the point of contact.

Stage 2: Formal Complaint

If the complaint cannot be resolved informally it can be addressed by a formal investigation, if the complainant wishes to pursue this route. If this route is pursued, it is preferable but not essential that the complaint is made in writing. The individual will receive a prompt acknowledgement of their complaint within 10 working days which will include the following:

- Acknowledgement of receipt of the complaint
- The name and contact details of the complaints officer who will be dealing with the complaint
- Assurance that the complaint will be investigated fairly
- Acknowledgement that they can expect a full response within 20 working days, unless there is good reason for the delay
- An explanation of the stages of the formal complaints process

The letter may also include:

- A request to make contact to arrange a meeting if the complaints officer deems it necessary in order to gain a better understanding of the nature and circumstances surrounding the complaint
- In the event a meeting is deemed necessary, an enquiry as to if the complainant has any particular support needs such as an interpreter or emotional support of a friend

The complaint will be investigated fairly and will be discussed with all of the relevant people. The Complaints Officer is responsible for carrying out the formal investigation of the complaint at Stage 2 but may draw on appropriate expertise, skills etc. as required. They will try to gather any information that may be relevant to handling the complaint. Staff have an obligation to participate and support the investigation of any complaint where requested.

At the end of the investigation, the Complaints Officer will write a report of their investigation and give a copy of the report to the complainant, Management committee, and / or staff member that was the subject of the complaint.

The final report will include any recommendations needed to resolve the matter. The complaints officer will invite everyone involved to contact them with questions about any issues and will advise the complainant of their right to a review of the recommendations made by the complaints officer.

Where the investigation at Stage 2 fails to resolve the complaint, the complainant may seek a review of their complaint from the Review at Stage 3 or the complainant may seek an independent review of their complaint from, for example, the Ombudsman/Ombudsman for Children.

Implementation of Recommendations made by Complaints Officer

All recommendations made by the complaints officer(s) will be brought to the management committee, together with the explanation for the recommendation(s). The Committee will review the recommendation(s). The following must be recorded by the management committee:

- Decision whether to accept, amend or reject the recommendation(s) and the reason why

- If the recommendation is to be accepted or amended, an action plan must be put in place for the implementation of the recommendation, identifying the steps to be taken, the person(s) responsible and the timeframe

Where a Complainant has requested a review of the outcome of the investigation, the Management Committee will suspend the implementation of a recommendation and will notify the Complainant of this suspension.

If after a period of 3 months recommendations made are not implemented and the Complainant is dissatisfied, they should be advised to contact the Chairperson.

Where no Recommendation Action Plan is forthcoming from the Management Committee, the Complaints Officer must follow up.

Stage 3: Internal Review

If the complaint has not been resolved to the individual's satisfaction at stage 2, a request for a review can be made. This must be made within 10 working days of the investigation report being sent and directed to The Chairperson of Mayo Abbey Parish Community Development Company CLG T/A St Colman's Training Centre. The complainant may also choose to go directly to the Office of the Ombudsman, Ombudsman for Children, or other professional bodies to whom the complainant could make an application for review

If a request for review is made to the Chairperson, the complaint will then be investigated by a Review Panel consisting of the Chairperson and two members of the Management Committee. Membership of the panel will be restricted to people who have had no previous involvement in the investigation of the complaint.

The Review panel will review the evidence gathered so far and may also, if they choose, conduct further enquires in a similar manner to the initial investigation. The process should be completed within 20 working days. This time scale reflects the fact that the Chairperson and Management Committee are volunteers and may also have full time employment.

The purpose of the Review Panel is to:

- i. To determine the appropriateness of a recommendation made by the Complaints Officer, having regard to the two elements
 - a. All aspects of the complaint
 - b. The investigation of the complaint
- ii. Having determined the appropriateness of the recommendation to uphold it, vary it, or make a new recommendation if they consider it appropriate to do so

After the review has taken place, a letter should then go out to the complainant set out in a similar way to the letter following the first investigation and in particular, highlighting where the appeal agrees or differs to the first investigation. It should also explain that the internal complaints procedure is now exhausted and no further correspondence will be entered into.

Implementation of Recommendations made by Review Officers

All recommendations and reasons for the recommendation(s) will be considered by the Management Committee. The Committee will review the recommendation(s). The following must be recorded:

- Decision whether to accept, amend or reject the recommendation(s) and the reason why
- If the recommendation is to be accepted or amended, an action plan must be put in place for the implementation of the recommendation, identifying the steps to be taken, the person(s) responsible and the timeframe

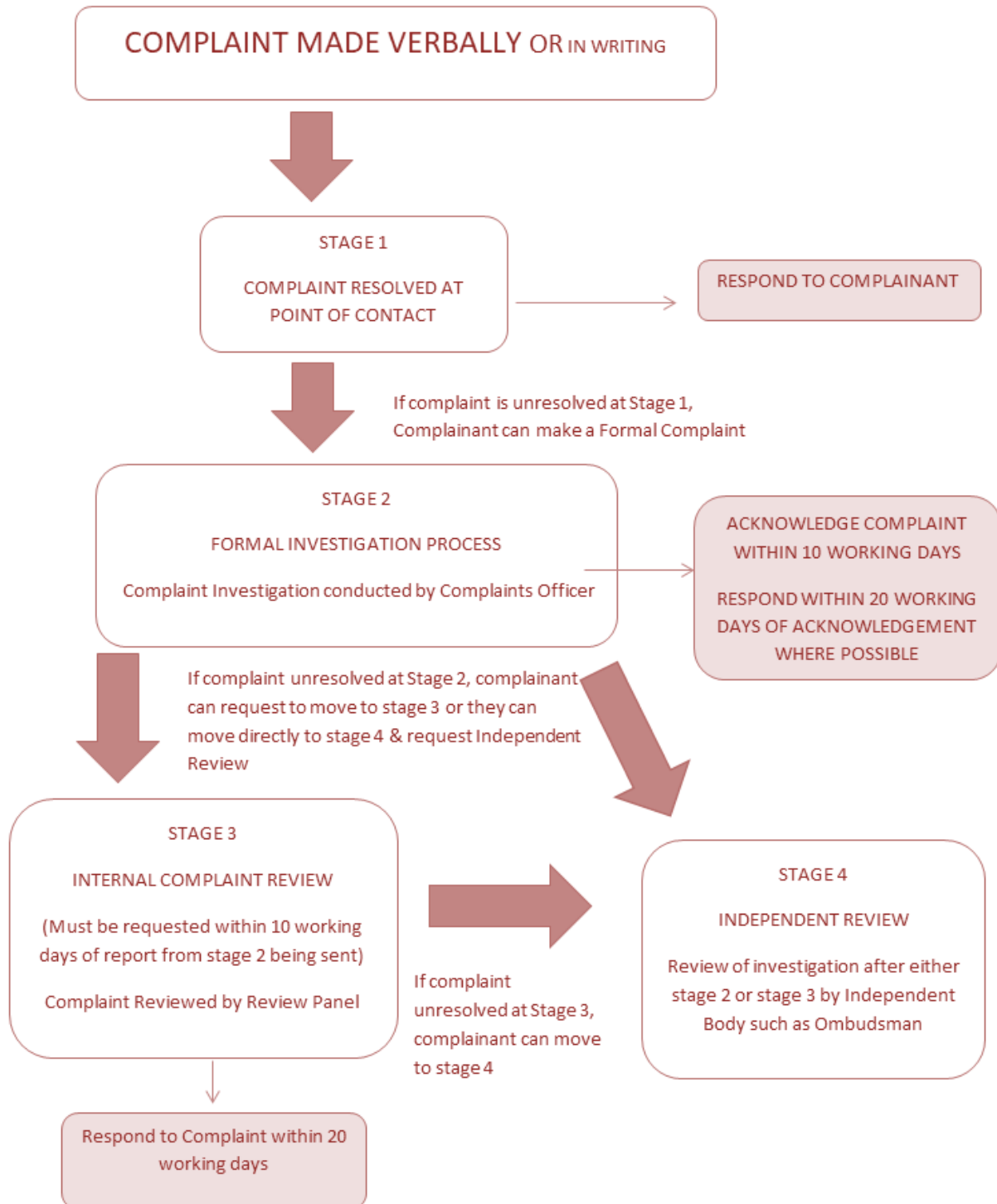
Stage 4 Independent Review

If the complainant is not satisfied with the outcome of the complaints management process he/she may seek a review of the complaint by the Ombudsman/ Ombudsman for Children. The complainant must be informed of their right to seek an independent review from the Ombudsman/Ombudsman for Children at any stage of the complaint management process.

All formal complaints, actions taken and outcomes are recorded using the complaints Response Form. This is essential for the purpose of ensuring that:

- All complaints are being dealt with appropriately
- The proper procedures are being followed
- Whether or not any follow up action or change of procedure is necessary

COMPLAINTS PROCEDURE INFOGRAPHIC



5.3 The Learning Environment

We aim to promote a learning environment that places a strong emphasis on quality assurance and continuous improvement.

- Before commencement of programme communication between staff and Programme Tutor is required to ensure all Facilities/resources/equipment is available for programme requirements and to ensure the best possible assessment results.
- Programme delivery must at all times be professional, positive and engaging.
- It is the responsibility of the tutor to outline learning objectives of Programme at every stage.
- Utilise the technologies and resources available to enhance the learning experience.
- Tutors are encouraged to assess their own performance and development needs.
- Maintain a safe physical learning environment, meeting all current Health and Safety requirements.

5.4 Monitoring of Teaching and Learning

To ensure a high standard of learning and a positive learning experience on going monitoring will be carried out to improve the quality of teaching and learning.

Monitor and evaluate the quality of training by compiling and analysing:

- Learner Feedback forms
- Tutor Feedback Forms
- Authentication Reports
- Feedback from Industry

Ensure feedback is designed to highlight areas requiring attention and monitor the teaching and learning process.

Feedback is encouraged on an ongoing basis through the following methods:

- Mid programme Review
- End of programme Review
- Learner/Tutor meetings
- Informal feedback

Annual analysis of the following information:

- Learner numbers
- Learner Profiles
- Completion Rates
- Learners achieving Certification
- Progression to education/employment

Supporting Documentation

SC-TC01	Tutor Checklist
SC-PD01	Participant Details Form
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-MFF01	Learner Feedback Form
SC-EFF01	Learner Feedback Form
SC-TFF01	Tutor Feedback Form
SC-MR01	Tutor/Learner Meeting Record
SC-ARF01	Accident/Incident Report Form
SC-IV01	Internal Verification Report
SC-EA01	External Authentication Report

Section 6 Assessment of Learners

It is the policy of St. Colman's Training Centre to ensure that there is a system of assessment for learners that is fair and consistent.

We aim to ensure a clear understanding by staff and learners of the assessment process and criteria. Our procedures aim to ensure that assessment is internally verified as fair and consistent and externally authenticated in line with national standards.

6.1 Coordinated Planning of Assessment

An assessment plan must be produced and completed for each programme to include when assessment is to take place and deadlines for submission.

All appropriate training rooms/facilities will be booked for assessment suitable for the type of assessment.

Tutor packs will be provided including Tutor Checklist to be returned on completion of programme.

6.1.1 Formative and Summative Assessment

Formative and Summative assessments play a key role in the learning outcome approach.

Formative assessments are used by the Tutors to informally test the learning. Formative Assessment includes the use of quizzes, group-work exercises, role-play, problem-solving, discussion topics to encourage peer-to-peer interaction and Peer Feedback.

Summative assessment is used to compare the performance of a learner with the benchmarks required for the award. Each assessment is mapped to Learning which ensures that each learning outcome is assessed. Summative assessment ensures that grading is appropriate to achievement. Examples of this type of assessment include exams, skills demonstrations, assignments, projects and portfolios.

All Training Programmes incorporate a balance of Formative and Summative Assessment to ensure that the Learners and Tutors together create knowledge that improves the quality of the Training programme. The purpose of assessment, both formative and summative, is to determine understanding and demonstrate the achievement of Learning Outcomes.

Formative Assessment

Formative assessments are informal testing of the learning, with no associated module marks or weighting. Formative assessments can allow the Tutor to identify Learning gaps, address strengths and weaknesses and provide timely and effective feedback. This form of assessment will also enable a Tutor and change their approach/delivery to help ensure that each Learner is better able to learn and comprehend all programme material. Formative Assessment provides information to the Tutor and Programme Team about the areas Learners may be struggling with so that sufficient support and development can be put in place.

Formative Assessments are conducted in class and include:

- Quizzes
- Group-work exercises
- Role-play
- Problem-solving
- Discussion topics to encourage peer-to-peer interaction
- Peer Feedback

This approach to assessment supports learners in reflecting on their own learning while also providing valuable feedback to the Tutor

Where possible we aim to encourage Tutors and Learners to use the Facilities available at our Centre to complement and enhance Learning where possible.

Examples of this may include the use of our Organic Garden and organic produce by Learners on Cookery Programmes at the Centre.

Similarly, our Community Employment kitchen staff will cook produce produced by Learners on Horticulture Programmes to enable Learners to sample and taste for evaluation and learning.

Summative Assessment

Summative assessments are the formal assessment tasks that determine the specified learning outcomes have been met by the Learner. Summative assessments are marked and contribute to the Learner's overall result for the Programme. Summative Assessment can include continuous assessment and or end of Programme Assessment.

Examples of this type of assessment include:

- Project
- Assignment
- Learner Record
- Portfolio of work
- Examination (Theory)
- Skills Demonstration

At the end of a Programme Summative Assessment gives Learners a grade, but including Formative Assessment provides feedback that will help Learners develop and improve before they reach the end of Programme. Formative Assessment is used in Programme Delivery to provide a useful lead-in to Summative Assessments when feedback is provided.

6.2 Information to Learners

Learners receive copy of Course Descriptor before commencement of programme.

As part of Induction the following is clearly outlined:

- Assessment Methods
- Submission deadlines
- Portfolio Checklist
- Learner responsibilities
- Learner Support
- Reasonable Accommodation
- Academic Misconduct
- Appeals Procedure

Assessment overview will be clearly outlined by Tutor on commencement of programme



6.3 Security of Assessment Related Processes and Material

All assessment briefs, examination papers and marking schemes will be kept by the Training Coordinator in a secure location to be accessed when necessary.

Signed attendance sheets to be kept for all examinations

The tutor/exam supervisor must also sign the attendance sheet

All completed assessment work will be stored in a secure location once received and will remain in the possession of the Tutor/Training coordinator throughout the assessment process.

Learners are notified during Induction and after the relevant Certification Period that all assessment materials are held for up to six months after the Certification Period.

All portfolios and Learner work must be formally signed out by the Learner.

Portfolio collection form to be kept with programme files.

6.4 Reasonable Accommodation

Learners will complete a Participant Details Form during induction session which will be designed to high-light any potential assessment difficulties.

Learners will be aware of what is meant by 'reasonable accommodation' and 'compassionate consideration' through the Learner and Handbook and induction.

Any Learner who will need special accommodation will discuss with the Training Co-ordinator how best to accommodate him/her in assessment.

The integrity of the award will not be compromised and special accommodation will not advantage or disadvantage the Learner in any way.

In cases of exceptional circumstances such as illness or family bereavement, Learners may apply to the centre to request assessment support/extension to a deadline/extend examination date. Efforts will be made to accommodate these learners.

If granted, the maximum acceptable extension time is two weeks from original due date.

Records must be noted and signed by the learner and the assessor.

Learners must contact the Training Coordinator to discuss if a deferral is an available option.

The Internal Verifier informs the External Authenticator about any reasonable accommodation made in the Internal Verification report.

6.5 Consistency of Marking between Assessors

Tutor Induction will include details of assessment procedures.

Assessment material and detailed marking schemes will be devised in line with Programme outcomes.

Assessment briefs and examinations to be created for multiple delivery of same programme by various tutors.

The Internal Verifier will be responsible for monitoring Learner portfolios and any arising issues will be included in the Internal Verification Report and discussed by the Results Approval Panel.

Under Quality Assuring Assessment, monitoring of Learners' portfolios of assessment will be the responsibility of the Internal Verifier and moderating will be the responsibility of the External Authenticator.

Any issues identified by either will be included in their respective reports and will be discussed by the Results Approval Panel and appropriate action agreed.

Any discrepancies highlighted, that are resulting in an inconsistency of marking between the Assessors, will be communicated by the Results Approval Panel to the Centre Co-ordinator.

6.6 Internal Verification

Internal verification will take place for all programmes delivered in conjunction with QQI deadline submission dates.

An Internal Verifier will be appointed.

The Internal Verifier will not have marked the assessments.

The Internal Verifier will check all assessment procedures were adhered to by ensuring that:

- The correct techniques and instruments have been used for Assessment as stated in the Course Descriptor.
- The correct documentation was used to record learner results and appropriate Assessment Material was issued to learners.

The Internal Verifier will produce the Internal Verification Report which confirms the outcome of the process and documents any concerns.

The Internal Verification Report will be signed in advance of authentication.

6.7 External Authentication

External Authentication will take place for all programmes delivered in conjunction with QQI deadline submission dates.

External Authenticator will be selected based on subject matter expertise.

The External Authenticator will be independent of St. Colman's Training Centre.

Monitoring of assessments will take place on a sampling basis:

- For programmes with fifteen or less participants, all assessment results are to be moderated by external authenticator.
- For programmes with more than fifteen participants, a minimum selection of two out of every ten (20%) will be randomly selected for verification.

In moderating assessment results, the external authenticator will ensure sample results from each grade band are represented in sample selection.

The sample should reflect the spread of grades and borderline grade i.e. Pass, Merit, Distinction.

The External Authenticator will check that assessment marking is consistent with marking schema, guidelines and specific assessment requirements.

The External Authenticator will use the External Authentication of Assessment Results Report Template to report on his/her findings.

The External Authenticator will compile an External Authentication Report.

Both reports are to be provided for the Results Approval Panel.

6.8 Results Approval

Results Approval Panel established at the centre to review all submissions

Results Approval Panel:

- 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.
- Record minutes of meetings of the Results Approval Panel
- 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

6.9 Feedback to Learners

Tutors are required to give feedback on assessments and on learners' progress on a one-to-one basis and in groups at various stages throughout the programmes.

Learners can approach tutors for advice and direction, in relation to assessment during programme duration.

Tutors must:

- Provide feedback in a timely manner.
- Use assessment criteria to give objective feedback, include comments, suggestions for improvements and identify gaps in work.

Records of meetings to be submitted to Training Coordinator.

The following outlines to learners the grading criteria for QQI awards.

Level 1	Level 2	Level 3
<i>Achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with significant support and direction from the assessor, but the learner has demonstrated sustentative achievement on their own.</i>	<i>Achieved the learning outcomes for the award in a structured and supported setting with clear direction from the assessor. The learner has demonstrated some autonomy of action and has taken limited responsibility for the activities and for generating evidence.</i>	<i>Achieved the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence.</i>

Pass 50 - 64%	Merit 65 - 79%	Distinction 80 - 100%
<i>Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard</i>	<i>Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved</i>	<i>Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved</i>
<i>Used the language of the vocational/specialised area competently</i>	<i>Used the language of the vocational/specialised area with a degree of fluency</i>	<i>Used the language of the vocational/specialised area fluently and confidently</i>
<i>Attempted to apply the theory and concepts appropriately</i>	<i>Expressed and developed ideas clearly</i>	<i>Demonstration-depth understanding of the subject matter</i>
<i>Provided sufficient evidence that has relevance and clarity</i>	<i>Demonstrated initiative, evaluation and analytical skills</i>	<i>Demonstrated a high level of initiative, evaluation skills</i>
	<i>Presented coherent and comprehensive evidence</i>	<i>Demonstrated analytical and reflective thinking</i>
		<i>Expressed and developed ideas clearly, systematically and comprehensively</i>
		<i>Presented coherent, detailed and focused evidence</i>

6.10 Learner Appeals

Once results have been signed off by the Results Approval Panel and issued to the Learner, a Learner may lodge an appeal.

An appeal may be made in writing no later than 10 working days after the examination results have been issued to the learner.

Only evidence which has already been presented by the Learner may be presented on appeal.

An External Reviewer will review the Learner Assessment, the original assessor has no part in the review.

Following the review, the result of the appeal is recorded and communicated to the Learner.

A learner requests an appeal of results by completing the Learner Appeals Application Form and paying the appropriate administration fee of €50 of which €25, is refunded if the appeal is successful.

Learner will be notified within 10 working days of the outcome of an appeal.

6.11 Corrective Action

Learners are required to conduct their studies honestly, ethically and in accordance with accepted standards of academic conduct this is outlined in Learner Induction and the Learner Handbook.

Forms of academic misconduct include:

- Cheating,
- Plagiarism
- Falsified or improperly obtained information
- Being assisted in assessment tasks

Any form of suspected assessment misconduct will be investigated.

- The Programme Tutor must inform the Training Coordinator of any suspected academic misconduct
- An interview is arranged between the Learner and Programme Tutor
- The concerns are raised with the Learner and the implications of plagiarism are explained to the Learner
- The Learner is given a fair opportunity to respond
- If the Learner admits to plagiarism or if the learner cannot confirm that what is presented is their own original work, they will be asked to re-submit their work within a specified time
- If the incident is a reoccurrence the piece of work receives a zero mark

- The Training Coordinator notifies the Learner and the tutor of the final outcome of the meeting
- All notes will be recorded in the Learners file by the Training Coordinator
- The External Authenticator will be made aware of the outcome of any assessment malpractice investigations

Tutors must ensure that the training materials they use themselves are correctly referenced and there is no suspicion of using plagiarised materials.

All Learners must complete and submit a Submission Declaration Form.

In the event of any action, or event which may be, or appear to be of threat to the integrity of the assessment procedures of St. Colman's Training Centre, it must be brought to the immediate attention of the Training Coordinator.

Supporting Documentation

SC-TC01	Tutor Checklist
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-MFF01	Learner Feedback Form
SC-EFF01	Learner Feedback Form
SC-TFF01	Tutor Feedback Form
SC-MR01	Tutor/Learner Meeting Record
SC-IV01	Internal Verification Report
SC-EAA01	External Authenticator Agreement
SC-EA01	External Authentication Report
SC-AP01	Assessment Plan
SC-RAR01	Results Approval Report
SC-LA01	Appeals Application Form
SC-AM01	Academic Misconduct Report
SC-AE01	Assessment Extension Form
SC-PCF01	Portfolio Collection Form

Section 7 Supports for Learners

It is the policy of St. Colman's Training Centre to provide Learners with purposeful resources and support systems necessary for successful participation on our programmes. We are committed to maintaining a supportive environment where learners are encouraged and facilitated, enabling them to maximise their potential.

7.1 Equality and Diversity

We recognise that in our society certain individuals and groups of people are unfairly discriminated against, both directly and indirectly. Such discrimination occurs where an individual is treated less favourably on the grounds of:

- Gender
- Civil status
- Family status or responsibility for dependants
- Disability
- Race including race, colour, nationality or ethnic origin
- Sexual orientation
- Age
- Political or Religious belief
- Membership of the Traveller community

(Employment Equality Acts 1998 – 2015 and the Equal Status Acts 2000 – 2015)

We aim to eliminate all such forms of discrimination and to create a climate in which equal opportunities are promoted as a means of developing the full potential of all Learners.

A safe and inclusive atmosphere for all staff and Learners will encourage individuals to achieve their full potential. We will foster a genuine culture of Equality in our organisation.

Our Centre provides Equal Opportunities for all individuals where their dignity is protected and respected at all times. We aim to ensure that no applicant receives less favourable treatment on any grounds which cannot be shown to be justified.

We are committed to undertaking open recruitment and selection procedures and accommodating where possible the special needs of individuals to facilitate their participation in the Recruitment & Selection process.

Behaviour or actions against the spirit and /or letter of the equal opportunity laws, on which this policy is based, will be considered serious disciplinary matters.

All staff and Learners have an important role to play in ensuring Equality throughout the organisation and must not themselves, either directly or indirectly, discriminate, harass or intimidate fellow individuals in any way.

We aim to provide training programmes which are suitable to all learners including those with additional or diverse needs.

Programmes are designed to enable Learners to successfully participate insofar as this is possible and practicable.

Learners who have any learning support needs are encouraged to let staff know at registration and induction stages and also if needs develop throughout the duration of the programme. This information is passed directly to the Training Coordinator who is responsible for the coordination of Learner Supports. Every effort must be made to accommodate special needs that are reasonable and practicable.

Learners must meet minimum entry requirements.

7.2 Training Delivery

An appropriate mix of training methodologies and styles are used to suit various learning styles. Face-to-face delivery is facilitated through the following learner centred mechanisms:

Collaborative Learning:

Role play, group discussion, brainstorming and problem based learning

Tutor-led Learning:

Presentations, theories, concepts, practical tasks, formative assessments, quizzes and activity sheets

Individual Learning:

Case study, self-directed resource material, application in the workplace, questions and answers



Examples of supports available to Learners include:

- Fully accessible for wheelchair users
- Physical modifications to the training location including seating, room layout, furniture and accessibility
- Learning materials provided in accessible format where possible.
- Additional time allocated to complete tasks/assessments
- Support from a reader/scribe to complete tasks and assessments where students require writing support or International Students where English is not the first language

(Any other support needs will be accommodated within reason to the best of the organisations ability)

If support has been provided for assessment this will be communicated and recorded in the Internal Verification report by the Training Coordinator.

7.3 Monitoring of Learner Supports

As part of our ongoing monitoring and evaluation we review our Training Centre and External Training Locations and ask learners and tutors for their feedback in evaluation forms.

We review the effectiveness of equipment, training resources and facilities to ensure their continuing adequacy and effectiveness as part of our annual programme review.

Staff are encouraged to provide suggestions regarding resources and supports offered.

Supporting Documentation

SC-VC01	Training Venue Checklist
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-MFF01	Learner Feedback Form
SC-EFF01	Learner Feedback Form
SC-TFF01	Tutor Feedback Form
SC-MR01	Tutor/Learner Meeting Record
SC-PD01	Participant Details Form
SC-SR01	Special Requirements Form
SC-AE01	Assessment Extension Form

Section 8 Information and Data Management

It is the policy of St. Colman's Training Centre to manage the collection, use and storage of data and information according to best practice and in compliance with statutory obligations. We are committed to ensuring the accuracy, security and integrity of data and information we process.

8.1 Data Protection

We are committed to processing all personal information in accordance with the General Data Protection Regulation (GDPR), Irish data protection laws.

Under GDPR, all personal data obtained and held must be processed according to the following core principles:



Throughout all processes we aim to ensure a data protection approach including:

- Employing appropriate technical security measures including backups of data
- Staff training in data protection
- Documenting data protection roles and responsibilities
- Processing personal data according to the principles of the GDPR
- Having a clear basis for the information we process

To be transparent we explain why we are collecting data, how it will be used and how long we keep this data. We will never pass on personal information unless required for certification, legislative or funding requirements.

8.1.1 Data Protection Officer

A member of the Management Team is appointed as Data Protection Officer and is responsible for overseeing data and management systems in line with GDPR requirements.

The role of the Data Protection Officer includes:

- Remain updated on GDPR law and regulations
- Provide advice where requested as regards the data protection impact
- Monitor compliance with the GDPR
- Have due regard to the risk associated with processing activities
- Inform advise and issue recommendations on data handling
- Seek advice from data protection specialists when required
- Co-operate with the supervisory authority

8.2 Management and Information Systems

Information is stored on a secure database which is password protected and limited to key staff members on a need-to-access basis. All the information contained on the database is protected by the use of a secure log-in system. Access to personal protected information requires an extra password, so only users with permission can obtain the key information required.

To maintain records and information and to ensure quality of service provision all information is stored on a secure network with restricted access. Attendance and completion records are maintained on this system and provide easy access to information when required. Poor attendance may be an indicator that there is a problem with the Learner or Programme. This system allows for analysis of attendance and completion rates. Hard copies are also stored securely in a locked cabinet in the Education Office.

St. Colman's Training Centre's data is protected from physical and electronic attack. A Dell SonicWall firewall is in place, fully licensed and updated and upgraded regularly. All PC's are password protected and each user can only access the data relating to their position. Our server protects our data and limits access to each employee's appropriate level. The security and retention of learner data is paramount, an off-site back-up is in place. All files are backed up daily to secure network storage. These daily backups are checked by our IT Company and modified/rectified if there are any issues. St. Colman's Training centre is assisted with their IT system by a local IT company.

8.3 Client Information

8.3.1 Learner Data

To register for a training course, a learner will need to provide their name, address, email address, phone number and in some cases payment information. If an employer is sponsoring a Learners place on a programme the name of the employer, a contact person and contact details must be provided.

Depending on the type of course a learner is registering for and the requirements of the professional body accrediting the course and Funding Bodies, various information will be required. The learner is informed that this information will be shared.

For QQI accredited programmes, ICDL Ireland and programmes funded through Government Funding a Learner's PPS number and Date of Birth is required for Certification purposes and as part of Funding Guidelines.

We take all reasonable security steps with regard to the storage and handling of the PPSN and associated data. We do not disclose a person's PPSN to anyone, unless we are satisfied that the person making the enquiry is entitled to that information. Use of the PPSN is restricted to Training Administration Staff members who need this information when inputting learner data on the QQI QBS. Staff are required to let the Data Protection Officer know immediately if they suspect that any personal data might be lost or compromised. During the new staff member's induction, we highlight the importance of ensuring that personal data is stored in a locked and secure facility at all times.

All registrations for courses are handled directly through the Training Coordinator and Training Administrators. Tutors do not carry out Learner Registrations or handle Learner details, this ensures data handling is minimised at all times. Tutors are not permitted to accept payment from learners. The primary methods of payment are manual by cash, cheque or credit card payment using a POS unit. Credit Card details are not stored by the company.

8.3.2 Records Maintenance, Retention and Disposal

We aim to keep accurate, secure, and up-to-date records and to ensure that all information gathered is used for only the purpose it has been originally collected for.

When a learner registers on a programme, data from the Registration Form is inputted onto the database on the shared drive by the Training Administrators. This system is password protected and restricted to Training Administration Staff.

This information Includes:

- Name
- Postal address
- Email address
- Phone number
- Date of Birth (where required)
- PPS Number (where required)
- Gender (where required)
- Learner Group Code
- Educational Details (where required)

St. Colman's Training Centre's data is protected from physical and electronic attack. A Dell SonicWall firewall is in place, fully licensed and updated and upgraded regularly. All PC's are password protected and each user can only access the data relating to their position. Our server protects our data and limits access to each employee's appropriate level. The security and retention of learner data is paramount, an off-site back-up is in place. All files are backed up daily to secure network storage. These daily backups are checked by our IT Company and modified/rectified if there are any issues. St. Colman's Training centre is assisted with their IT system by a local IT company.

Records Management ensures effective and efficient use of data while minimising risk. Information is stored securely, appropriate to its classification. Where possible, duplication of paper and electronic records is avoided. If the purpose for which we obtained the data has ceased and the personal information is no longer required, data is deleted or disposed of in a secure manner. The Data Protection Officer and Training Coordinator reviews the Retention timeline to ensure personal data is not retained any longer than is necessary.

Learner Registration Forms are stored by the Training Coordinator securely for the duration of Learner Studies and until Certification is complete. Hardcopies of Registration Forms are destroyed securely. As part of the certification process, if a learner appears invalid on the QQI QBS system we may have to request a copy of the learners Photo ID, this will be sent onto QQI through QHelp and will be stored until the issue has been resolved with QQI. Photo Id's, PPS Number and Date of Birth will be deleted when the Certification Process is complete.

Electronic copies of data including, Learner name, course code, assessment results, Learner awards and overall attendance records are maintained indefinitely on the Learner Database this allows the certification of learners' work through the accrediting bodies and facilitates access, transfer and progression for learners and to record that a learner has completed a programme. This information allows us to identify and support learners that are continuing their education experiences.

Storage of hard copy assessment materials is in a locked room and these materials will be deleted six months after the certification period (and any appeal window has expired). Photographic and video evidence is gathered as evidence of skills demonstrations for some programmes. Photographic and video evidence is submitted to the Training office on the company camera/camcorder. This is uploaded to the system and then deleted from the camera/camcorder. All assessment material online will be deleted six months after the certification period. Photographs and videos may be viewed by a third party such as an External Authenticator for certification purposes.

QQI issues certificates to St Colman's Training Centre according to a pre-defined schedule - the QQI Key Dates and Information - Awards and Certification (Published Annually).

- The Training Coordinator logs receipt of the award certificates and stores them securely in a locked facility until they are issued.
- The Training Coordinator issues the award certificates to graduates by registered post
- Certificates can be collected from the Centre in person but must be signed and records are maintained.

As part of Induction Learners are made aware that QQI can provide a Record of Awards and a fee of €20 is payable to QQI. This fee is payable by learner.

Assessment materials are submitted by tutors to the Training Coordinator after assessments are complete.

All Assessment materials are signed and dated by the Programme Tutor.

Assessment materials are held in a locked in a secured office.

Learners are notified during Induction and after the relevant Certification Period that all assessment materials are held for up to six months after the Certification Period.

A Collection Form is completed for any material returned to Learners, this form must be signed and dated and kept with programme files.

Cover sheets, verification sheets and any other paper that may have authorship associated, are destroyed by shredding.

All other assessment material is ripped and recycled.

8.3.3 Electronic Marketing

Individuals can request to be added to our Mailing List for advertisement of programmes and activities. A record must be kept of all requests including date requested. A Request for consent to be added is clearly distinguishable from the other matters and presented in clear and plain language.

The option to be removed from our Mailing List is clearly presented on every marketing email/newsletter. Any requests for removal are carried out as soon as possible by the Training Administrators.

An electronic log of additions and removals is kept on our secure system and is maintained by the Training Administrators.

Information collected for electronic marketing is used solely for this purpose and not shared with any third parties.

Supporting Documentation

SC-DPP01	Data Protection
SC-GDP01	Guidelines for Data Processors
SC-DPR01	Data Processing and Retention Guidelines
SC-DPE01	Data Protection Email
SC-MLA01	Mailing List-Additions
SC-MLR01	Mailing List-Removals
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-PD01	Participant Details Form
SC-PCF01	Portfolio Collection Form

Section 9 Public Information and Communication

It is the policy of St. Colman's Training Centre to ensure communication with the public, staff, learners and other stakeholders is open, accurate, clear, clear and concise. We aim to create and maintain two-way communication systems to enable all stakeholders to receive, share and exchange relevant information.

9.1 Website

The website provides information about programmes and services to applicants, stakeholders and the general public.

Visitors can view upcoming training programmes on the course calendar.

All content on the website aims to provide stakeholders with an idea of what to expect from each of our programmes.

For accredited courses, details are given as to the title of the award, level, award type and name of the awarding body.

The website provides the opportunity for stakeholders to contact us with queries or comments via an online contact form which is checked daily.

A dedicated facility for the publishing of quality assurance evaluation reports will be integrated into the development of our website.

The website is updated regularly as required.

The Training Coordinator is responsible for the management of the information on the St Colman's Training Centre website.

9.2 Social Media

All promotional material includes links to our social networking sites including active pages on Facebook and Instagram.

All content for these pages is created by the Training Coordinator.

These pages are actively monitored and checked for any requests for information from potential clients.

9.3 Email Marketing

We actively encourage people to sign up to our Mailing List. Participants are asked to confirm that they wish to receive information from St Colman's Training Centre

Information is entered into our database of contacts and categorised depending on area of interest. All communication includes an unsubscribe option should participants wish to opt out of receiving future communication.

Email frequency is planned and maintained to ensure effective marketing of programmes

Contacts are categorised to ensure that only relevant information is communicated to that contact through email marketing.

9.4 Programme Information

Individual Course Descriptors are produced for each programme and include the following information:

- Awarding Body
- Programme Title
- Award Code
- Award Type
- NFQ Level
- Duration
- Outline of Course Content
- Entry requirements

Course descriptors are accessible to Learners in our centre or as a PDF which can be emailed/posted to interested clients.

Details of our programmes can be requested from us/communicated by us through phone, email, post or face-to-face communication at our centre.

The Training Coordinator monitors and updates programme information regularly in accordance with the 2012 Act. No information is published without approval from the Training Coordinator.

9.5 Learner Handbook

The Learner Handbook is given to learners on the first morning of the programme. It contains important information that is relevant to the programme they are attending and for successful completion of the programme. Information includes:

- Welcome
- Learner Responsibilities
- Quality and Qualifications Ireland
- National Framework of Qualifications
- Access, Transfer and Progression
- Attendance and Punctuality
- Feedback/Programme Evaluation

- Assessment
- Submission of Assessments
- Reasonable Accommodation
- Academic Misconduct
- Repeat of Assessment
- Grading System
- Appeals Procedures
- Equality Policy
- Health and Safety
- Data Protection Policy/GDPR
- Assessment Holding Policy
- Customers Complaints Policy

9.6 Tutor Handbook

All Tutors are supplied with the required information to carry out their duties. The Tutor Handbook has been developed to communicate important information that is relevant to the programme.

Information includes:

- Welcome
- Role and Responsibilities of the Tutor
- Quality and Qualifications Ireland
- National Framework of Qualifications
- Access, Transfer and Progression
- Attendance and Punctuality
- Feedback/Programme Evaluation
- Assessment
- Submission of Assessments
- Reasonable Accommodation
- Academic Misconduct
- Repeat of Assessment
- Grading System
- Appeals Procedures
- Equality Policy
- Health and Safety
- Data Protection Policy/GDPR
- Assessment Holding Policy
- Customers Complaints Policy

Supporting Documentation

Website	www.mayoabbey.ie
SC-DPE01	Data Protection Email
SC-MLA01	Mailing List-Additions
SC-MLR01	Mailing List-Removals
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-PD01	Participant Details Form

Section 10 Other Parties Involved in Education and Training

It is the policy of St. Colman's Training Centre to create and maintain relationships with stakeholders and other interested parties in the education and training sector. We value the importance of any external advice, opinions and support that can assist us to achieve our mission.

10.1 Expert panellists, Advisors, & External evaluators

Professional Experts will be aware of our Mission and contribute to the process of continuous improvement.

Appropriate selection and recruitment of professional experts will take place by the Management Team.

We require that any third parties affiliated with us declare any conflicts of interests prior to engagement.

Roles and responsibilities are clearly identified and any supports or services available from our centre are made available.

Professional Experts must be qualified and competent in their subject area:

- Academic and professional qualifications
- Experienced and accomplished in their field of expertise

10.1.1 External Authenticator

External Authenticators will be contracted to provide independent authoritative confirmation of fair and consistent assessment of learners in accordance with the national standards.

When selecting an External Authenticator, the following requirements must be met:

- Free from any potential conflict of interest and independent of the assessment centre
- Subject matter expertise within the appropriate award area/field of learning.
- Experience of programme assessment or working in the industry.
- Communication skills and qualities to interact with learners, assessors and programme staff
- Administrative and IT skills.

The External Authenticator will provide feedback on the effectiveness of the assessment process and offer recommendations/advice on possible improvement that could be made to the programme.

10.2 External Stakeholders

We will continue to develop and maintain working relationships with a number of various External Stakeholders, including, but not limited to:

- Local Education and Training Boards
- Department of Social Protection
- Industry specific experts
- Community Education Networks
- Local Development Companies
- Local Community Development projects
- Community Employment Schemes
- Other FET/HET and Private Training Providers
- Local Employers

We have formed strong links with employers and Industry experts which enable us to identify Training needs and support employers and employees through training opportunities.

As a Community Training Provider, we actively seek to communicate with our local community to address the educational and training needs of all members by providing accredited and non-accredited courses.

The development of future partnerships includes:

- Relationships with education providers on areas of mutual interest
- Membership of learning and development organisations
- Programme development with industry clients
- Relationships with Community groups and organisations

To allow for benchmarking between providers we will collaborate and share information openly with other providers where possible.

Section 11 Self Evaluation, Monitoring and Review

It is the policy of St. Colman's Training Centre to monitor and evaluate all programmes and services, to ensure high standards and identify areas of improvement. We aim to maintain the quality of our programmes and services for all our learners and stakeholders.

11.1 Monitoring of Training and Learning

Feedback is gathered on all aspects of our programmes to monitor performance and support continuous improvement. The Management Team and Training Coordinator will ensure any recommendations arising from reviews are implemented and monitored.

11.1.1 Ongoing Monitoring Activities

Monitoring provides the opportunity to reflect on current practice and if necessary propose new changes to improve our programmes and services and enhance the learning experience. The following mechanisms are used to collect and analyse data on all aspects of our programmes and services:

- Attendance records
- Completion rates
- Marks and grades
- Authentication reports
- Complaints and appeals
- Learner feedback
- Tutor feedback
- Employers' feedback
- Other stakeholder feedback
- Informal feedback
- Informal discussion and correspondence with learners and tutors
- Management meetings

11.1.2 Learner Feedback

Learner feedback is essential in helping us to improve the quality and effectiveness of our programmes and services. We provide various communication methods that Learners can use to give feedback and suggestions for improvement. Formal and informal feedback is encouraged throughout the Learners journey and enables us to:

- Implement necessary changes during the Learner experience
- Review programme content, support and quality of training
- Support the enhancement of learning and teaching
- Measure the quality of resources, facilities and equipment
- Combine quantitative and qualitative data for review

Tutors are encouraged to communicate with learners at all stages of the programme to ensure that the learning objectives of their programme are clear and understood.

The importance of Learner feedback is highlighted during induction and learners are encouraged to communicate with Tutors and staff at any stage of the programme regarding concerns or needs that may arise.

To ensure high quality feedback learners have the option to anonymise the evaluation form.

Hard-copy feedback forms are collected by Training Administrators or placed in a secure collection box, never by the Programme tutor.

The Training Coordinator analyses the evaluation forms and responds to feedback immediately or as soon as possible.

11.1.3 Tutor Feedback

Tutor feedback is essential to ensure continuous quality improvement. We aim to create an open communication culture formal and informal to facilitate tutor feedback. The importance of Tutor feedback is highlighted at Induction and in the Tutor Handbook.

On completion of a programme the tutor completes an evaluation form which is analysed by the Training Coordinator and any follow up is as soon as possible before the next rollout of the programme.

Feedback from Learners and the Assessment Process will be communicated to Tutors, to encourage evaluation of their own performance. If required support and resources will be provided to assist Tutors in making improvements and will be monitored by the Training Coordinator.

11.1.4 External Feedback

We continuously engage with a range of stakeholders to measure the impact of the training within the workplace and the degree to which the programme met their objectives. This allows us to identify strengths, weaknesses and areas for improvement. Stakeholders include:

- Local Education and Training Boards
- Department of Social Protection
- Local Employers
- Local Development Companies
- Local Community Development Projects
- Community Employment Schemes

11.2 Programme Review

Each year a Programme Review Panel will conduct a programme review of one programme. The Programme Review Panel will consist of centre staff associated with the programme, tutors, learners and clients involved with the programme. The programme will be reviewed to ensure effectiveness and if necessary improve the overall quality of the programme.

Feedback gathered throughout the year from Learners, Tutors and other Stakeholders will be analysed for possible improvements.

To measure impact the following will also be evaluated:

- Attendance Records
- Completion Records
- Grades Distribution

As part of the review process consideration must be given to the following:

- Programme content
- Learner Resources
- Equipment, training resources and facilities
- Assessment
- Achievement of objectives

11.3 Self Evaluation

The self-evaluation process will apply to all programmes and services and involves self-evaluation, reviewing and reporting on the quality and effectiveness of our programmes and services. A self-evaluation report is completed and will contain recommendations for improvement of programmes and services

As part of the self-evaluation process we will engage an External Evaluator to evaluate and report on training and all services provided. The External Evaluator will be a subject expert in quality systems within an academic setting. The aim of this process is to receive independent expert advice to enhance our Quality Assurance systems. The External Evaluator will be independent of the centre and objective in their recommendations for programme improvement and programme strengths. They will identify any areas in need of improvement or immediate action.

An External Evaluator will be selected based on the following selection criteria:

- Independent of the centre and be able to provide objective feedback
- Be able to compare the quality of programme(s) with that of similar programmes
- Experienced in training and development and understand the principles of adult learning
- Understand evaluation procedures and methodologies of quality assurance systems
- Willing to comment and give advice on quality assurance practices and improvements

Supporting Documentation

SC-PRR01	Programme Review Report
SC-SER01	Self-Evaluation Report
SC-LH301	Learner Handbook
SC-LH4501	Learner Handbook
SC-TH01	Tutor Handbook
SC-MFF01	Learner Feedback Form
SC-EFF01	Learner Feedback Form
SC-TFF01	Tutor Feedback Form
SC-EA01	External Authentication Report