

QA review of Learner Journey – Education to Prisons

Ongoing throughout the year

1. Supporting the social, cultural and economic development of the city, creating and responding to demand for education and training,
 - a. Engaging with local organisations and employers to design responses to their needs
 - b. Reviewing data about economic and cultural changes and developing courses to respond
 - c. Designing and securing right to deliver courses that respond to emerging or created needs
 - d. Engaging with centres providing level 1-4 provision and maintaining entry routes
2. Establishing and maintaining processes to support the delivery of high quality education provision
 - a. Securing, managing and reporting on funding
 - b. Governance and QA systems
 - c. Recruitment, selection and support of staff
 - d. Professional development of staff
 - e. Development and maintenance of facilities and equipment
 - f. Procurement of equipment

April to September

3. Recruitment of learners
 - a. Advertising /Open Days/Career Guidance Counsellors/Careers Events/ Learner Queries to Centre
4. Selection Process
 - a. Interviews/RPL/Offering of Places/Enrolment/Registration/Fee collection/Assessment of learner suitability

July - September

5. Admission:
 - a. Timetabling and scheduling of course
 - b. Induction: student handbooks, informing students of what we expect from them and what they should expect from us, team building exercises for new classes
 - c. Identify learners in need of reasonable accommodation
 - d. Referrals to support services where appropriate
 - e. RPL where appropriate
6. Course Planning
 - a. Course Department preparation and planning
 - b. Assessment planning and co-ordination across programme

September - May

7. Course commencement
 - a. Teaching and Learning begins; -- How we deliver our courses and engage learners; Teaching and Learning Resources for teachers and students

- b. Monitoring student performance begins; attendance, meeting deadlines, behaviour (academic/non-academic), trips, student progress reports. Dealing with performance issues
- c. Teacher self-evaluation; Teacher to teacher; giving and receiving formal feedback, cross moderation, reflective and consultative practices

8 Assessments

- a. Assessment Plan
- b. RPL
- c. Assignment Briefs with marking schemes
- d. Cross Moderation of assessments
- e. Assessment and feedback to learners, scheduling feedback at the right time; Teacher--Learner, Learner--Teacher; oral, formal written and annotated feedback.

9 Interim results reviews:

- a. In--progress results from across the programme issued to learners
- b. Feedback taken from learners on learner performance

10 End of Programme

- a. Exams devised with marking schemes and moderated
- b. Assessments/Exams Collected
- c. Scheduling and holding of Exams
- d. Supervision of Exams and information to Learners of regulations
- e. Issues of Cheating/Plagiarism
- f. Repeat Exam/Repeat Assessments identified

11 Secure storage of Assessments/work

- a. Hold Assessment Material until after appeals
- b. Maintain Final Results Indefinitely

Assessment and work should always be stored on designated work devices and not on personal devices. Results files should be securely stored in soft and/or hard copy possibly remotely after a period of time e.g. in the cloud.

12 Preparation for External Verification/Authentication

- a. Preparation for QQI Internal Verification
- b. Preparation for QQI External Authenticators/External Examiners
- c. Preparation for: --Centre Course Exam Boards.

13 End of Year: – in--put of grades to QQI and other Awarding bodies

- a. Preparation for QQI Internal verification of assessments and other awarding bodies

- i. Inputting grades to QBS
 - ii. Internal Verification as per: - QQI Internal verification
 - iii. Adjusting grades errors or miscalculations on QBS
 - iv. Print Submission Summary from QBS for college/centre records
- b. Internal quality checks as per: – QA agreements with Awarding Bodies (other)
- c. Inputting grades to Non QQI Awarding bodies.

14 External Authenticator / Awarding Body External Examiner Visits

- a. Recruitment & selection of External Authenticators
- b. Schedule of External Authenticators/EE visits

15 End of Year: -- Exam--boards

- a. Chaired by Principal or Deputy Principal
- b. Focus of Exam Board
 - i. Individual learner performance across whole programme
 - ii. Course/Programme performance - self-evaluation

16 Issuing Provisional and/or Final Results to Learners

- a. Progression/completion of awards
- b. Appeals
- c. Repeats

17 End of year: -- Results Approval Panel Meeting – sign--off of results

- a. Meeting to Oversee of Centre/College current results, assessments and operations
- b. Final sign off to QBS
- c. CDETB review of results data on a periodic basis to ensure consistency across centres + between programmes

18 Centre Self-Evaluation:

- a. Data Collection methods
- b. Findings examined with improvement measures Identified
- c. Actions to be taken

19 External Appeals: processing of appeals to meet QQI early July deadline for CAO offers to FE students

- a. June Appeals Process
- b. N10 application forms
- c. Remittance Advice Procedures: Office Administration Staff

20 Programme Development (arising from self-evaluation and review)

- a. New Course Applications; Changes to Course Title.
- b. Modifying Programmes; New Programme Proposals.
- c. New Award Proposals

21 Learner Queries

- a. Issues with progression; Admin Staff essential for Red Alert Responses to any progression issues e.g. CAO

22. Learner progression

- a. secure employment
- b. progress to further or higher education
- c. apply learning to existing role-professional development of the learner