

REVIEW MODEL – LEARNER JOURNEY¹ –

1. Recruitment

- a. Advertising /Open Days/Career Guidance Counsellors/Careers Events/ Learner Queries to Centre
 - a. Flyers to libraries, GP surgeries etc
 - b. Direct recruitment within CEd for yoga, art etc learners directly responding to flyers etc, drop-ins/ referrals through relationships and networks
 - c. Network/relationships with Partnerships, drugs recovery schemes, HSCL, citizen's advice, homeless services, other education providers
 - d. Annual open day in Sept/drop-ins weekly in some centres

2. Selection Process

- a. Interviews/RPL/Offering of Places/Enrolment/Registration/Fee collection

Literacy:

- initial conversation over the phone with prospective learner to determine if they're a potential learner for service
- informal assessment via interview/chat with ALO etc, afterwards incl. completion of SOLAS form
- ALO will usually make an offer to the learner at the end of chat.
- Induction (Part 1) Tour of centre – classroom, office, canteen /introduced to the tutor/ llearning context and environment explained/ any fears or misconceptions about the learning environment addressed/ Expectations highlighted- attendance and link to progress

Tutor: expectations, group contracts

Comm Ed:

No interview. Learners often receive a tel call to outline what the class is etc,

Community partners (ie. community groups and community centres) refer learners or advertise the classes leading to direct contact from learner

Learners might self select/opt in/out.

Learners arrive to first class and enrol/register in the first class (SOLAS form), very informal registration, enrolment and induction process

3. Admission:

a. Timetabling and scheduling of course

- in response to learner needs and availability of resources (teachers, room availability)
- Core timetable every year, e.g. always run Comms class every Tues and Friday but level and module might differ from term to term or year to year based on tutor availability – tutors working in multiple centres, want to be able to offer tutor a consistent timetable to retain good staff, centre/room availability especially in shared buildings.

b. Induction: student handbooks, verbal induction 1:1 with ALO/Co-ordinator and a group induction with tutor (expectations, group contracts, team building)

Literacy: Some learner handbooks – expectations, contact details (Fionnuala/Joyce)

Comm Ed:

c. Identify learners in need of reasonable accommodation

Usually self-declared at interview/1st meeting as part of the informal interview

d. Referrals to support services where appropriate

Guidance, for both educational and personal / Towards the end of a learning journey, refer to guidance for progression or to FE college

e. RPL where appropriate

Placing learners on an appropriate course

4. Course Planning

a. Course Department preparation and planning

Literacy: most programmes leading to accreditation are single module courses. Tutors on multi-module programmes (e.g. ITABE) work in collaboration to plan.

C.Ed: responding to community needs, reports etc

b. Assessment planning and co-ordination across programme

- a. Multi-module courses: tutor develops SoW with assessment plan and submits to co-ordinator/ALO/upload to Teams. Integration of assessment is not common at Level 3 and 4.
- b. Level 3 and 4 courses: tutor develops SoW with assessment plan and submits to co-ordinator/ALO/upload to Teams. Reviewed by QQI Co-ordinator/ALO either at start or later in the QA process, i.e IV

5. Course commencement

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

- a. Check-in with Learners in their first week or two to see how they're settling in in case they might need to move to a different group

b. Monitoring student performance begins; attendance, meeting deadlines, behaviour (academic/non-academic), trips, student progress reports. Dealing with performance issues

- Attendance taken in every class, non-attendance in first few lessons they're followed up, regular attenders who stop attending also followed up but longer gap.
- At lower levels, deadlines are loose/not imposed/flexible up to and incl Level 3.
- At Level 4: deadlines are set, if missed there are no sanctions and work will be accepted.
- Behaviour: group contracts address this
- Trips: most groups go on at least one trip a year, decided by the group
- Progress report: Progress Framework linked to literacy and numeracy, twice per year 1:1 interviews with learners.
- Open Door policy within AES literacy service whereby Ss drop in so feedback informally given and received. All learners have mobile phone number of ALO and co-ordinators
- Final 1:1 interview with learners helps inform course planning and timetabling for following year.

c. Teacher self-evaluation; Teacher to teacher; giving and receiving formal feedback, cross moderation, reflective and consultative practices

- teachers engage in reflective practice and informally approach ALO
- New tutors are paired with exp. Tutors for mentoring
- Tutors in subgroups, e.g. ITABE meet
- CoP

6. Assessments

a. Assessment Plan

Assessment schedule submitted at start linked to scheme of work

b. RPL

c. Assignment Briefs with marking schemes

Briefs given at level 3 and 4 indicating how marks will be allocated

d. Cross Moderation of assessments

Agreeing standards meeting of tutors in advance of IV

e. Assessment and feedback to learners, scheduling feedback at the right time; Teacher--Learner, Learner--Teacher; oral, formal written and annotated feedback.

- Oral feedback only at Levels 1 and 2, given on-going
- At levels 3 and 4: mostly oral and some written feedback

7. Interim results reviews:

a. In--progress results from across the programme issued to learners

b. Feedback taken from learners on learner performance

Mid-way and end of year

8. End of Programme

a. Exams devised with marking schemes and moderated

b. Assessments/Exams Collected

c. Scheduling and holding of Exams – May

d. Supervision of Exams and information to Learners of regulations

e. Issues of Cheating/Plagiarism

- At level 4 it is likely to emerge where there's a report or research piece – misunderstandings around referencing, using sources, paraphrasing part of the wider learning to learn
- Addressed by conversation

f. Repeat Exam/Repeat Assessments identified

9. 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.

10. 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.

11. 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.

12. External Authenticator / Awarding Body External Examiner Visits

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

13. 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

14. Issuing Provisional and/or Final Results to Learners

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

15. 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

16. Centre Self-Evaluation:

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

17. 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

18. 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

19. Learner Queries

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

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3. 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
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 - a. Course Department preparation and planning
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