



# Youthreach Quality Assurance Policies and Procedures

UNDER REVIEW

See also [www.youthreach.ie](http://www.youthreach.ie) for procedures in respect of both internal and external evaluation of programmes in the Youthreach sector. This is a nationally agreed QA system and all CDETB Youthreach Centres. There is also a nationally appointed QA co-ordinator for Youthreach services.

UNDER REVIEW

## Quality Assurance Policies and Procedures

### B1 Communications

#### Policy:

As part of its overall commitment to providing appropriate communications systems in the scheme, CDETБ commits to the following:

1. To create and support systems to ensure that learners both receive and provide appropriate information and feedback on their progress
2. To create and support a system that allows exchange of information and ideas between staff at local level and scheme level as appropriate
3. To create and support appropriate systems that allow staff to have access to necessary information to undertake their role
4. To receive, circulate and communicate information from external agencies, including DES, QQI, local industry and any other similar organisations, to stakeholders as appropriate.
5. To maximise the use of modern technology.

Use the section below to verify the development of procedures to implement the above named policy:

<b>Procedure</b> (These procedures can be separate or integrated)	Has a procedure been established?	Has the procedure been documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B1.1 Communication with Learners	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>• Timetables are displayed on centre notice boards</li> <li>• Youthreach Induction programme delivered to all new Learners</li> <li>• Reviews take place regularly with all Learners</li> <li>• Advertising with Partnerships</li> <li>• Code of Conduct as part of Learner induction programme</li> <li>• Ad hoc notices / dates etc. / events</li> <li>• Learner Council meetings take place regularly and records are kept</li> <li>• I.E. plans and reviews</li> <li>• Induction programme takes place with all Learners</li> <li>• Assembly feedback</li> <li>• Staff trainee / Worker meetings</li> </ul>

				<ul style="list-style-type: none"><li>• Letters to parents/Learners</li><li>• Learner Contracts completed on commencement</li><li>• Office notes on file</li><li>• Learner Induction pack</li></ul>
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UNDER REVIEW

B1.2 Communication with Staff	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>• Staff meeting records</li> <li>• Staff induction pack</li> <li>• Notice boards</li> <li>• Internal post / Pigeon holes</li> <li>• Group support meetings</li> <li>• Staff in-service</li> <li>• Care team meetings records</li> <li>• QQI</li> <li>• Circulars (Head Office / DES)</li> <li>• Signature for CDETБ policies receipts</li> <li>• Agenda for meetings</li> <li>• Staff development days</li> <li>• Staff meetings</li> </ul>
B1.3 Communication with other Stakeholders	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>• Minutes of local partnership/other relevant agencies meetings</li> <li>• Meetings records / letters</li> <li>• Phone call register to parents</li> <li>• Letters to parents</li> <li>• Home visits records</li> <li>• Parent consent forms</li> <li>• Referral forms from other agencies to Youthreach</li> <li>• File with external contribution</li> <li>• Childcare files</li> <li>• Centre Development Plan in co-operation with other stakeholders</li> </ul>

## B2 Equality

**Policy:** Enter the title(s) of / reference(s) to your documented policy or policies addressing Equality. Indicate specific page(s) / section(s) where appropriate.

CDETБ is committed to providing an environment that ensures equality of treatment for all its learners. This commitment is stated in its' Equality Policy/Guidelines. While it acknowledges that commitments to Equality have major resource implications and that many of the ambitions of good Equality practices are dependent on the availability of such resources, CDETБ will give effect to its commitment by:

1. ensuring that learners are made aware of their rights and responsibilities while participating on any programme
2. Acknowledging, accepting and facilitating diversity in all its manifestations within CDETБ PLC Colleges and centres as resources allow
3. Promoting an awareness of good practice through ongoing staff development programmes and Learner training
4. Including equality issues in planning at local and scheme level

Use the section below to verify the development of procedures to implement the above named policy:

<b>Procedure</b> (These procedures can be separate or integrated)	Has a procedure been established?	Has the procedure been documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B2.1 Equality Training	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>• International racism projects</li> <li>• Inter-cultural visits to other European countries in conjunction with the European Association of Second Chance Schools</li> <li>• Transition Centre Roadshow travelled around centres with drama projects highlighting issues such as racism and inequality</li> <li>• Visiting speakers for staff/Learners on various topics such as sexual health, equality and cultural diversity</li> <li>• Ant-bullying training delivered to all staff and included in Learner curriculum</li> <li>• CDETБ equality document – Code of Practice – Code of Behaviour introduced during staff induction programme and included in staff handbook</li> </ul>

				<ul style="list-style-type: none"> <li>• Communications module content highlights equality issues</li> <li>• Drama programme in some centres where the focus is on equality issue</li> <li>• Personal effectiveness module delivered to all Learners</li> <li>• QQI Equality Training delivered to all staff as part of CDETБ in-service</li> </ul>
B2.2 Equality Planning	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>• Crèche facilities in some centres and crèche allowance for all young parents to encourage participation</li> <li>• Integration of literacy in all programmes to allow as full participation as possible</li> <li>• Care team meetings including co-ordinator staff and centre psychologist to ensure that young people with special needs whether educational or personal are enabled to participate fully in the programme</li> <li>• Physical infrastructure adapted where possible to allow those with specific needs to attend Youthreach</li> <li>• Include appropriate QQI modules e.g. Living in Diverse Society</li> <li>• CDETБ – Equal Opportunities document given to all staff</li> <li>• Commitments on equality in Centre Development Plan and in CDETБ Youthreach Plan</li> <li>• Commitments in Youthreach Admissions Policy</li> <li>• Learner Councils in all centres and records kept</li> <li>• Learner Rules agreed with all staff and Learners</li> </ul>

### B3 Staff Recruitment and Development

**Policy:** Enter the title(s) of / reference(s) to your documented policy or policies addressing Staff Recruitment and Development. Indicate specific page(s) / section(s) where appropriate.

CDETБ is committed to an open process of staff recruitment for the scheme and to the promotion of staff development on a local and scheme basis through the following mechanisms:

1. the provision of clear job specifications for all positions that arise from time to time within the scheme
2. the provision of a clear and open process for advertising and interviewing all appropriate applicants for any position
3. support for new staff through the provision of an appropriate induction procedure
4. to support appropriate staff development needs as resources allow

Use the section below to verify the development of procedures to implement the above named policy:

<b>Procedure</b> (These procedures can be separate or integrated)	Has a procedure been established?	Has the procedure been documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B3.1 Recruitment and Allocation	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>• CDETБ part-time panel</li> <li>• Other agencies</li> <li>• National advertising – HR CDETБ</li> <li>• Networking – links for teachers</li> <li>• Interview records</li> <li>• Approval through Head Office</li> <li>• Part-time Commencement/Re-commencement Form</li> </ul>
B3.2 Staff Induction	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>• Staff Induction pack</li> <li>• CDETБ induction of new teachers</li> <li>• Shadowing – dual teaching</li> </ul>
B3.3 Staff Development	Yes	Yes	Yes	<ul style="list-style-type: none"> <li>• Youthreach / DCU (Certificate/Diploma/Degree)</li> <li>• In-service Report – attendance</li> <li>• WIT Literacy</li> <li>• Staff review – addresses staff development</li> </ul>



				<ul style="list-style-type: none"> <li>Annual report – staff development on a scheme wide basis</li> </ul>
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#### B4 Access, Transfer and Progression

**Policy:** Enter the title(s) of / reference(s) to your documented policy or policies addressing Access, Transfer and Progression. Indicate specific page(s) / section(s) where appropriate.

CDETБ is committed to the promotion of access, transfer and progression of learners on programmes in line with the National Qualifications Authority of Ireland framework. As part of its overall commitment to providing appropriate access systems CDETБ commits to the following:

1. to inform learners of all necessary conditions for entry onto programmes
2. to put in place a system whereby appropriate prior learning of learners can be recognised
3. to provide learners with all the appropriate information, in a suitable format, on programmes that are available
4. to provide a system of learner support and programme adaptation as may be required from time to time as available resources allow
5. to ensure that learners have information available to enable them to make informed decisions in relation to transfer and progression to other suitable programmes
6. to make available to learners information of a general nature that will assist them in their participation in the programme
7. put in place an appeals mechanism for any applicants that may be refused access to a programme

Use the section below to verify the development of procedures to implement the above named policy:

<b>Procedure</b> (These procedures can be separate or integrated)	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B4.1 Information Provision	Yes	Yes	<ul style="list-style-type: none"> <li>Leaflets</li> <li>Website / web page</li> <li>Video of centre – presentation DVD / Video of information</li> <li>Profiling → interview individual</li> <li>Individual Education Plans</li> <li>Data base of information for analysis</li> <li>Interagency policy on Access, Transfer and Progression</li> <li>Interagency schools/courses</li> </ul>

B4.2 Learner Entry Arrangements	Yes	Yes	<ul style="list-style-type: none"> <li>• Referral form</li> <li>• Admissions policy</li> <li>• Confidentiality document</li> <li>• VEC Registration</li> <li>• Trainee Registration checklist</li> <li>• Continuous intake</li> <li>• Waiting lists</li> </ul>
B4.3 Recognition of Prior Learning	Yes	Yes	<ul style="list-style-type: none"> <li>• Referral form from previous school or agency to gather information</li> <li>• Interviews with both Learner and parent if available</li> <li>• Recognition of <b>the fact that no certification is necessary for admission to Youthreach</b></li> <li>• Folder transfer from one centre to another where Learner progresses</li> <li>• Access to training record where applicable between centres and schools</li> <li>• Interview with Learner to ascertain the degree of prior learning</li> </ul>
B4.4 Facilitating Diversity	Yes	Yes	<ul style="list-style-type: none"> <li>• Document for referral of Special Needs / Disability</li> <li>• Mission / Aim Statements</li> <li>• Work / Attend – Performance flexibility</li> <li>• Programme psychologist / Referral forms – Education</li> <li>• Cultural / Language development and support</li> </ul>

## B5 Programme Development, Delivery and Review

**Policy:** Enter the title(s) of / reference(s) to your documented policy or policies addressing Programme Development, Delivery and Review. Indicate specific page(s) / section(s) where appropriate.

CDETB is committed to the development of new programmes and the modification of existing programmes as resources allow. In particular CDETB commits to:

1. examining and identifying learner needs on a local and scheme basis
2. establishing procedures whereby new programmes can be identified and designed to meet changing learner needs
3. establish mechanisms whereby proposed programmes are approved as meeting VEC and Department of Education & Science criteria prior to submission to QQI
4. to provide appropriate teaching and learning resources to support programme delivery
5. to maintain appropriate learner records
6. to regularly review and amend all programmes as deemed appropriate
7. to apply the most appropriate methodologies and resources in delivering programmes
8. to comply fully with all health and safety regulations

Use the section below to verify the development of procedures to implement the above named policy:

<b>Procedure</b> (These procedures can be separate or integrated)	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B5.1 Need Identification	Yes	Yes	<ul style="list-style-type: none"> <li>• Needs assessment of each individual – new Learner</li> <li>• Teacher Learner interview on starting programme</li> <li>• Referral forms from local schools and agencies</li> <li>• Care team consisting of co-ordinator, staff team and centre psychologist to ensure that Learners with special needs or situations are allowed to participate in the centre</li> <li>• Education Welfare Officers</li> <li>• School liaison</li> </ul>
B5.2 Programme Design	Yes	Yes	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Learner evaluation forms</li> </ul>

			<ul style="list-style-type: none"> <li>• Ref. education literature</li> <li>• External facilitation of staff and programme development → record/report</li> <li>• Learner profile</li> </ul>
B5.3 Programme Approval	Yes	Yes	<ul style="list-style-type: none"> <li>• Co-ordinator sign-off</li> <li>• Programmes are retained in centre and are available for inspection by Regional Youthreach Co-ordinator, Education Co-ordinator and DES Inspectorate</li> <li>• Extern report from QQI</li> <li>• Budget</li> </ul>
B5.4 Programme Planning	Yes	Yes	<ul style="list-style-type: none"> <li>• Timetables etc.</li> <li>• Schemes of work</li> <li>• Yearly programme (teacher)</li> </ul>
B5.5 Programme Delivery	Yes	Yes	<ul style="list-style-type: none"> <li>• Timetables</li> <li>• Materials are directly related to the syllabus</li> <li>• Syllabus</li> <li>• Certification</li> <li>• Photographs and videos to support programmes</li> <li>• Staff meeting records</li> <li>• Head is responsible – Part-time show teacher cover – resource teacher etc.</li> </ul>
B5.6 Learner Records	Yes	Yes	<ul style="list-style-type: none"> <li>• Registers</li> <li>• Individual file per Learner</li> <li>• QQI file / Certification record</li> <li>• Learner Database</li> <li>• Review sheets</li> <li>• Individual Education Plans</li> <li>• Programme review</li> <li>• Staff review of individual Learners</li> </ul>

B5.7 Learning facilities / resources	Yes	Yes	<ul style="list-style-type: none"> <li>• Budgets – spend</li> <li>• Building adaptation</li> <li>• Staff involved in requisitioning goods</li> <li>• Budget allocation → to Departments</li> </ul>
B5.8 Health & Safety	Yes	Yes	<ul style="list-style-type: none"> <li>• Safety Statement</li> <li>• Staff safety representative</li> <li>• Emergency evacuation records</li> <li>• Fire officer / Health Board visit and reports</li> <li>• Fire alarm – service &amp; reports</li> <li>• First Aider in each place</li> <li>• Health &amp; Safety (HASSP) Programme</li> <li>• Induction programme – building tour</li> <li>• Emergency exits</li> </ul>
B5.9 Review of Programmes	Yes	Yes	<ul style="list-style-type: none"> <li>• Questionnaire and evaluation sheets</li> <li>• Extern reports</li> <li>• Employer reports</li> <li>• Staff meeting and outside facilitation – 2/3 days per year – reports available</li> </ul>
<p>If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.</p>			

## B6: Fair and Consistent Assessment of Learners

- [Policy B6: Fair and Consistent Assessment of Learners](#)

CDETB is committed to providing a fair and consistent assessment of all Learners by means of the following;

1. Having a planned, co-ordinated, team based approach to the delivery of its programmes.
2. Ensure that reasonable and appropriate accommodation is available for assessment of Learners on all its programmes.
3. Striving to develop/work towards a co-ordinated approach to assessment that ensures appropriate methodology and consistent standards are maintained and reviewed on a local and on a scheme basis.
4. Examining assessment procedures to ensure consistency with national standards.
5. Ensuring that assessment carried out by third parties (e.g. employers-work experience) conform to all internal assessment standards.
6. Providing all Learners with all information on the assessment methods and schedules that are adopted in the Youthreach centre.
7. Providing individual feedback to Learners on their assessments.
8. Maintaining all information, test papers and answer papers in a suitable and secure environment.
9. Maintaining final results securely and indefinitely.

<b>Procedure Title :</b>	<b>B6.1 Coordinating Planning of Assessment</b>		
Version		Date	May 2015
Purpose	To have in place a planned coordinated, team based approach, to the delivery and assessment of CDET B programmes.		
Staff Involved	Education Officer, Regional Youthreach Coordinator, Youthreach Centre Coordinators, QQI Coordinators and Subject Teachers.		

Method	Who does it	Evidence Generated
Youthreach Coordinator meetings QQI team meetings Learner evaluations Regular Staff meetings	Education Officer Regional Co-ordinator Centre Co-ordinator QQI Co-ordinators Subject Teachers	Agenda and Minutes of meetings Assessment Plan CDET B Validated programmes Deadlines set Internal verifier reports External authenticator reports Assessment records

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level.	Annually	Meetings Review of Evidence Evaluations Youthreach QFI

Link to overall QA Guidelines v1.3, in particular B1 Communications B3 Staff Recruitment and Development B5 Programme, Development, Delivery and Review B9 Self Evaluation of Programmes and Services
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<b>Procedure Title :</b>	<b>B6.2 Information to Learners</b>		
Version		Date	
Purpose	To provide all Learners with information on assessment schedules and methods that are adopted in the Youthreach centre		
Staff Involved	Regional Co-ordinator Centre Co-ordinator QQI Centre Co-ordinator Subject Teachers Administrative Staff		

Method	Who does it	Evidence Generated
Learners are made aware of assessment timetable and deadlines for each module. Module descriptors are made available to Learners.	Regional Co-ordinator Centre Co-ordinator QQI Co-ordinator Subject Teachers	Can include: QQI Notice Board: Assessment guidelines for Learners Written notification of timetables and deadlines for Learners. Assessment briefs and criteria Signed statement from Learners stating they had received all relevant information Promotional material Learner handbook Internal verifier reports External authenticator reports

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	Annually	Meetings Review of Evidence Evaluations Youthreach QFI

Link to overall QA Guidelines v1.3, in particular B1 Communications B4 Access, Transfer and Progression B5 programme, Development, Delivery and Review
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<b>Procedure Title :</b>	<b>B6.3 Security</b>		
Version		Date	
Purpose	To maintain all information, test papers and answer papers in a suitable and secure environment. To maintain securely final results indefinitely.		
Staff Involved	Youthreach Coordinator, QQI Co-ordinator, Subject Teachers, Administrative Staff		

Method	Who does it	Evidence Generated
Subject Teacher's ensure that all Learner assessment work is signed for by Learner and Subject Teacher. Store all Learner assessments securely. Maintain records and portfolios for appeal for an appropriate time.	Youthreach Co-ordinator QQI Coordinator Subject Teachers Administrative staff	Can include: Signed subject teacher and Learner assignment briefs Learner assessment records Internal verifier reports External authenticator reports Portfolio receipt forms.

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	Annually	Meetings Review of evidence Youthreach QFI

Link to overall QA Guidelines v1.3, in particular
B1 Communications B3 Staff Recruitment and Development B5 programme, Development, Delivery and Review

<b>Procedure Title :</b>	<b>B6.4 Reasonable Accommodation</b>		
Version		Date	May 2015
Purpose	To ensure that reasonable and appropriate accommodation is available for assessment of Learners on all its programmes subject to capacity and QQI guidelines.		
Staff Involved	Education Officer/Regional Co-ordinator Centre Co-ordinator QQI Co-ordinator Subject Teachers		

Method	Who does it	Evidence Generated
<p>Initial discussion / assessment to determine individual needs.</p> <p>Adapt assignments / materials /deadlines to take account of exceptional circumstances.</p> <p>Centre management meeting to determine centres capacity to meet specific needs of individuals as they arise.</p>	<p>Can include: Education Officer Regional Co-ordinator Centre Co-ordinator QQI Co-ordinator Subject Teachers</p>	<p>Can include: Minutes and agendas of QQI meetings Learner application, review, registration, referral forms/ assessments to determine individual needs. Internal verifier and external authenticator informed of special circumstances. Teacher training on how to adapt assignments and materials to suit specific needs. Youthreach QFI Youthreach in-service reports</p>

Monitor	Frequency	Method
<p>May include: Monitoring team at Centre and Provider level</p>	<p>As necessary arising out of exceptional circumstances</p>	<p>Meetings Review of Evidence</p>

<p>Link to overall QA Guidelines v1.3, in particular</p> <p>B1 Communications B2 Equality B3 Staff Recruitment and Development B4 Access, Transfer and Progression B5 Programme Development, Delivery and Review</p>
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<b>Procedure Title :</b>	<b>B6.5 Consistency of marking between assessors</b>		
Version		Date	May 2015
Purpose	Examining assessment procedure to ensure consistency with national standards.		
Staff Involved	Regional Co-ordinator Centre Co-ordinator QQI Co-ordinator Subject Teachers Internal Verifier External Authenticator		

Method	Who does it	Evidence Generated
QQI team meetings training on consistent and fair marking schemes module specific meetings for groups of Subject Teachers.	Regional Co-ordinator Centre Co-ordinator QQI Co-ordinator Subject Teachers Internal Verifier External Authenticator	May include: Record of training attended Agenda and minutes of meetings Common assessment briefs Internal verifier reports External authenticator reports Results approval panel report Appeals process records.

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	Annually	Meetings Review of Evidence Evaluations

Link to overall QA Guidelines v1.3, in particular B1 Communications B3 Staff Recruitment and Development B5 Programme Development, Delivery and Review
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<b>Procedure Title :</b>	<b>B6.7 Authentication Process</b>		
Version		Date	May 2015
Purpose	To ensure consistency with national standards.		
Staff Involved	May include; Education Officer Regional Co-ordinator Centre Co-ordinator Internal Verifier External authenticator QQI Co-ordinators Subject Teachers		

Method	Who does it	Evidence Generated
See; Internal verification B6.7.1 External authentication B6.7.2	Education Officer Regional Co-ordinator Centre Co-ordinator Internal verifier Subject Teachers External authenticator QQI Co-ordinator	Internal verifier/s procedures report External authenticator report Agendas and minutes of meetings

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	Annually	Meetings Review of Evidence Monitoring Evaluations

Link to overall QA Guidelines v1.3, in particular
B1 Communications B3 Staff Recruitment and Development B5 Programme Development, Delivery and Review

<b>Procedure Title :</b>	<b>B6.7 .1 Internal Verification</b>		
Version		Date	May 2015
Purpose	In accordance with QQI Guidelines on Internal Verifiers, (Draft V1.1) the CDETБ will ensure assessment procedures have been applied and the accuracy of assessment results are verified.		
Staff Involved	Education Officer Regional Co-ordinator Centre Co-ordinator Subject Teachers Internal verifier QQI Co-ordinators		

Method	Who does it	Evidence Generated
Check that results are recorded for all Learners. Confirm accuracy of assessment results based on centre /CDETБ PLC College sampling strategy. Identify and correct any errors Produce internal verification report.	Internal verifier/s	Internal verification report Proof of sample criteria

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	Annually	Meetings Review of Evidence

<b>Procedure Title :</b>	<b>B6.7.2 External Authentication</b>		
Version		Date	May 2015
Purpose	To ensure independent authoritative confirmation of fair and consistent assessment of Learners in accordance with national standards, in accordance with QQI Quality Assuring Assessment Guidelines for External Authenticators.		
Staff Involved	Regional Co-ordinator Centre Co-ordinator External Authenticator QQI Co-ordinators		

Method	Who does it	Evidence Generated
Check internal Verification Report Authenticate the findings. Sample a range of learner evidence using the provider sampling strategy. Moderate assessment results, in accordance with standards outlined in the awards specification .	External Authenticator	External Authenticators Report

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	Annually	Meetings Review of Evidence

<b>Procedure Title :</b>	<b>B6.8 Feedback to Learners</b>		
Version		Date	May 2015
Purpose	Providing individual feedback to Learners on their assessments.		
Staff Involved	Centre Co-ordinator Subject Teachers		

Method	Who does it	Evidence Generated
Verbal feedback to Learners Written feedback to Learners	Centre Co-ordinators QQI Co-ordinator Subject Teachers	Can include: Feedback form Written notification of results to Learners Comments written into learner portfolios Schedule of Learner/Subject Teacher meetings.

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	At least once per term	Meetings Review of Evidence

Link to overall QA Guidelines v1.3, in particular
B1 Communications B4 Access, Transfer and Progression

<b>Procedure Title :</b>	<b>B6.9 Learner Appeals:</b>		
Version		Date	May 2015
Purpose	This procedure will ensure that Learners can appeal an assessment process or assessment result which they consider to be unfair.		
Staff Involved	Centre Co-ordinator QQI Co-ordinator Subject Teachers		

Method	Who does it	Evidence Generated
Official results and appeals procedures forwarded to relevant staff or direct to Learners Portfolios held for appeals Appeals processed through CDETB Appeals Office in CDU Record of the outcome of an appeal is communicated to the learner and copies held on file QQI notified of outcome	Centre Co-ordinator QQI Co-ordinator Subject Teachers	Records of official results and appeals procedures forwarded to relevant staff or direct to Learners Portfolios held for appeals Records of correspondence regarding appeal Records of the outcome of an appeal is communicated to the learner Record of notification of outcome to QQI retained in centre

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	Annually or as appropriate	Meetings Review of Evidence

Link to overall QA Guidelines v1.3, in particular
B1 Communications B4 Access, Transfer and Progression



<b>Procedure Title :</b>	<b>B6.10 Results Approval</b>		
Version		Date	May 2015
Purpose	This procedure will ensure that results are fully quality assured and signed off by the centre /CDETBC PLC College prior to submission to QQI for certification.		
Staff Involved	Education Officer Regional Co-ordinator Centre Co-ordinator QQI Co-ordinator Subject Teachers Internal Verifier		

Method	Who does it	Evidence Generated
Establish results approval panel	May Include; Education Officer Regional Co-ordinator Centre Co-ordinator Subject Teachers QQI Co-ordinator Internal Verifier	Can Include; Provisional results report Internal verifier report External authenticator report Certification records. Agenda / minutes of panel meetings Must include: Results approval panel report

Monitor	Frequency	Method
May include; Monitoring team at Centre and Provider level	Annually or as appropriate at QQI assessment times	Meetings Reviews of evidence

Link to overall QA Guidelines v1.3, in particular
B1 Communications B3 Staff Recruitment and Development

<b>Procedure Title :</b>	<b>B6.11 Corrective Action</b>		
Version		Date	May 2015
Purpose	To ensure that appropriate action is taken to modify data where an error/ omission is identified and / or acts which impact on the validity of the assessment process.		
Staff Involved	May include: Regional Co-ordinator		

	Centre Co-ordinator QQI Co-ordinator Subject Teachers Results approval panel Internal Verifier
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Method	Who does it	Evidence Generated
Identify error, omission or act/malpractice Apply assessment corrective action procedures as necessary Notify QQI	May include: Regional Co-ordinator Centre Co-ordinator Subject Teachers QQI Co-ordinator Results approval panel Internal Verifier	Can Include: Assessment corrective action plan Internal verifier report External authenticator report Assessment briefs Learner verification Staff verification. Reports of corrective action

Monitor	Frequency	Method
May Include; Monitoring team at Centre and provider level	Annually or as appropriate at QQI assessment times	Meetings Reviews of evidence

<a href="#">Link to overall QA Guidelines v1.3, in particular</a>
B1 Communications B3 Staff Recruitment and Development

## CDETБ Youthreach Internal Verification Procedures (B6.7.1)

QQI defines Internal Verification as the process by which the Provider's assessment policies and procedures are checked and monitored by the Provider itself.

Please refer to the QQI Quality Assuring Assessment Guidelines for Internal Verifiers found on <http://www.QQI.ie/qqi/documents/internalverifierguidelines.doc>

Each adult education centre is responsible for assigning Internal Verifier(s) at local level.

**The Internal Verifier cannot be the Subject Teacher for the modules being assessed**

<sup>1</sup>Individuals nominated by each Youthreach centre are responsible for ensuring that all documentation is, made available, checked and collated prior to the Internal Verification Process.

Have a system in place that will allow the Internal Verifier to:

- confirm that evidence is available for all Learners presented for an award, i.e. evidence for all Minor awards are available for the Major award
- note errors and record corrections made
- deal with irregularities identified, including notifying appropriate staff and taking corrective action, as per agreed procedures

**Role of the Internal Verifier is to:**

1. verify adherence to the CDETБ's quality assured assessment procedures, as agreed with QQI, have been implemented across all class/module groups. The master (Subject Teacher's) portfolio for each class group should include; copy of module, provisional results sheet, assessment schedule, copies of all assessment briefs and marking schemes, copy of examination with sample solutions and marking schemes, skills demonstration assessment sheet and marking scheme.
2. for **all** portfolios, check that there is one for all Learners and that results are recorded
3. for a **sample** of portfolios (see sampling guidelines Appendix A), complete sampling checklist (Appendix B):
  - **evidence** of assessment procedures according to the CDETБ QA agreement with QQI ( all evidence as required with module descriptor, assessment briefs with information to Learners on deadlines for submission of assignments, verification of authorship by learner and submitted by Learner, feedback to Learners, reasonable accommodation where applicable)
  - marks and grades recorded accurately
  - marks transferred correctly from Learner evidence to Learner marking sheet/record
  - percentage marks and grades allocated consistent with QQI grading bands
4. complete an internal verification report (Appendix C)

---

<sup>1</sup> As a general guide, in the first instance the Assessor –teacher/Subject Teacher has a responsibility for submitting complete portfolios for each of their students.

## Appendix A Sampling Procedures

**Sampling module group** (e.g. a module group = all Communications, all Mathematics, all Drawing, all Computer Literacy etc.).

If the module group is fewer than 12 in number, the Internal Verifier should verify all portfolios. For larger module groups, use either the strategy of selecting 20% of all portfolios or apply the formula  $\sqrt{n+1}$  and sample whichever is the greater number.

**The sampling process should ensure that the portfolios of all individual assessors (teachers/Subject teachers) are sampled in each subject on an annual basis. All new assessors (teachers/Subject teachers) should be sampled on their first assessment submission period.**

The Internal Verifier should use the Internal Verifier sampling checklist (Appendix B) for each portfolio checked. The Internal Verifier should highlight sampled portfolio on the provisional results. A coloured sticker should be placed on each portfolio sampled.

**Formula for Calculating  $\sqrt{n+1}$**  where n is the total number of portfolios.

**The table below calculates the  $\sqrt{n}$ . When calculated add 1 to achieve the formula  $\sqrt{n+1}$**

Number of Learners (ranges)	Sample size
0 to 12	all
13 to 144	13
145 to 168	14
169 to 195	15
196 to 244	16
225 to 256	17
257 to 289	18
289 to 324	18
325 to 361	20
361 to 400	21
401 to 442	22
443 to 484	23
485 to 529	24
530 to 576	25

Appendix B

**CDET Youthreach Internal Verification Sampling Checklist**

Subject Teachers Name		Group Name	
Module Title		Module Code	
Sample No		Date	

Items to be checked	Available and Complete			Comments
	YES	NO	N/A	
Master portfolio present (for every Subject Teacher/ module)				
All evidence as per module descriptor present				
Copies of assessment briefs present				
Copies of marking schemes present				
Deadlines for submission of assessment evidence given to Learners				
Verification of authorship signed by Learners				
Submitted work signed by the Learners				
Feedback given to Learners				
Reasonable accommodation provided where applicable				
Copies of examinations present (where appropriate)				
Copies of outline solutions present (where appropriate)				
Marks totalled correctly (where appropriate)				
Grades awarded correctly				

**Internal verifier(s)**

Name: ..... Signature:.....  
 Date:.....

Name: ..... Signature:.....  
 Date:.....

Appendix C

**CDETБ Youthreach Internal Verification Report**

<b>Registered Provider/Centre Name:</b>	
<b>Registered Number:</b>	

<b>Total no of Portfolios for Assessment:</b>	
<b>Total no of Learners for whom evidence was sampled</b>	
<b>Named award(s) for which results are being internally verified</b>	

<b>Date of internal verification:</b>	
---------------------------------------	--

<b>Internal verifier(s):</b> (names and signatures of staff member(s) carrying out the internal verification)	1. Name:	Signature:
	2. Name:	Signature:

Items to be checked	Available and Complete			Comments / actions already taken / action/s needed
	YES	NO	N/A	
Master portfolio present				
All evidence as per module descriptor present				
Copies of assessment briefs present				
Copies of Marking Schemes present				
Deadlines for submission of assessment evidence given to Learners				
Verification of authorship signed by Learners				
Submitted work signed by the Learners				
Feedback given to Learners				

Reasonable accommodation provided where applicable				
Copies of examinations present				
Copies of outline solutions present				
Marks totalled correctly				
Grades awarded correctly				

*I (we) confirm that the assessment procedures as agreed through this provider's quality assurance have been applied across all assessment activities for this award.*

*Tick as appropriate*

Yes		No	
-----	--	----	--

<i>Comments / Actions / Points / Recommendations as appropriate</i>
<i>Actions Needed</i>

**Internal verifier(s)**

Name: ..... Signature:.....  
Date:.....

Name: ..... Signature:.....  
Date:.....

**Provider Checklist for the Internal Verification Process  
Preparing for Internal Verification**

<p>Establish a system for conducting Internal Verification considering the following:</p> <ul style="list-style-type: none"> <li>○ the frequency of Internal Verification</li> <li>○ the dates during which Internal Verification will occur</li> <li>○ who will be responsible for ensuring all documentation needed for the Internal Verification Process will be gathered, collated and made available</li> <li>○ how many Internal Verifiers will be required</li> <li>○ who will act as Internal Verifier</li> <li>○ where will Internal Verification take place</li> <li>○ how and when will Internal Verifiers be briefed on their role</li> <li>○ the procedures to be followed in the case where the Internal Verifier identifies irregularities or errors</li> </ul>	<p align="center"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p>
--	--

<p>Agree with the Internal Verifier the date by which the Internal Verification Report will be completed</p>	<p align="center"><input type="checkbox"/></p>
--	--

UNDER REVIEW





## **City of Dublin ETB Youthreach External Authentication Procedures (B6.7.2)**

QQI defines External Authentication as the process that aims “to provide independent authoritative confirmation of fair and consistent assessment of Learners, in accordance with national standards”. (Quality Assuring Assessment, Guidelines for Providers, May 2007, p29).

### **Selecting the External Authenticator**

CDETБ Youthreach will select External Authenticator/s from the QQI panel. If a CDETБ centre wishes to nominate persons to the panel with specific skills sets they will submit details of the proposed person to QQI for consideration.

The External Authenticator will moderate results for awards in fields/sub fields in which the Authenticator has broad subject matter expertise. Given their professional status it is expected that all External Authenticators will possess the expertise necessary to moderate results in general areas, for example, Communications. In selecting an appropriate External Authenticator from the QQI panel, care will be taken to ensure the Authenticator:

- Has technical/subject matter expertise within the appropriate award area/field of learning
- Has experience of delivering programme assessment or work in the industry/field
- Agrees to undertake appropriate training and to attend appropriate briefings
- Has the qualities necessary to interact with Learners, assessors and senior staff members, as appropriate
- Has administrative and I.T. skills
- Can undertake to operate within the code of practice and guidelines issued by QQI
- Is available to the CDETБ Youthreach Programme centre at appropriate times
- Is independent of the centre to which s/he is assigned
- 

### **Timeframe for External Authentication**

External Authentication is part of CDETБ Youthreach Programme Quality Assuring Assessment Process and will take place after the Learners have been assessed and after the Internal Verification Process. External Authentication will take place before the Results Approval Process is implemented. In planning for External Authentication consideration will be given to the following:

- The other assessment related processes: Internal Verification, Results Approval, Requesting Certification and Appeals
- The CDETБ centre deadlines and key dates
- QQI deadlines and key dates

All Major, Special Purpose and Supplemental award areas will have an External Authenticator assigned per annum and all minor awards will be authenticated at least once every two years.

### **Location for External Authentication**

In choosing a location for External Authentication care will be taken to ensure that all required documentation and equipment is available. The External Authenticator will also meet with staff and Learners, as appropriate. Ultimately the location chosen will facilitate the External Authenticator to:

- Confirm the fair and consistent assessment of Learners
- Review the Internal Verification Report/s
- Apply the CDETБ Youthreach programme sampling strategy
- Moderate assessment results
- Visit the centre and meet with appropriate staff and Learners
- Participate in the Results Approval Process, if agreed
- Identify any issues/irregularities in relation to the assessment process
- Recommend results for approval
- Produce an External Authentication report see CDETБ template attached

### **Documentation to be available for the External Authentication Process**

- Relevant award specifications and validated programme modules
- All relevant assessment instruments and appropriate supporting documentation, for example, briefs, examination papers, marking schemes and outline solutions
- The assessment plan/s
- All Learner assessment evidence
- All Learner assessment results recorded on Provisional Results Sheet/s
- List of assessors per programme module and/or class group
- Internal Verification Report/s
- CDETБ Youthreach programme sampling strategy
- Appropriate equipment to moderate assessment evidence produced in a multi-media format must also be provided, as appropriate.

### **Conducting External Authentication**

The External Authenticator will work through the following stages of the process:

1. Confirm arrangements with the CDETБ centre
2. Conduct the authentication process
3. Moderate the assessment results by reviewing the learner evidence yielded by the CDETБ Youthreach Programme Sampling Strategy
4. Report back to the CDETБ Youthreach Programme centre by completing the CDETБ External Authentication Report – Template Attached

In order to moderate the assessment results, the External Authenticator will:

- Review the award standards
- Review the QQI grading criteria

- Confirm assessment techniques and instruments are appropriate
- Ensure consistency with the award requirements
- Confirm the assessment criteria and marking sheets are appropriate
- Judge a sample of Learner evidence and results to ensure consistency with the award standard and grading criteria

UNDER REVIEW

**CDETБ Youthreach External Authentication Report**

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

<b>Indicate sample basis and sample size</b> (whichever is greater)	<b>A: 20% of all portfolios in module group (e.g. all communications)</b>	
	<b>B: Formula <math>\sqrt{n+1}</math> where n is the total number of portfolios.</b> (see table on Appendix A)	

<b>Major Award</b>	Title		code	
<b>Component Awards</b>	Title		code	
	Title		code	
	Title		code	
	Title		code	
	Title		code	
	Title		code	
	Title		code	

<b>External authenticator details</b>	Name:	
	Address:	
	Contact Details:	



Signatures	External authenticator:	Date:
	Provider:	Date:

UNDER REVIEW

## CDETB Results Approval Procedures (B6.10)

QQI states that “procedures should be put in place to ensure that results are approved and signed off by the results approval panel”. (Quality Assuring Assessment, Guidelines for Providers, May 2007, p33).

CDETB centre Results Approval Process will:

- ensure that results are fully quality assured and signed off by the CDETB Youthreach Centre prior to submission to QQI
- ensure appropriate decisions are taken regarding the outcome of the assessment and authentication processes
- ensure assessment decisions and results are reviewed, judged and processed in a fair, consistent and transparent manner

### **Establishing a Results Approval Panel**

- Membership
  - Can include any of the following: Centre management, staff members, assessors, Internal Verifier/s and External Authenticators, if appropriate
- Terms of Reference
  - Meets as required to review and approve assessment results
  - Reviews Internal Verification & External Authentication Report/s
  - ensure the results are fully quality assured & signed off by the CDETB Youthreach Centre
  - Agrees to the submission of final results to QQI to request certification
  - Recommend that results be made available to Learners
  - Identifies any issues arising in relation to the results and makes recommendations for corrective action
  -
- Frequency
  - At least once during certification period
- Complete the CDETB Youthreach’s Results Approval Panel Meeting Report (template attached)



**CDETB Youthreach Programme Results Approval Panel Meeting Report**

Date of Meeting: \_\_\_\_\_ Chairperson: \_\_\_\_\_

Members:

Name	Role	Signature

Review of Reports	
<b>Internal Verification Report/s Reviewed</b>	<input type="checkbox"/>
Issues Arising/Evidence of Good Practice	
<b>External Authentication Report/s Reviewed</b>	<input type="checkbox"/>
Issues Arising/Evidence of Good Practice	

Corrective Action if recommended by the Results Approval Panel

Results Approval	
Final Results Approved	<input type="checkbox"/>
Declaration of Quality Assured Assessment Results	<input type="checkbox"/>

Signed by Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

## CDETB Youthreach Programme Appeals Process (B6.10)

QQI states that “a provider should put in place an Appeals Process. An Appeals Process will enable the learner to appeal

- The assessment process, if they perceive there to be any irregularities/inequality in its implementation
- The assessment result”

Only approved results can be formally appealed by the learner.

(Quality Assuring Assessment, Guidelines for Providers, May 2007, p33).

The ETB sector put in place an External Appeals Process for all QQI assessments. Youthreach are assigned to the City of Dublin ETB External Appeals Office located in the:

Curriculum Development Unit

Captain's Road

Crumlin

Dublin 12

Email [appealsoffice@cdu.cdETB.ie](mailto:appealsoffice@cdu.cdETB.ie)

All application forms in relation to appeals will be available electronically from the Appeals Office when required. CDETB (*Centre Name*) will ensure the following:

- Information will be given to all Learners on the Appeals Process, including procedures and deadlines for submitting an appeal
- A **Learner Appeal/s Application Form** is available directly from the CDETB Curriculum Development Unit and must be completed by the learner. A fee will apply per appeal and will be returned to the learner if the outcome of the appeal is successful. This fee per appeal **MUST** be paid by **BANK GIRO**.
- Only evidence that has previously been presented by the learner, and has been retained in CDETB Youthreach Centre following the initial assessment can be considered as part of an appeal. No new evidence can be submitted.
- All assessment evidence as required by the component specification / validated programme module must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.
- CDETB Youthreach Centre will forward the **External Appeal Application Form (N10)**, **Bank Giro Receipt** and **Learner Assessment Evidence** by registered post/courier to arrive at the City of Dublin ETB External Appeals Office before **16:00 on the 15 September 2012** (for the June certification period)
- In instances where the learner evidence is of such a nature or volume that it cannot readily be forwarded to the City of Dublin ETB External Appeals Office, and where a visit to the CDETB PLC College/centre will be required, the CDETB PLC College/centre will indicate this on the **External Appeal Application Form (N10)** and will forward the **External Appeal Application Form (N10) and Bank Giro Receipt Stamped by Bank Cashier** before **16:00 on the 15 September 2013** (for the June certification period) to the **City of Dublin ETB External Appeals Office**.
- CDETB Youthreach centre will be informed by the City of Dublin ETB External Appeals Office regarding the outcome of the appeal and CDETB Youthreach Centre will then inform the learner of the outcome of their appeal within a reasonable timeframe.
- Following the completion of the External Appeals Process, QQI will be informed by the City of Dublin ETB External Appeals Office of any successful appeals (changes in the assessment grades awarded). QQI will make any required amendments to grades on the QQI candidate entry system & will re-issue a certificate for the learner.

**Minutes Log of Meeting**

Module	Module Code
Date	
Chairperson	

Attendance

Agenda



**Learner Information**

This form is to be completed by each Learner submitting a QQI portfolio for assessment.  
Please complete in **BLOCK CAPITALS**

First Name _____ (as you would like to see it on your award certificate)			
Family Name _____ (as you would like to see it on your award certificate)			
PPSN			
Telephone Number			
Date of Birth		Male	Female
Address			

Module title	Module Code

**It is the responsibility of the Learner to collect their folders within four months of the certification period. After that date it will be discarded or used for sample purposes.**

Discard  Sample  Either

Signature \_\_\_\_\_

Date \_\_\_\_\_

Subject Teacher's Name \_\_\_\_\_

## Learner Information Data Entry Form

Page \_\_\_\_ of \_\_\_\_

Surname	First Name	M/ F	PPSN	DOB	Module	Code	Learner Contact Number	Submitt ed or Withdra wn

I confirm that all the information on this form is correct.

Subject Teacher signature: \_\_\_\_\_

Subject Teacher Contact Number: \_\_\_\_\_

Date: \_\_\_\_\_

- Completed by Subject Teacher and return to office
- Please photocopy and keep copy for submission with portfolios. The 'submitted or withdrawn' column is only completed on copy to be submitted with portfolios.

### Assessment Brief

(The information below must be on all assessment briefs)

Course Name		Programme Title	
Code		Credit Value	
Date assigned		Date due:	
Assessment Technique:	Collection of Work	100 %	Skills
	Demonstration	%	

**Learner Name (Print)**

---

**Subject Teacher Name (Print)**

---

<b>Activity /Task</b> ( <i>what, are you asking the Learner to do to achieve the learning outcomes</i> )	Learning Outcome/s
<i>Example:</i> Write a formal letter (Communication)	2.1

<b>Assessment Criteria</b> ( <i>how the work is going to be judged</i> )
<i>Example: (Communication)</i> correct spelling address in correct place

I \_\_\_\_\_, confirm this my own / original work.

Learner Signature

Date

Subject Teacher Signature

Date

**Feedback to Learners** (*this can be included on the Assessment Brief or Learner Review Form but must be present for Assessment*)





**Learner Progress Review Form**

**Centre:** \_\_\_\_\_ **Module:** \_\_\_\_\_ **Code:** \_\_\_\_\_

**Learner Name:** \_\_\_\_\_

**Subject Teacher Name:** \_\_\_\_\_

<b>Mid-term Progress Review</b>
Learners' comments
Subject Teacher's Feedback to Learner

**Learner Signature :** \_\_\_\_\_

**Subject Teacher Signature :** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Mid-term Progress Review</b>
Learners' comments:
I would make the following changes.
Next year I hope to
Subject Teachers Feedback to Learner

**Learner Signature :** \_\_\_\_\_

**Subject Teacher Signature :** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Any other comments:</b>

Youthreach Advocacy Service				
1. How did you find out about the Youthreach Programme?	Yes		No	
2. Have you had a 1:1 appointment with an Advocate?	Yes		No	
3. Did you feel the discussion and information you received were helpful?	Yes		No	
4. How could the service be improved?				

Thank you for your co-operation

Please return to the Youthreach Coordinator or QQI Coordinator  
CDETБ Youthreach Programme

UNDER REVIEW

**Teacher Review Form**

**Subject Teacher Name:**

**Course /programme**

**How did the course / programme go?**

**What changes would you make to the course/programme?**

**Comment on the facilities and resources available to deliver course / programme.**

**Teacher Signature :**

**Date:**

Please return to the Youthreach Coordinator or QQI Coordinator  
CDETБ Youthreach Programme

**CDETБ Youthreach Programme Teacher/Assessor Checklist –  
Preparing for the Authentication Process**

Name of Teacher/Assessor: \_\_\_\_\_ Component Name and Code: \_\_\_\_\_

Learner Group Name: \_\_\_\_\_ Number of Learners entered for Assessment: \_\_\_\_\_

<b>Please ensure the following are in place for the authentication process:</b>	<b>Please tick when</b>
---	-------------------------

	complete, or mark n/a if not applicable
1. Copy of component specification	<input type="checkbox"/>
2. Assessment briefs	<input type="checkbox"/>
3. Examination papers ( <i>Level 4 and above</i> )	<input type="checkbox"/>
4. Marking schemes ( <i>Level 4 and above</i> )	<input type="checkbox"/>
5. Outline solutions ( <i>Level 4 and above</i> )	<input type="checkbox"/>
6. Correct number of assessment portfolios	<input type="checkbox"/>
7. All assessment portfolios in alphabetical order	<input type="checkbox"/>
8. Correct assessment techniques applied	<input type="checkbox"/>
9. All evidence marked, marks totalled correctly, percentage marks calculated and grades awarded correctly	<input type="checkbox"/>
10. Completed learner marking sheet/s attached to each portfolio	<input type="checkbox"/>
11. Completed provisional results sheet/report	<input type="checkbox"/>
12. Marks transferred correctly to provisional results sheet/report ( <i>Level 4 and above</i> )	<input type="checkbox"/>
13. Integrated assessment evidence is clearly identified	<input type="checkbox"/>
14. <i>Learner authorship statement signed</i>	<input type="checkbox"/>
15. <i>Deadline dates indicated on assessment brief</i>	<input type="checkbox"/>
16. <i>Learners feedback recorded on assessment brief or Learner Programme Review Form and present</i>	<input type="checkbox"/>
17. <i>Receipt of Learner evidence submitted</i>	<input type="checkbox"/>

Teacher/Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## B7 Protection for Learners

**Policy:** Enter the title(s) of / reference(s) to your documented policy or policies addressing Protection for Learners. Indicate specific page(s) / section(s) where appropriate.

CDETБ is committed to providing appropriate protection for all learners on its programmes. It is committed to:

1. Providing information on the conditions under which a programme can begin or can be ended
2. Setting appropriate criteria and mechanisms for refunds in a timely manner
3. Setting clear criteria by which refunds of monies paid will be authorised
4. Refunding any monies collected where appropriate in an expeditious manner
5. In the event of programme cessation, accommodating any practicable Learner transfer within and without the scheme where possible

It should be noted that CDETБ is publicly funded statutory provider and therefore has an exemption under Section 64(5) of the Qualifications and Quality Assurance Act 2012

Use the section below to verify the development of procedures to implement the above named policy:

Procedure	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B7.1 Cessation of Programmes	Yes	Yes	<ul style="list-style-type: none"> <li>• Safe transfer to alternative appropriate programme</li> <li>• No money involved</li> <li>• Consultation with each learner</li> <li>• Consultation with Head Office</li> </ul>

**Please submit a copy of your policy on Protection for Learners and procedure for Cessation of Programmes**

## B8 Sub-Contracting / Procuring Programme Delivery

**Policy:** Enter the title(s) of / reference(s) to your documented policy or policies addressing Sub-Contracting / Procuring Programme Delivery. Indicate specific page(s) / section(s) where appropriate.

From time to time the CDETБ may be involved in the delivery of programmes developed by other organisations or in subcontracting its own programmes, developed in its CDETБ PLC Colleges, to other organisations. In this regard CDETБ commits to:

1. Applying appropriate selection criteria in the process of selection of a second provider of any programme.
2. Having appropriate written contract arrangements in place in relation to external programme delivery
3. Having regular reporting and review of all aspects of the programme delivery
4. Putting a monitoring procedure in place to evaluate programme delivery and arrangements outlined in the written contract

Use the section below to verify the development of procedures to implement the above named policy:

<b>Procedure</b> (These procedures can be separate or integrated)	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B8.1 Selection of Second Provider	N/A	N/A	
B8.2 Contract Arrangements	N/A	N/A	
B8.3 Reporting	N/A	N/A	
B8.4 Monitoring	N/A	N/A	

If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.  
All tuition is delivered by CDETБ Youthreach Staff

## B9 Self Evaluation of Programmes and Services

**Policy:** Enter the title(s) of / reference(s) to your documented policy or policies addressing Self Evaluation of Programmes and Services. Indicate specific page(s) / section(s) where appropriate.

CDETБ is committed to ongoing and regular evaluation of its programmes by setting up appropriate evaluation structures that include:

1. Clear statements of the purpose and scope of programme evaluation
2. Identification of clear mechanism of programme evaluation that will include all stakeholders in the programme i.e. learners, staff and management
3. Outline of where responsibility for programme evaluation is placed
4. Commitment to provide for meetings of stakeholders (including learners) at least once during the delivery of a programme to evaluate the programme
5. Integration of the recommendation of programme evaluation into ongoing programme delivery subject to available resources
6. Commitment to the inclusion of an appropriate external evaluator in the programme evaluation process

Use the section below to verify the development of procedures to implement the above named policy:

<b>Procedure</b> (These procedures can be separate or integrated)	Has a procedure been established and documented?
B9.1 Assignment of Responsibility	The ultimate responsibility lies with each Youthreach Centre Co-ordinator
B9.2 Frequency of Evaluations	Evaluation will take place within twelve months of approval from QQI and at least once during the next five years
B9.3 Range of Programmes	Depending on programmes on offer in individual centres , the co-ordinator will select programme/s as deemed appropriate
B9.4 Learner Input to Evaluation	Learners will have group and individual opportunities to give an input into evaluation of programmes through the medium of learner review sheets, group discussions and individual Learner review sessions

B9.5 Selection of External Evaluator	Centre Co-ordinator through consultation with staff will follow agreed QQI guidelines for the selection of External Evaluator
B9.6 Methodology of Evaluation	<p>The self-evaluation will be conducted under the following methodology:</p> <ul style="list-style-type: none"> <li>• Learner Feedback will be facilitated by learner survey</li> <li>• A checklist will be applied to the procedures underlying the policies in relation to the programme being evaluated</li> <li>• A Programme Evaluation Report will be prepared, using the prescribed QQI template</li> <li>• A Programme Improvement Plan will be prepared, using the prescribed QQI template</li> <li>• The Report and Plan will be used internally to address areas for improvement within the programme</li> <li>• The Report and Plan will be copied to QQI</li> </ul>
<b>Submit a copy of your policy and procedure(s) for Self-Evaluation of Programmes and Services</b>	