

Quality Assurance Procedures
Adult Education Service
and
Education Service to Prisons

The Adult Education Service is committed to providing a high quality education service to members of the local community and wider areas across Dublin south city.

The Prison Education Service is committed to providing high quality education to prisoners in the prisons.

The following policies have been developed with this in mind and are divided into 9 separate sections as follows:

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Appendix – Education to Prisons Tutor Pack on Assessment

B1: Communications

Procedure Title :	B1.1 Communication with learners		
Version	1.0 (Revision 1.1)	Date	March 2016
Purpose	<ul style="list-style-type: none"> To communicate effectively with Learners from initial enquiry process, through application, throughout programme delivery and up to programme completion and certificate award 		
Staff Involved	AEOs, ALOs, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method	Who does it	Who does it
<ul style="list-style-type: none"> Acknowledgement of application and issue of payment receipt (if necessary) Issuing of Learner Handbook including Programme Calendar Verbal briefings at induction session and ongoing communications throughout programme delivery Progress Interviews (Midterm and End of Term) Learner Feedback Forms 		AEOs, ALOs QQI Coordinators Programme Coordinators Course Tutors

Monitoring process	Frequency	Method
<ul style="list-style-type: none"> Completion and filing of Learner Evaluation sheets Progress Interview Report 	Twice during course and report at Year End	Meetings Review of Evidence Evaluations

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B1.2 Communication with staff		
Version	1.0 (Revision 1.1)	Date	March 2015
Purpose	<ul style="list-style-type: none"> To support methods of communication to ensure effective contact with programme staff and enable efficient delivery of programmes and compliance with quality assurance policies 		
Staff Involved	AEOs, ALOs, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method(s)	Who does it
<ul style="list-style-type: none"> Roles and Responsibilities are outlined and documented Staff Calendar and Tutor/staff Pack (including Quality Assurance Policies) are issued 	AEOs, ALOs, SSTs

<ul style="list-style-type: none"> • Communication occurs regularly (as needed to disseminate any relevant communications) via various media • Continual Staff Support • Peer mentoring 	
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Monitoring process	Frequency	Method
<ul style="list-style-type: none"> • Internal ongoing consultation with staff and examination of effectiveness of programme delivery • Evaluation of staff compliance with organisation ethos, aims and objectives 	Ongoing during course times	Meetings Review of Evidence Evaluations

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B1.3 Communication with stakeholders		
Version	1.0 (Revision 1.1)	Date	March 2016
Purpose	<ul style="list-style-type: none"> • To supply relevant information to stakeholders and encourage ongoing communication through the exchange of material via supported media and communication channels 		
Staff Involved	AEOs, ALOs, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method(s)	Who does it
<ul style="list-style-type: none"> • Make good use of public occasions (graduations, book releases etc) to promote Centre 85 (and wider ETB) ethos, Objectives and Policies • Encourage the open communication (ingoing and outgoing) between stakeholders and the centre on matters related to course provision and AES issues in general 	AEOs, ALOs, SSTs, Administration staff

Monitoring process	Frequency	Method
<ul style="list-style-type: none"> • Use correspondence and feedback from stakeholders when formulating expected course outcomes and content 	Ongoing	Meetings Provision of documented evidence and/or recorded feedback from stakeholders

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p>
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B2: Equality

Procedure Title :	B2.1 Equality Training		
Version	1.0 (Revision 1.1)	Date	May 2016
Purpose	<ul style="list-style-type: none"> To promote awareness among staff of the diversity of learners and other staff and to ensure that all staff actions combat discrimination and encourage equality 		
Staff Involved	Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Initial session at yearly commencement meeting to update all staff on equality position of centre 85. Outline of code of conduct and expected activities to combat discrimination to be contained in staff pack 	ALO, AEO, Tutors, QQI Co-ordinator, All staff

Monitoring process	Frequency
<ul style="list-style-type: none"> Monitor ongoing course enrolments to ensure a diverse range of Learners is present and enrolment to facilitate same is encouraged Brief staff regularly to ensure that they are ware of diversity policies and that they are implementing these policies in their teaching and classroom management activities 	Ongoing as needed

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B2.2 Equality Planning		
Version	1.0 (Revision 1.1)	Date	May 2016
Purpose	<ul style="list-style-type: none"> To ensure that equality is facilitated and practiced in all areas of the organisation; first contact, assessment, course delivery, staff-learner interaction, feedback collection and evaluation 		
Staff Involved	Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Ensure initial interviews with candidates based entirely on non-discriminatory selection criteria 	ALO, AEO, Tutors, QQI Co-ordinator,

<ul style="list-style-type: none"> • Ensure that standard procedures are adopted and used for all learners regardless of background or intake route for the entire duration of their contact with the service • Facilitate Learner representation and learner guided course enhancements on an ongoing basis 	
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Monitoring process	Frequency
<ul style="list-style-type: none"> • Monitor learner diversity and satisfaction levels on an ongoing basis • Collate and analyse learner feedback to monitor satisfaction levels and guide equality planning as needed 	Ongoing as needed

<p>Link to other sections of QA guidelines, in particular</p> <p>B1 Communication</p> <p>B5 Programme Development, Delivery & Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>
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Staff Recruitment & Development

Procedure Title :	B3.2 Staff Induction		
Version	1.0 (Revision 1.1)	Date	Feb 2016
Purpose	<ul style="list-style-type: none"> • To ensure that all new staff, through an induction programme, are suitably prepared for effective delivery of courses and for professional and effective interaction with Learners. 		
Staff Involved	Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> • New staff members to sign header page of induction booklet to signify that they have received and read same. • AEO to hold an induction session with each new staff member to outline the defined roles and responsibilities and answer any queries that new employee might have • As well as induction procedures outlined above, new employees to receive same employee pack as everyone else and a summary calendar of key dates throughout the academic year 	ALO, AEO

Monitoring process	Frequency
<ul style="list-style-type: none"> • Secure filing of signed receipt sheet for each new staff member to show they have received the induction booklet • Review of general induction procedures between ALO and AEO to ensure that new staff feel comfortable within the organisation as quickly as 	Ongoing as needed, after each new staff member starts

possible and are adequately equipped to carry out their duties to the best of their ability	
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Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B3.3 Staff CPD		
Version	1.0 (Revision 1.2)	Date	March 2016
Purpose	<ul style="list-style-type: none"> To facilitate staff to further their own training and knowledge through the provision of regular CPD sessions and various citywide staff training programmes 		
Staff Involved	Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Outline, as far as possible, expected dates and times of annual CPD in the staff booklet and/or staff induction booklet handed out at the annual commencement meeting Facilitate staff members to attend CPD related to their ongoing duties and expected duties in the future Pre-empt structural changes to IT systems, data entry procedures, learner registration procedures etc and assign specific staff to receive relevant training Draw attention to the importance of CPD at staff meetings and take on board any suggestions from staff as to what might constitute relevant training 	ALO, AEO, SST

Monitoring process	Frequency
<ul style="list-style-type: none"> Monitor the annual CPD calendar to ensure the availability of staggered, high impact development training for all staff as required Once training has been completed, complete an evaluation document into which staff who have received the training can contribute 	Ongoing as needed, after each new staff member starts

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Access, Transfer & Progression

Procedure Title :	B4.1 Information Provision procedure		
Version	1.0 (Revision 1.0)	Date	April 2016
Purpose	<ul style="list-style-type: none"> To ensure that all interested Learners have full and open access to any public material relating to courses offered and the service itself and that they receive any supports necessary through further information provision to facilitate their trouble free application 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Information is provided to Learners through regular briefings and phone access to our ALO Further information is available (and updated) on www.fetchcourses.ie An information open-week is held at the beginning of the academic year where all course pamphlets, outlines and details are made available. The SST and ALO are also available to clarify any further details required by potential learners at that time AEO to select appropriate advertising media in which to place course details in the public domain at the beginning of the year 	ALO, AEO, Tutors

Monitoring process	Frequency
<ul style="list-style-type: none"> www.fetchcourses.ie to be monitored by office admin in cooperation with ALO to ensure accuracy of posted information Course pamphlets to be updated yearly to accurately reflect QQI material and module descriptors 	At least once yearly

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B4.2 Learner Entry procedure		
Version	1.0 (Revision 1.0)	Date	April 2016
Purpose	<ul style="list-style-type: none"> To ensure that entry processes for learners are fair and manageable for all candidates with ongoing assistance from appropriate staff as needed 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Entry procedure information is provided online, by phone and during the course information open-week Interested candidates are encouraged to telephone to discuss entry procedures or to access the specific course details online. All applicants for QQI courses are assessed and interviewed prior to being offered a place Assessment forms and enrolment forms are collated and stored securely before the details of successful applicants are entered into database systems. 	ALO, AEO, Tutors

Monitoring process	Frequency
<ul style="list-style-type: none"> Review meeting to be held between ALO, AEO and SST after courses have commenced to ascertain if entry procedures went well or not. Any issues identified to be addressed and remedied for all subsequent beginning of term Learner enrolments 	At beginning of academic year

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B4.3 Recognition of Prior Learning		
Version	1.0 (Revision 1.0)	Date	April 2016
Purpose	<ul style="list-style-type: none"> To ensure that all Learners with relevant and reckonable prior learning have same taken into account during enrolment procedure 		
Staff Involved	Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it

<ul style="list-style-type: none"> • Collect documented proof of any prior learning of candidates which may be relevant to course applied for • Follow official QQI guidelines outlining which prior learning is recognisable against certain QQI awards • Store all submitted certification (originals and copies) in a secure location and arrange return of same to candidates in a recorded and secure manner • Constantly monitor QQI guidelines concerning recognition of prior learning / granting of exemptions and apply accordingly 	ALO, AEO, Tutors, QQIO Co-ordinator
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Monitoring process	Frequency
<ul style="list-style-type: none"> • Access QQI guidelines at www.qqi.ie on a monthly basis and update recognition of prior learning files as needed • Establish a procedure for establishing which prior learning may be recognised as each new course is offered 	Ongoing as needed

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

B5: Programme Development, Delivery & Review

Procedure Title :	B5.1 Need Identification		
Version	1.0 (Revision 1.3)	Date	May 2016
Purpose	<ul style="list-style-type: none"> • To ensure the tone, calibre and constituent makeup of centre 85 programmes satisfy demand locally and nationally. 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> • Engage in research at any point where contact with / feedback from learners and potential learners is available • Maintain links with local industries and businesses to establish on an ongoing basis what the demand for programmes is. • Confirm that offered programmes will satisfy industry demand or will lead to course progression which can satisfy that demand 	ALO, AEO, QQI Co-Ordinator

<ul style="list-style-type: none"> • Ensure that courses are structured in such a manner that allows for progression from lower to higher levels which will satisfy any identified need 	
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Monitoring process	Frequency
<ul style="list-style-type: none"> • Review feedback from learners and tutors on a regular basis and include same in policy formation to respond to any needs identified. • If necessary undertake wider feedback analysis where instances of particular needs are identified among specific groups of learners or industry 	Ongoing, at least once per academic term

<p>Link to other sections of QA guidelines, in particular</p> <p>B1 Communication</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B5.2 Programme Design		
Version	1.0 (Revision 1.3)	Date	May 2016
Purpose	<ul style="list-style-type: none"> • To ensure that programmes are designed in line with national policy and with specific City of Dublin ETB aims and goals 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> • Reference previously established Needs identification to guide course development and initiation policy • Establish a review panel to review course efficacy and learner satisfaction • Match particular course requirements with available QQI Module Descriptors and establish if a course is feasible. • Review the progress of learners achieving minor awards onto major award accreditation and adjust programme design if satisfactory progression is not clearly identified 	ALO, AEO, QQI Co-Ordinator

Monitoring process	Frequency
<ul style="list-style-type: none"> • Ensure that tutors are delivering programmes in a professional, competent manner and satisfying all L.O.s as set of in sections 11A and 11B of module descriptors • Review all courses/programmes at year end and document any proposed changes for subsequent years to improve the Learner experience 	At academic year end

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Link to other sections of QA guidelines, in particular
B1 Communication B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B5.3 Programme Approval		
Version	1.0 (Revision 1.2)	Date	June 2016
Purpose	<ul style="list-style-type: none"> To meet the requirements of the QQI accreditation process through the demonstration of planning, understanding and implementation of Quality Assurance Policies 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Course Design panel will meet at the beginning of the academic year to sign off on proposed academic courses Course design team will produce full prospectus for each approved course and marry same with existing QQI module descriptor and course specification Overall course proposals to be overseen by AEO and budgetary/regulatory processes undertaken as needed Applications made where necessary under City of Dublin ETB Approval systems 	ALO, AEO, QQI Co-Ordinator City of Dublin ETB PMC

Monitoring process	Frequency
<ul style="list-style-type: none"> All course proposals to be documented and rationale for proposing same to be recorded Course name, description and code to be recorded in admin system database and number of registered learners to be double recorded on internal administration systems and QQI Learner database 	Ongoing as needed

Link to other sections of QA guidelines, in particular
B1 Communication B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B5.4 Programme Planning
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Version	1.0 (Revision 1.2)	Date	June 2016
Purpose	<ul style="list-style-type: none"> To offer and provide a rich and satisfying educational experience with positive outcomes for all Learners registered with centre 85 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Develop a course outline complete with detailed scheme of Work, taking into consideration the needs & requirements of all learners Establish learning strategies & platforms that will cater for all levels and types of Learners 	ALO, AEO, QQI Co-Ordinator

Monitoring process	Frequency
<ul style="list-style-type: none"> All course outlines and schemes of work to be filed before course commencement and available for review during course All timetables and course handbooks to be filed and available for inspection during course schedule and at year end review 	Ongoing as needed

<p>Link to other sections of QA guidelines, in particular</p> <p>B1 Communication</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B5.5 Programme Delivery		
Version	1.0 (Revision 1.2)	Date	June 2016
Purpose	<ul style="list-style-type: none"> To ensure that programmes are delivered via a range of learning platforms and meet the educational needs of all learners 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Regular meetings between staff and tutors to review the methodology being used to deliver centre 85 programmes 	ALO, AEO, QQI Co-Ordinator, Tutors

<ul style="list-style-type: none"> • Review of sampling of lesson plans and schemes of work to ensure that proper materials and tutoring techniques are being used to effectively deliver programmes • Review all learning outcomes to ensure they match those set out in module descriptors and that they are being met by learners in a consistent manner 	
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Monitoring process	Frequency
<ul style="list-style-type: none"> • Regular meetings take place once courses have been underway for a period of time to ensure they are being delivered effectively in a quality controlled environment • Any actions identified to improve delivery of programmes should be taken in a prompt manner and their effectiveness monitored and reviews as needed 	Ongoing as needed

<p>Link to other sections of QA guidelines, in particular</p> <p>B1 Communication</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B5.6 Learner records		
Version	1.0 (Revision 1.1)	Date	June 2016
Purpose	<ul style="list-style-type: none"> • To securely store and maintain learner records, including all personal data, in a manner which allows for the smooth implementation of their course and overall learning experience 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> • Open and maintain a Learner File based on an initial assessment and registration form. Learner File to be stored in a secure locked area and Learner data to be entered into secure, password protected database • All learner data to be stored in compliance with Data Protection Act 1988 and 2003 • All learner submitted material to be securely stored for a period of up to 6 months after learner submission. Any learner material not collected by learner to be destroyed thereafter in a secure manner. 	ALO, AEO, QQI Co-Ordinator, Tutors, Office Administrators

Monitoring process	Frequency
<ul style="list-style-type: none"> Designated keyholder has access to specific learner records and is held responsible for maintenance of same Periodic inspection of learner files and submitted material to ensure it is being stored in line with QA procedures 	Ongoing as needed

Link to other sections of QA guidelines, in particular
B1 Communication B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B5.7 Provision & Maintenance of Resources		
Version	1.0 (Revision 1.1)	Date	June 2016
Purpose	<ul style="list-style-type: none"> To ensure the adequate provision of all necessary resources to allow Learners and staff to complete & deliver programmes of study in a timely and effective manner. 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> All equipment/materials necessary for specific programme delivery to be sanctioned and ordered for delivery before course commencement date Specific material specs and quality to be discussed between office manager (purchasing dept), ALO and tutor. Sign off from all three needed before purchase order sent. Pre course requests to be submitted from tutors if equipment proposed will need ongoing maintenance. Maintenance schedule and costing must be approved by AEO before resource can be purchased 	ALO, AEO, QQI Co-Ordinator, Tutors, Office Administrators

Monitoring process	Frequency
<ul style="list-style-type: none"> All sign-off documentation for resource procurement to be filed and stored by office admin before course commences. Resource cataloguing to be undertaken before course commences and all resources returned and recorded as same before year end 	Ongoing as needed

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Link to other sections of QA guidelines, in particular

B1 Communication
 B6 Fair and consistent assessment of learners
 B9 Self Evaluation of Programmes and Services

Procedure Title :	B5.8 Health & Safety		
Version	1.0 (Revision 1.1)	Date	June 2016
Purpose	<ul style="list-style-type: none"> To ensure the ongoing health and safety of all staff and Learners and to identify and mitigate potential health and safety issues before they arise. 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Fire safety policy and procedure document to be distributed to all staff with instructions on how to redistribute same to all Learners on the first day of attendance. Fire exits are clearly displayed in health and safety document pack and internally throughout the City of Dublin ETB PLC College Fire drill to be undertaken at least once a term and outside assembly points shown to Learners and staff. The location of first aid stations, defibrillators and assembly points to be set out in documents provided to all tutors. A safety policy to be prepared for all classes involving use of machinery or physical activities outside of a standard classroom remit. 	ALO, AEO, QQI Co-Ordinator, Tutors, Office Administrators, Health & Safety Officer

Monitoring process	Frequency
<ul style="list-style-type: none"> Presence of first aid kits and fire extinguishers that have not been interfered with to be monitored regularly. All evacuation notices to be checked once a term to ensure they are present and up-to-date Health and safety packs to be updated by office admin/ health and safety officer before being distributed 	Ongoing as needed

Link to other sections of QA guidelines, in particular

B1 Communication
 B6 Fair and consistent assessment of learners

B9 Self Evaluation of Programmes and Services

Procedure Title :	B5.9 Review Cycles of Existing Programmes		
Version	1.0 (Revision 1.1)	Date	June 2016
Purpose	<ul style="list-style-type: none"> To ensure that existing programmes are reviewed and upgraded according to feedback from tutors and learners on an ongoing basis and that any changes made to existing programmes help the City of Dublin ETB PLC College to grow and develop as an educational provider 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Review programme delivery methods, schemes of work, delivery material, resources and facilities through Learner feedback and observation Put in requests to City of Dublin ETB through agreed programme management approval systems Once approved implement changes to programmes based on collected feedback which continue to satisfy learning Objectives as set out by QQI module descriptors For all changed or upgraded programmes, examine and contrast the comparative feedback to ascertain if changes/upgrades have been effective enough to warrant continuance 	<p>ALO, AEO, QQI Co-Ordinator, Tutors</p> <p>City of Dublin ETB PMC</p>

Monitoring process	Frequency
<ul style="list-style-type: none"> A course review document is produced at each year end which will ultimately guide any decision to upgrade or tweak course design A subsequent report is produced to record the effect of any tweaks/upgrades and to recommend further courses of action Where a programme descriptor is to be changed it must be approved through City of Dublin ETB approval systems 	At least once yearly

Link to other sections of QA guidelines, in particular

B1 Communication
 B6 Fair and consistent assessment of learners
 B9 Self Evaluation of Programmes and Services

Procedure Title :	B6.1 Coordinated Planning		
Version	1.0 (Revision 1.1)	Date	March 2016
Purpose	<ul style="list-style-type: none"> To coordinate in an orderly manner all schemes of work 		

Staff Involved	ALOs, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors
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Method of procedure	Who does it
<ul style="list-style-type: none"> Schemes of work prepared, including provisional dates for assessment and latest dates for QQI submission Outlines of schemes of work are included in or with Learner handbook at induction session A copy of scheme of work is provided to administration by all course leaders 	ALOs QQI Coordinators Programme Coordinators Course Tutors

Monitoring process	Frequency	Method
<ul style="list-style-type: none"> Completion and filing of all schemes of work Review process to see if schemes adhered to 	Twice annually	Meetings Review of Evidence Evaluations

Link to other sections of QA guidelines, in particular B5 Programme, Development, Delivery and Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services
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B6: Fair & Consistent Assessment of Learners

Procedure Title :	B6.2 Information To Learners		
Version	1.0 (Revision 1.1)	Date	March 2016
Purpose	<ul style="list-style-type: none"> To supply learners with details of planned assessments 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<p>The information below will be provided to learners at course induction time:</p> <ul style="list-style-type: none"> Types of Assessment planned during course (examination, project etc.) Dates due and planned for all assessments Detailed explanation of an assessment brief Details of Internal verification procedure Details of External Authentication procedure Details of any Learner appeal's process 	QQI Coordinators Programme Coordinators Course Tutors

Monitoring process	Frequency	Method
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<ul style="list-style-type: none"> Monitoring of Learner packs and recording of Learner signature to confirm receipt of above information 	At the beginning of all courses	Gathering of master lists with learner signatures to verify they have received the information
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<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B6.3 Security		
Version	1.0 (Revision 1.1)	Date	March 2016
Purpose	<ul style="list-style-type: none"> To outline procedures and policy for secure storing of assessment documents and learner work during verification 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Learner submits copy of work to tutor who initially assesses same Tutor files work with QQI Coordinator QQI coordinator returns signed receipt to tutor if number of submissions matches prefiled Learner Information Sheet and all QQI requirements are satisfied All material securely stored in locked cupboard, in further locked office (outside of staff presence) Grades entered electronically and verified through internal and external authentication Folders returned to learners and signed for or are destroyed after a 60 day period if not collected 	<p>QQI Coordinators</p> <p>Programme Coordinators</p> <p>Course Tutors</p>

Monitoring process	Frequency	Method
<ul style="list-style-type: none"> Audit to be a carried out during each QQI submission period 	Ongoing as needed	Learner work information sheets are signed and filed by QQI Coordinator

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B6.4 Reasonable Accommodation		
Version	1.0 (Revision 1.2)	Date	April 2016
Purpose	<ul style="list-style-type: none"> To provide appropriate facilities and services for ALL learners submitting for QQI certification 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Learners are provided with an opportunity at initial assessment to indicate if they have any potential assessment difficulties If practical, assessment modification will be made by the tutor, in conjunction with the ALO, to maintain fairness and consistency among learners In mitigating circumstances, a formal request for exemption can be filed by learner and an alternative method of assessment can be assigned in cases where such requests are successful. Other reasonable accommodation may be made (at the discretion of the ALO) in the case of bereavement or other extenuating circumstance 	ALO, AEO, QQI Co-Ordinator, Tutor

Monitoring process	Frequency
<ul style="list-style-type: none"> Details of any reasonable accommodations granted are stored in documented form in secure storage area Feedback form (R.A.1.0) is given to learner (by tutor) to be completed after the assessment in order to ascertain if reasonable accommodation has been useful and adequate for learner 	As required at each assessment phase

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B6.5 Consistency between assessors		
Version	1.0 (Revision 1.1)	Date	April 2016
Purpose	<ul style="list-style-type: none"> To provide assurances that there is a consistency between standards of both internal and external assessors 		
Staff Involved	AEOs, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it

<ul style="list-style-type: none"> • Authoring of a relevant assessment brief for each learner and inclusion of a set of all assessment briefs in a master tutor folder as well as each learner folder • Compilation by each tutor of a detailed marking scheme (For Levels 4 and above) • If multiple tutors are delivering same programme, then briefs should be collated and consistency across assessment should be identified and ensured 	AEO/ Head Teacher (Prisons), QQI Co-Ordinator, Tutor, External Tutors
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Monitoring process	Frequency
<ul style="list-style-type: none"> • All documentation as mentioned above to be submitted to QQI co-Ordinator at the beginning of academic year • Documents to be examined by QQI co-ordinator and ALO to ensure consistency and lesson observation undertaken if necessary. 	As required at each assessment phase

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B6.6 Assessment Performed by third parties		
Version	1.0 (Revision 1.1)	Date	April 2016
Purpose	<ul style="list-style-type: none"> • To provide assurances that there is a consistency between standards of both internal and external assessors 		
Staff Involved	AEOs, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> • Monitoring of assessment reports produced by external assessors and other parties to ensure consistency of standard with assessments produced in-house. • Comparison of assessment reports produced externally directly with in-house assessments at similar levels produced by tutors or internal assessors. • Comparison report to be filed with ALO and AEO if standards appear to differ between reports produced externally and standards of assessment internally 	ALO, AEO, QQI Co-Ordinator, Tutor, External Tutors

Monitoring process	Frequency
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<ul style="list-style-type: none"> • Comparison as mentioned above to be undertaken at each External Authentication review before Results Approval panel meeting. • If anomalies are found, report to be filed with AEO and meetings with internal parties or external parties to take place to address behaviour 	As required at each assessment phase
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<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B6.9 Learner Appeals		
Version	1.0 (Revision 1.2)	Date	April 2016
Purpose	<ul style="list-style-type: none"> • To facilitate warranted appeals from Learners for assessment process or assessment results 		
Staff Involved	AEOs, ALOs, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> • Learner completes an “Appeals Submission Form” outlining the nature of their appeal. • Appeal must be submitted within 14 days of receipt of Assessment results and must outline why they feel their results or their assessment process warrants an appeal. • Appeals panel (AEO, ALO and initial tutor) review appeal and generate an “Appeals Report” 	ALO, AEO, QQI Co-Ordinator, Tutor,

Monitoring process	Frequency
<ul style="list-style-type: none"> • Appeals report either upholding or refusing an appeal to be provided to the Learner within 30 days of submission of appeal. • Appeals report to be stored on file and QQI contacted to request grade change if necessary within 30 days of receipt of appeal 	As required as each appeal received

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B6.11 Corrective Action		
Version	1.0 (Revision 1.1)	Date	April 2016
Purpose	<ul style="list-style-type: none"> To ensure that deficiencies in the assessment process can be identified and corrected in a timely and effective manner 		
Staff Involved	AEOs, ALOs, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Course review meeting at year end to identify concerns that may be raised by Learners or staff. On substantive concerns, action to address the issues to be decided upon by AEO and ALO Adequately document any changes, proposals or corrective actions taken. 	ALO, AEO, QQI Co-Ordinator, Tutor,

Monitoring process	Frequency
<ul style="list-style-type: none"> Course Review meeting notes and minutes to be catalogued and filed for subsequent auctioning if required. ALO and QQI co-ordinator to identify any ongoing issues that repeat and oversee corrective action to remedy same 	Annually or after each QQI submission as required

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>



Adult Education Service

Assessment Tutor Pack

Introduction

This resource was compiled to support tutors delivering QQI accredited programmes within the City of Dublin ETB Adult Education Service.

The forms included are compulsory in adherence to our QQI Quality Assurance Agreement under policy section B6: Fair and Consistent Assessment of Learners.

To ensure quality assurance compliance the forms included must not be altered or omitted.

To meet the requirements under the QA, portfolios cannot be accepted for submission for assessment unless the required forms and the QQI Tutor Master Folder are completed in full.

City of Dublin ETB Adult Education Service

QA Policy B6: Fair and Consistent Assessment of learners

City of Dublin ETB is committed to providing fair and consistent assessment of all learners by means of the following:

B6.1 Coordinated Planning of Assessment: Having a planned, co-ordinated, team based approach to the delivery of its programmes.

B6.2 Information to learners: Providing all learners with all information on the assessment methods and schedules that are adopted in the City of Dublin ETB PLC College/centre.

B6.3 Security: Maintaining all information, test papers and answer papers in a suitable and secure environment. Maintaining final results securely and indefinitely.

B6.4 Reasonable Accommodation: Ensure that reasonable and appropriate accommodation is available for assessment of learners on all its programmes.

B6.5 Consistency of marking between assessors: 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. Examining assessment procedures to ensure consistency with national standards. Ensuring that assessment carried out by third parties (e.g. employers-work experience) conform to all internal assessment standards.

B6.7.1 Internal Verification: In accordance with QQI Guidelines on Internal Verifiers, (Draft V1.1) the City of Dublin ETB will ensure assessment procedures have been applied and the accuracy of assessment results are verified.

B6.7.2 External Authentication: 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.

B6.8 Feedback to Learners: Providing individual feedback to learners on their assessments.

B6.9 Learner Appeals: This procedure will ensure that learners can appeal an assessment process or assessment result which they consider to be unfair.

B6.10 Results Approval: This procedure will ensure that results are fully quality assured and signed off by the centre /City of Dublin ETB PLC College prior to submission to QQI for certification.

B6.11 Corrective Action 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.

The complete version of City of Dublin ETB Adult Education Service QA Policies & Procedures is available at your local centre.

The Authentication Process

The QQI Authentication aims to ensure consistency with national standards; the process consists of **four** distinct, separate parts, the entire process is governed by Adult Education Service Quality Assurance, Policies and Procedures under part B6: Fair and Consistent Assessment of learners.

1. **Internal Assessment**; this is the tutor/assessor/teacher assessing the Learner's portfolio to ensure that it meets the standard set by QQI. – It is the assessor's responsibility to ensure that the Master Folder and Learner's Folder are complete.
2. **Internal Verification Process**. This is conducted by a panel to ensure assessment procedures have been applied and the accuracy of assessment results is verified. If the Master Folder and Learner's Folder are not complete, they will be returned to the assessor and will not go forward for External Assessment.
3. **External Authentication**. It is carried out by a QQI Authenticator whose brief is to ensure independent authoritative confirmation of fair and consistent assessment of learners has taken place.
4. **Results Approval Process**. This part of the process takes place as soon as possible after the external authentication by a panel selected by the centre director. 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 City of Dublin ETB Quality Assurance process.

Master Folder (see checklist page 20)

In order to adhere to the City of Dublin ETB's quality assured assessment procedures, agreed with QQI, each tutor submits a master folder in addition to the learners' folders. The folder will be returned to tutor/assessor/teacher when assessment process concludes.

The master (tutor/assessor/teacher) folder for each class group should include;

1. Copy of **Component Module Descriptor**
2. Assessment schedule (course duration, dates for assessment, submission dates)
3. **Assessment briefs** (see checklist page 15) - **A brief** is the set of instructions given by the tutor/assessor/teacher to the learner outlining the requirements and assessment/performance criteria of each piece of assessment. The briefs must relate to *Section 11. Specific Information relating to the Assessment Techniques*
The **set of instructions** should consist of **What, How** and **When**. All assessment briefs **must** be available in written form for the Authentication Process.
4. **Skills demonstration sheets**, verification checklists, work sheets (see LO's) Skills demonstration assessment sheet is a record made by the tutor/teacher/assessor of the learner demonstrating how to execute a specified skill if required.
5. **Examination papers** (*Level 4 and above*)
6. **Marking schemes** (*Level 4 and above*) - To assess learner evidence in a fair and consistent manner, tutors/assessors/teachers are required to devise marking schemes examination papers and outline solutions at Level 4, Level 5 and Level 6.
7. **Outline solutions** (*as appropriate*)
8. **Group Module Results** Summary Sheets (*Level 4 and above*) -(see page 17/18)
9. **Integrated assessment** evidence is clearly identified – this is when a learner has produced one piece of work that covers LO's in two or more modules.
10. Evidence of **feedback to Learners** (may be on Learner work, assessment brief or separate form)
11. **Portfolio Receipt form**

12. Copy of the **course outline** – a course outline is a list either in outline or detail, of work to be covered in the learning programme/course. It will, by extension, be bound in with other documents, for example lesson plans. (this can also be copied from Course Outline in back of register)
13. **Lesson Plan** (one sample) - These are detailed guides to be used in class. They should include a title, topic, module title and level- if applicable, goals, objectives, materials, procedure, practice, evaluation, and plans for the next session.

Under Review

List of forms

1. **QQI Portfolio Estimation Form** is required to plan the assessment process for the Adult Education Service.
(QA procedure - B6.1 Coordinating Planning of Assessment - To have in place a planned coordinated, team based approach, to the delivery and assessment of City of Dublin ETB programmes)
2. **Learner Information** – it is very important that learners fill in their own details to ensure accurate details appear on their certificate. **(QA procedure - B6.1)**
3. **Learner Information Data Entry Form A** - use form **A** for **single module** for each group of learners .

or
Learner Information Data Entry Form B – use form **B** for **multiple modules** for each group of learners **(QA procedure - B6.1)**
4. **Portfolio Receipt Form** – this form provides evidence that portfolios were submitted for assessment.
(QA procedure - B6.3 Security - To maintain all information, test papers and answer papers in a suitable and secure environment. To maintain securely final results indefinitely)
5. **Learner Progress Review Form** (as applicable) – this form provides a mechanism to document feedback given to Learners. Evidence of feedback can also be included on the Learner's work or on the Assessment Brief but must be present
(QA procedure - B6.8 Feedback to Learners - Providing individual feedback to learners on their assessments)
6. **Tutor Review Form** (as applicable)
(QA procedure - B6.1 Coordinating Planning of Assessment)
7. **Assessment Brief Template**– the enclosed format is to be used for briefs at all levels.
(QA procedure - B6.2 Information to learners - To provide all learners with information on assessment schedules and methods that are adopted in the City of Dublin ETB PLC College /centre)

In relation to the above documents and all other relevant documentation the following procedure will be followed

(QA procedure - B6.3 Security - To maintain all information, test papers and answer papers in a suitable and secure environment. To maintain securely final results indefinitely)

QQI Portfolio Estimation Form

Please return an estimate of the number of portfolios, which you expect to present for each module at the next QQI assessment. If you are not presenting please indicate below and return.

Please complete in BLOCK CAPITALS

Tutor: _____

Tutors' Contact Number: _____

I will not be presenting portfolios.

Module Title	Code	Number of Portfolios

Tutor Signature : _____

Date: _____

Learner Information

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

First Name _____			
Family Name _____			
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.

If the folder is not collected **it will be discarded or used for sample purposes.**

Signature _____

Date _____

Tutor's Name _____

Learner Information Data Entry Form A (use form A or B)

Page ____ of ____

	PPSN	First Name	Surname	M /F	DOB	Module	Code	Learner Contact Number	S/W*
1									
2									
3									
4									
5									
6									
7									
8									
9									

* Submitted or Withdrawn

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

Tutor signature: _____ Tutor Contact Number: _____ Date: _____

- Completed by tutor and returned 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.

Learner Information Data Entry Form B (use form A or B)

Module	Code	Page ____ of ____	

	PPSN	First Name	Surname	M/ F	DOB	Learner Contact Number	S/ W
1							
2							
3							
4							
5							
6							
7							
8							

* Submitted or Withdrawn

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

Tutor signature: _____ Tutor Contact Number: _____ Date: _____

- Completed by tutor 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.

Under Review

Learner Progress Review Form (page 1 of 2)

Centre: _____

Module: _____

Code: _____

Learner Name: _____

Tutor Name: _____

Mid-Course Progress Review

Learner's comments

Tutor's Feedback to Learner

Learner Signature : _____

Tutor Signature : _____

Date: _____

End of Course Review

Learner's comments:

I would make the following changes.

Next year I hope to

Tutors Feedback to Learner

Any other comments:

Learner Progress Review Form (page 2 of 2)

Adult Education Guidance Service

1. Do you know about the Adult Education Guidance Service?

Ye
s

No

2. Have you had a 1:1 appointment with a guidance counsellor?	Ye s		No	
3. Have you taken part in an Adult Guidance Service Workshop?	Ye s		No	
4. Did you feel the discussion and information you received were helpful?	Ye s		No	
5. How could the service be improved?				
6. Additional Information				

Learner Signature :

Tutor Signature :

Date:

Thank you for your co-operation

Please return to the ALO or QQI Coordinator
City of Dublin ETB Adult Education Service

Tutor Review Form

Tutor 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.

Tutor Signature :

Date:

Please return to the ALO or QQI Coordinator
City of Dublin ETB Adult Education Service

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)

Tutor Name (Print)

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

Assessment Criteria (<i>how the work is going to be judged</i>)
Example: (<i>Communication</i>) <ul style="list-style-type: none">• <i>correct spelling</i>• <i>address in correct place</i>

I _____, confirm this my own / original work.

Learner Signature	Date
-------------------	------

Tutor Signature	Date
-----------------	------

Feedback to Learners (<i>this can be included on the Assessment Brief , Learner Review Form or as corrections on Learners work but must be present for Assessment</i>)

QQI Module Results Summary Sheet

Module : Communications Level 4

Module Code: 4N0689

			Collection of work 50%			Skills Demonstration 50%				Total Marks	Grade
			Writing	Mini Research Project	Information & Technology	Reading, listening and Understanding	Interpersonal Communications - Presentation	Formal interview	Listening and Speaking Skills		
Maximum Marks Available			30 %	15 %	5%	28 %	10 %	6%	6%	100 %	
	Family Name	First Name									
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Tutor _____

Date _____

D: 80 – 100%

Centre _____

Date _____

M: 65 – 79%

External Examiner _____

Date _____

P: 50 – 64%

U: 00– 49%

**City of Dublin ETB Adult Education Service
QQI Learner Folder Checklist**

For tutors own use

Please ensure the following are in place for the authentication process:	Please tick when complete, or mark n/a if not applicable
1. Folders clearly labelled with Learner's name, tutor's name, module title and module code	<input type="checkbox"/>
2. Completed learner Marking Sheets dated and signed by Learner and Internal Assessor (tutor)	<input type="checkbox"/>
3. Assessment Briefs	<input type="checkbox"/>
4. All worked clearly marked with relevant Learning Outcomes	<input type="checkbox"/>
5. Evidence of integration of modules where applicable	<input type="checkbox"/>
6. All audio/visual work clearly marked and tagged (one folder for each Learner)	<input type="checkbox"/>
7. Draft work and supporting evidence as relevant (back of folder)	<input type="checkbox"/>
8. Evidence of feedback to learners (can be in form of corrections and feedback on Learner work, indicated on Assessment brief or use Learner Progress Review form)	<input type="checkbox"/>

**City of Dublin ETB Adult Education Service
QQI Tutor Master Folder Checklist**

Name of Teacher/Assessor: _____

Component Name and Code: _____

Learner Group Name: _____

Number of Learners entered for Assessment: _____

Please ensure the following are in place in sequence below	Please tick when complete, or mark n/a if not applicable
1. Copy of Component Module Descriptor	<input type="checkbox"/>
2. Assessment schedule (course duration, dates for assessment, submission dates)	<input type="checkbox"/>
3. Assessment briefs	<input type="checkbox"/>
4. Skills demonstration sheets, verification checklists, work sheets (see LO's)	<input type="checkbox"/>
5. Examination papers (<i>Level 4 and above</i>)	<input type="checkbox"/>
6. Marking schemes (<i>Level 4 and above</i>)	<input type="checkbox"/>
7. Outline solutions (<i>as appropriate</i>)	<input type="checkbox"/>
8. Group Module Results Summary Sheets (<i>Level 4 and above</i>)	<input type="checkbox"/>
9. Integrated assessment evidence is clearly identified	<input type="checkbox"/>
10. Evidence of feedback to Learners (may be on Learner work, assessment brief or separate form)	<input type="checkbox"/>
11. Portfolio Receipt Form	<input type="checkbox"/>
12. Copy of the course outline	<input type="checkbox"/>
13. Lesson Plan (sample)	<input type="checkbox"/>

Teacher/Assessor Signature: _____ Date: _____

B7: Cessation Of programme

Procedure Title :	B7.1 Cessation Of Programme		
Version	1.0 (Revision 1.1)	Date	May 2016
Purpose	<ul style="list-style-type: none"> To ensure Learners have viable options for the completion of their courses should the cessation of a programme occur unexpectedly 		
Staff Involved	Programme Coordinators, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Learners to be notified in a timely manner that their programme of study will cease Full refund of course fees (if any) to be offered if cessation is not caused directly by Learner Learner to be offered an alternative course (with similar QQI outcomes – e.g. same number of credits) if one is available Policy concerning cessation of courses to be noted in Learner handbook and signed acceptance for all Learners to be stored on file Discussion with learner about their wishes for alternative arrangement should take place at earliest opportunity 	ALO, AEO, Course Co-ordinator

Monitoring process	Frequency
<ul style="list-style-type: none"> Database of providers offering similar programmes to be available internally Signed Learner contracts stored and filed for onsite access QQI course offerings to be monitored regularly to establish if any offer an alternative to ceased course 	Ongoing as needed

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

B8: Subcontracting/Procuring Programme Delivery

Procedure Title :	B8.1 Selection of Second Provider		
Version	1.0 (Revision 1.3)	Date	February 2016
Purpose	<ul style="list-style-type: none"> To ensure that second providers/subcontractors are critically evaluated and professionally vetted in order to guarantee the continued delivery of high standards in education regardless of where courses/programmes are run. 		
Staff Involved	Programme Coordinators/Staff, BTEI Coordinators, Course Tutors, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Prepare course facilitator requirements' list with the same level of care and detail as a staff vacancy description would be prepared Prepare a detailed rationale for how/why shortlisting of specific second providers occurs Advertise any second provider/subcontractor vacancies on an appropriate medium/forum Ensure that selected provider can adequately fulfill specific criteria over the full term of the proposed course 	ALO, AEO

Monitoring process	Frequency
<ul style="list-style-type: none"> File and store any documentation related to procurement/hiring of second provider Evaluate performance of second provider and cross reference any undertakings/minimum standards guaranteed by provider to check if same are being provided 	Ongoing as needed, after each new provider has begun providing courses and for the duration of the course

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B8.2 Contract Arrangements		
Version	1.0 (Revision 1.3)	Date	February 2016
Purpose	<ul style="list-style-type: none"> To ensure that second providers/subcontractors are provider with contracts for the duration of their arrangement with the centre and that those contracts are stored securely 		
Staff Involved	Programme Coordinators, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Carry out initial meetings with second providers to ensure that all parties understand and agree to specific roles and responsibilities, learning objectives of courses involved and minimum standards expected during delivery Draw up contracts, with adequate legal advice and counsel, which set out the specific deliverables and standards expected of the second course provider Securely store contracts and monitor the standards provided by second provider to ensure that contract deliverables are being supplied in a satisfactory manner 	ALO, AEO

Monitoring process	Frequency
<ul style="list-style-type: none"> File and store any documentation related to contracts with second provider/contractor File and store securely any minutes of meetings with potential and current second providers/contractors Evaluate and document the service provided by the second provider, at least twice a year, and produce a report on the provision of service judging it to be satisfactory or not. If unsatisfactory, take appropriate action. 	Ongoing as needed.

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B8.3 Reporting Arrangements		
Version	1.0 (Revision 1.2)	Date	February 2016
Purpose	<ul style="list-style-type: none"> To ensure that second providers/subcontractors have access to adequate communication channels and that ongoing reports are facilitated at pre-agreed time intervals 		
Staff Involved	Programme Coordinators, ALO, AEO		

Method of procedure	Who does it
<ul style="list-style-type: none"> Set a once monthly time slot for receipt of report from second provider/subcontractor outlining how they are satisfying their contractual obligations to provide programmes and services to a pre-agreed standard Refer to the original contracted agreement if necessary to provide key reference for expected roles and responsibilities of both parties and how said roles and responsibilities should influence the content of any reporting Appoint a key contact person to deal with queries and feedback from second provider and with ultimate responsibility for providing summary of feedback to AEO and for deciding what report items are entered in the final year-end report 	ALO, AEO

Monitoring process	Frequency
<ul style="list-style-type: none"> All incoming feedback and communications from second provider to be monitored by key contact liaison Incoming reports to be filed upon receipt and one final year end summary report to be collated from year long content 	As reports received.

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B8.4 Monitoring Arrangements		
Version	1.0 (Revision 1.2)	Date	February 2016
Purpose	<ul style="list-style-type: none"> To ensure that all learners receive the highest level of service possible from second providers/subcontractors and that this service level is monitored at every possible stage and opportunity 		
Staff Involved	Programme Coordinators, ALO, AEO, QQI Co-ordinator		

Method of procedure	Who does it
<ul style="list-style-type: none"> AEO to instruct second provider to submit reports to key contact person keeping to the schedule set out in original contract Evaluation of second provider's <i>ability</i> to conform to contractual agreements, Roles and responsibilities clearly outlined in initial contract and any ambiguities clarified at the earliest possible stage Evaluation Meetings to be held with key contact person and second provider and should be combined with feedback from Learners and input from AEO if necessary 	ALO, AEO

Monitoring process	Frequency
<ul style="list-style-type: none"> A timetable of reporting meetings is prepared and minutes filed on record Monitoring of roles and responsibilities as set out in initial contract is integral to ongoing evaluation Fair but consistent evaluation to be undertaken and all contractual arrangements to be kept in perspective throughout the year 	Ongoing.

Link to other sections of QA guidelines, in particular
B1 Communication B5 Programme Development, Delivery & Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

B9: Self Evaluation of Programmes and Services

Procedure Title :	B9.1 Assignment of Responsibility		
Version	1.0 (Revision 1.1)	Date	May 2016

Purpose	<ul style="list-style-type: none"> To assign responsibility to various staff members to oversee the evaluation of courses and to ensure that acceptable pedagogical standards are being met by tutoring staff
Staff Involved	AEO, ALO, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors

Method of procedure	Who does it
<ul style="list-style-type: none"> A minimum of 2 staff allocated to evaluation duties at beginning of academic year Staff to undertake ongoing review of courses offered and take notes as appropriate on an ongoing basis At year end, staff to compile a report which evaluates all courses offered throughout the centre and give weight to interviews with tutors/learners 	ALO, SST

Monitoring process	Frequency
<ul style="list-style-type: none"> General review of the evaluation report(s) produced by staff involved Ongoing review of notes taken by evaluation staff If evidence exists of substandard pedagogical practices taking place, an immediate meeting of centre management and staff involved in the oversight of evaluation to take place 	Ongoing, Year-end report at end of all academic courses

Link to other sections of QA guidelines, in particular
B1 Communications B5 Programme, Development, Delivery and Review B6 Fair and consistent assessment of learners

Self Evaluation of Programmes and Services

Procedure Title :	B9.2 Frequency		
Version	1.0 (Revision 1.1)	Date	May 2016
Purpose	<ul style="list-style-type: none"> To ensure evaluation of programmes and services is carried out as necessary on an ongoing basis 		
Staff Involved	AEO, ALO, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Evaluation of courses takes place usually at year end when feedback documents and other course materials can be analysed. If evidence of poor pedagogical practices arises during the course term, an automatic triggering of course evaluation will occur. If other factors affect the efficacy or pedagogical standards of a course or service (Learner influence, legislative changes etc.) then an automatic evaluation will be triggered 	AEO, ALO, SST

Monitoring process	Frequency
<ul style="list-style-type: none"> Record, in document format, the event(s) which led to the evaluation being triggered Ongoing review of steps taken to mitigate any adverse effects on the programme/service in question Final report into whether or not the issue has been resolved 	Ongoing and final report once annually at year end

Link to other sections of QA guidelines, in particular
B1 Communications B5 Programme, Development, Delivery and Review B6 Fair and consistent assessment of learners

Procedure Title :	B9.3 Range		
Version	1.0 (Revision 1.1)	Date	May 2016
Purpose	<ul style="list-style-type: none"> To monitor and critically evaluate the range of programmes and services offered by the centre to all Learners 		
Staff Involved	AEO, ALO, QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Evaluate the response of learner to the depth and breathe of courses offered and their attitude towards the overall “course suite” and “product offering” available from the City of Dublin ETB PLC College Note and flag any indications that the course offering range may need to be widened. Produce reports if any indication arises as to suspected lack of depth and breadth of course/programme offerings at centre 85 	AEO, ALO, SST

Monitoring process	Frequency
Ongoing monitoring of course feedback sheets from learners and monitoring of feedback and direction from course tutors	Ongoing and final report once annually at year end

<p>Link to other sections of QA guidelines, in particular</p> <p>B1 Communications</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p>

Procedure Title :	B9.4 Learner Involvement		
Version	1.0 (Revision 1.1)	Date	April 2016
Purpose	<ul style="list-style-type: none"> To ensure that learners are enabled to provide critical input into the evaluation process 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> Learner feedback is submitted through Learner Feedback form at mid-course and end of course time periods Verbal feedback may be given to tutors and should be submitted to the ALO in documented format 	AEO, ALO, Tutor

<ul style="list-style-type: none"> It is explained to all Learners at the beginning of courses that feedback is possible at any time by simply requesting a feedback form. Anonymous feedback is also possible, entirely at the discretion of the learner 	
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Monitoring process	Frequency
<ul style="list-style-type: none"> Ensure that all feedback forms for every course are completed and collected. Feedback forms should be processed and results collated in a single database. Results to be available in summary format for year-end review meeting 	At midterm and course end periods and ongoing if required/requested

<p>Link to other sections of QA guidelines, in particular</p> <p>B5 Programme, Development, Delivery and Review</p> <p>B6 Fair and consistent assessment of learners</p> <p>B9 Self Evaluation of Programmes and Services</p>

Procedure Title :	B9.5 Selection of external evaluators		
Version	1.0 (Revision 1.1)	Date	April 2016
Purpose	<ul style="list-style-type: none"> To ensure that external evaluators and authenticators are chosen based on their ability to perform evaluations in a manner which satisfies QA requirements 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> External Authenticators to be sourced from a wide range of areas including academic fields and various industries External Authenticator to be invited to authenticate for no more than 2 consecutive (academic) years. Thereafter a different authenticator(s) must be sourced for subsequent visits. Where more than one suitable authenticator indicates their availability for an authentication slot, the AEO will have ultimate responsibility for choosing the most suitable candidate based on feedback from the QQI co-ordinator and ALO 	ALO, AEO, QQI Co-Ordinator

Monitoring process	Frequency
<ul style="list-style-type: none"> Notes to be kept and filed from meetings to decide on which authenticator to be invited for authentication session Feedback from external evaluator/authenticator should be considered each time a report is received after an authentication. Feedback should inform selection policy for subsequent choosing of an authenticator. 	Ongoing, particularly before and after a selection

Link to other sections of QA guidelines, in particular B5 Programme, Development, Delivery and Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services

Procedure Title :	B9.6 Methodology		
Version	1.0 (Revision 1.1)	Date	May 2016
Purpose	<ul style="list-style-type: none"> To ensure that evaluation procedures are undertaken with high levels of consistency, thoroughness and transparency 		
Staff Involved	QQI Coordinators, Programme Coordinators/Staff, BTEI Coordinators, Course Tutors		

Method of procedure	Who does it
<ul style="list-style-type: none"> External Authenticators to be sourced from a wide range of areas including academic fields and various industries External Authenticator to be invited to authenticate for no more than 2 consecutive (academic) years. Thereafter a different authenticator(s) must be sourced for subsequent visits. Where more than one suitable authenticator indicates their availability for an authentication slot, the AEO will have ultimate responsibility for choosing the most suitable candidate based on feedback from the QQI co-ordinator and ALO 	ALO, AEO, QQI Co-Ordinator

Monitoring process	Frequency
<ul style="list-style-type: none"> Notes to be kept and filed from meetings to decide on which authenticator to be invited for authentication session Feedback from external evaluator/authenticator should be considered each time a report is received after an authentication. Feedback should inform selection policy for subsequent choosing of an authenticator. 	Ongoing, particularly before and after a selection

Link to other sections of QA guidelines, in particular B5 Programme, Development, Delivery and Review B6 Fair and consistent assessment of learners B9 Self Evaluation of Programmes and Services



Education Service to Prisons

Assessment Pack for QQI Programmes Tutor Pack Receipt

I _____ acknowledge the receipt of this Assessment Tutor pack. I agree to comply with City of Dublin ETB Education Service to Prison Quality Assurance Policy and Procedures for B6: Fair and Consistent Assessment of learners when delivering QQI accredited programmes:

Signed: _____

Date received: _____

Under Review

Education Service to Prisons Tutor Assessment Pack

Introduction

This resource was compiled to support Tutors delivering QQI accredited programmes within the City of Dublin ETB Adult Education Service and has been adapted to suit Education Service to Prisons .

The forms included are compulsory in adherence to our QQI Quality Assurance Agreement under policy section B6: Fair and Consistent Assessment of Learners.

To ensure quality assurance compliance the forms included must not be altered or omitted.

To meet the requirements under the QA system portfolios cannot be accepted for submission for assessment unless the required forms and the Tutor Master Folder are completed in full.

QA Policy B6: Fair and Consistent Assessment of learners

City of Dublin ETB is committed to providing fair and consistent assessment of all learners by means of the following:

B6.1 Coordinated Planning of Assessment: Having a planned, co-ordinated, team based approach to the delivery of its programmes.

B6.2 Information to learners: Providing all learners with all information on the assessment methods and schedules that are adopted in the City of Dublin ETB PLC College/centre.

B6.3 Security: Maintaining all information, test papers and answer papers in a suitable and secure environment. Maintaining final results securely and indefinitely.

B6.4 Reasonable Accommodation: Ensure that reasonable and appropriate accommodation is available for assessment of learners on all its programmes.

B6.5 Consistency of marking between assessors: 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. Examining assessment procedures to ensure consistency with national standards. Ensuring that assessment carried out by third parties (e.g. employers-work experience) conform to all internal assessment standards.

B6.7.1 Internal Verification: In accordance with QQI Guidelines on Internal Verifiers, (Draft V1.1) the City of Dublin ETB will ensure assessment procedures have been applied and the accuracy of assessment results are verified.

B6.7.2 External Authentication: 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.

B6.8 Feedback to Learners: Providing individual feedback to learners on their assessments.

B6.9 Learner Appeals: This procedure will ensure that learners can appeal an assessment process or assessment result which they consider to be unfair.

B6.10 Results Approval: This procedure will ensure that results are fully quality assured and signed off by the centre /City of Dublin ETB PLC College prior to submission to QQI for certification.

B6.11 Corrective Action 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.

The complete version of City of Dublin ETB ESP QA Policies & Procedures is available at your local centre.

The Authentication Process

The Authentication process aims to ensure consistency with national standards; the process consists of **four** distinct, separate parts, the entire process is governed by City of Dublin ETB Quality Assurance, Policies and Procedures under part B6: Fair and Consistent Assessment of learners.

1. **Internal Assessment;** this is the Tutor assessing the Learner's portfolio to ensure that it meets the standard set by QQI. – It is the assessor's responsibility to ensure that the Master Folder and Learner's Folder are complete.
2. **Internal Verification Process.** This is conducted by a panel to ensure assessment procedures have been applied and the accuracy of assessment results is verified. **If the Master Folder and Learner's Folder are not complete, they will be returned to the Tutor and will not go forward for External Authentication.**
3. **External Authentication.** It is carried out by a QQI Authenticator whose brief is to ensure independent authoritative confirmation of fair and consistent assessment of learners has taken place.
4. **Results Approval Process.** This part of the process takes place as soon as possible after the external authentication. 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 City of Dublin ETB Quality Assurance process.

Master Folder (see Tutor checklist)

In order to adhere to the City of Dublin ETB's quality assured assessment procedures, agreed with QQI, each tutor submits a master folder in addition to the learners' folders. The folder will be returned to Tutor when assessment process concludes.

The master (Tutor) folder for each class group should include;

1. Copy of **QQI Component & City of Dublin ETB Programme Module**

2. Assessment schedule (course duration, dates for assessment, submission dates)
3. **Assessment briefs** - A brief is the set of instructions given by the tutor/assessor/teacher to the learner outlining the requirements and assessment/performance criteria of each piece of assessment. The briefs must relate to *Section 11. Specific Information relating to the Assessment Techniques*
The **set of instructions** should consist of **What, How** and **When**. All assessment briefs **must** be available in written form for the Authentication Process.
4. **Skills demonstration sheets**, verification checklists, work sheets (see LO's) Skills demonstration assessment sheet is a record made by the Tutor of the learner demonstrating how to execute a specified skill if required.
5. **Examination papers** (*Level 4 and above*)
6. **Marking schemes** (*Level 4 and above*) - To assess learner evidence in a fair and consistent manner, tutors/assessors/teachers are required to devise marking schemes examination papers and outline solutions at Level 4, Level 5 and Level 6.
7. **Outline solutions** (*as appropriate*)
8. **Group Module Results** Summary Sheets (*Level 4 and above*)
9. **Integrated assessment** evidence is clearly identified – this is when a learner has produced one piece of work that covers LO's in two or more modules.
10. Evidence of **feedback to Learners** (may be on Learner work, assessment brief & Learner Progress Review Form)
11. **Portfolio Receipt form**
12. Copy of the **course outline** – a course outline is a list either in outline or detail, of work to be covered in the learning programme/course. It will, by extension, be bound in with other documents, for example lesson plans. (this can also be copied from Course Outline in back of register)
13. **Lesson Plan** (one sample) - These are detailed guides to be used in class. They should include a title, topic, module title and level- if applicable, goals, objectives, materials, procedure, practice, evaluation, and plans for the next session.

List of forms

1. **QQI (Portfolio) Estimation Form** is required to plan the assessment process for the Adult Education Service.
(**QA procedure - B6.1 Coordinating Planning of Assessment** - *To have in place a planned coordinated, team based approach, to the delivery and assessment of City of Dublin ETB programmes*)
2. **Candidate Entry (Learner Information)** – it is very important that learners fill in their own details to ensure accurate details appear on their certificate. (**QA procedure - B6.1**)
(2 & 3 submitted to C-coordinator at the same time)
3. **Tutor Checklist**

4. **Reason Discontinue form**
5. **Learner Progress Review Form** (Overall Feedback to learners) – this form provides a mechanism to document feedback given to Learners. Evidence of feedback can also be included on the Learner's work or on the Assessment Brief but must be present
(QA procedure - B6.8 Feedback to Learners - Providing individual feedback to learners on their assessments)
6. **Tutor Review Form** (Course Evaluation)
(QA procedure - B6.1 Coordinating Planning of Assessment)
7. **Learner Evaluation Sheet**
8. **Assessment & Assignment Brief Template(s)** – the enclosed format is to be used for briefs at all levels.
(QA procedure - B6.2 Information to learners - To provide all learners with information on assessment schedules and methods that are adopted in the City of Dublin ETB PLC College /centre)
9. **Component Results Summary Sheet(s)** Levels 4-6 & Levels 2-3

In relation to the above documents and all other relevant documentation the following procedure will be followed

(QA procedure - B6.3 Security - to maintain all information, test papers and answer papers in a suitable and secure environment. To maintain securely final results indefinitely)

F1 Estimate of awards and learner details for _____ assessment

Tutor: _____ Date: _____

Please enter Learner details for the QQI assessment period _____ and return to QQI

Co-coordinator.

1. Please ensure that **all information** is given for **each learner** otherwise, this form will be returned to individual teachers, – if however, a learner has already received QQI certification in this centre, their PPSN or DOB is not required.
2. Ensure the learners name is printed **in block capitals** exactly as they want it to appear on their certificate (this is your responsibility).

First name	Surname	PPSN	DOB	Component Title	Code	Level
JOHN	JONES	4925625K	12/12/75	Word Processing	4N1123	4

Lesson Plan 1			
Module Title:			
Module Code:		Level:	
Topic:	Introduction to Course /		
Lesson Title:	Introduction to...	Length of Lesson:	1 hour 45 mins

Aim of lesson
<ul style="list-style-type: none"> Learners will understand what is required to successfully complete the course.

Lesson Objectives
<p>By the end of the lesson the learners will;</p> <ul style="list-style-type: none"> Have an understanding of the course layout and content Be familiar with assessment procedures for the course

Topic	Time frame	Teacher Activity	Learner Activity	Materials / Resources
Introduction to course	15 minutes	<ul style="list-style-type: none"> Introduce the course and describe the layout and subject matter relating to the course Describe how assessment will be carried out for the course Provide Learners with a detailed brief to read and sign Answer any questions from Learners 	<ul style="list-style-type: none"> Listen to description of course Read brief Ask any questions relating to course Sign off on brief 	Handouts Workbooks Pens
Topic 1			<u>Example</u> <ul style="list-style-type: none"> Discuss topic Read handout Ask questions Answer questions in handouts/workbook 	<u>Example</u> Handouts Workbooks Notes Pens Whiteboard Laptop
Topic 2				

Topic 3				
Summary / Recap	5 minutes	<ul style="list-style-type: none"> - Discuss main topics covered in class and provide feedback where necessary - Give homework exercises where necessary - Accept any questions from group - Give brief introduction into topics for next session 	<ul style="list-style-type: none"> - Ask questions relating to topics covered in class 	

Evaluation of Lesson

Example: How do you feel the lesson went / What worked well / What didn't work well / Is there anything you would change

Plan for next Lesson

F2	Candidate entry form
-----------	-----------------------------

This form is to be completed by each Tutor with the Learner submitting a QQI portfolio for assessment.

Please complete in **BLOCK CAPITALS**

First Name _____ (including 'middle' names * your name as you wish it to appear on your CERT OR the name which you have previously used for QQI certification)			
Surname _____			
PPS N			
Date of Birth		Male	Female
Address for correspondence/sending Cert's			

Module title	Module Code

It is the responsibility of the Learner to **collect their folders two weeks** after the certification period. If the folder is not collected **it will be discarded or used for sample purposes**.
If a learner wishes to make an appeal you/they can contact the QQI Co-ordinator

Learner Signature _____

Date _____

Tutor's Name _____

F3

Tutor Checklist – Preparing for the Authentication Process

This must be submitted with each batch of folders

Name of Tutor: _____

Component Name: _____ Code: _____

QOI Level: 2 3 4 5 6 (Please circle)

Assessment Period: **December /June** (Please circle)

Number of learners entered for Assessment:

	QOI Levels 2-6	Please tick when attached or mark n/a
1	Copy of QOI component specification & City of Dublin ETB Module Descriptor	<input type="checkbox"/>
2	Assessment briefs x (indicate number) AND/OR Assignment Briefs x (indicate number)	<input type="checkbox"/>
3	Correct number of assessment portfolios	<input type="checkbox"/>
4	All assessment portfolios in alphabetical order	<input type="checkbox"/>
5	Correct assessment techniques applied	<input type="checkbox"/>
6	Completed learner marking sheet/s attached to each portfolio	<input type="checkbox"/>
7	Clear signposting of LO's (Section 11A)	<input type="checkbox"/>
8	Integrated assessment evidence is clearly identified	<input type="checkbox"/>
9	Learner (authorship) signature on Assessment brief	<input type="checkbox"/>
10	Learner evaluation of course	<input type="checkbox"/>
11	Teacher feedback to Learner & evidence work has been corrected	<input type="checkbox"/>
12	Teacher evaluation of course	<input type="checkbox"/>
For QOI Levels 4/5 & 6 ONLY *****		
13	Completed module results summary sheet/s - marks transferred correctly	<input type="checkbox"/>
14	Examination Paper(s) and Marking Scheme	<input type="checkbox"/>
15	Outline Solutions	<input type="checkbox"/>
16	All evidence marked, marks totalled correctly, percentage marks and grades awarded correctly	<input type="checkbox"/>

Tutor Signature: _____

Date: _____

F4

Reason for discontinuing Programme Module

N.B. Only for learners who were listed on estimate form but did not submit a completed folder of work

Learner Name: _____ Centre: _____

Programme Module signed up for: _____

Course start date: _____ Assessment Period: _____

Date of drop-out: _____

Reason Stated		
1.	Released from prison	<input type="checkbox"/>
2.	Transfer to Post Release Centre	<input type="checkbox"/>
3.	Transfer to other centre _____	<input type="checkbox"/>
4.	To concentrate on less subjects	<input type="checkbox"/>
5.	Sickness/Drug Issue	<input type="checkbox"/>
6.	Drop-out (no apparent reason)	<input type="checkbox"/>
7.	Too difficult	<input type="checkbox"/>
7.	Other (please specify)	

Signed: _____ Unit _____ Date: _____

Assessment Brief Education Service to Prison**SAMPLE**

(The information below must be on all assessment briefs)

Course Name		Award Title	
Code		Credit Value	
Start date		Date due:	
Assessment Technique:	Collection of Work	100 %	Skills
	Demonstration	%	

Learner Name (Print)**Tutor Name (Print)**

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

Assessment Criteria (*how the work is going to be judged*)**Example:** (*Communication*)

- *correct spelling*
- *address in correct place*

I _____, confirm this my own / original work.

Learner Signature	Date
-------------------	------

Tutor Signature	Date
-----------------	------

Depending on Tutor/Programme Module/Assessment criteria, please use either the following Assignment Brief template or Assessment Brief Template either is acceptable so long as information regarding assessment is clearly communicated to learners.

Assessment Brief Education Service to Prison			
Course Name		Programme Title	
Code		Credit Value	
Date assigned		Date due:	
Assessment Technique:			

Learner Name (Print)

Tutor Name (Print)

Activity /Task	Learning Outcome /s
<i>Example:</i>	

Assessment Criteria
<i>Example:</i>

I _____, confirm this my own / original work.

Learner Signature Date

Tutor Signature Date

Feedback to Learners on course work *(also corrections on Learners work)*

--

Assignment Brief Education Service to Prison			
Course Name		Programme Title	
Code		Credit Value	
Date assigned		Date due:	
Assessment Technique:			

Learner Name (Print)

Tutor Name (Print)

Activity /Task	Learning Outcome /s
<i>Example:</i>	

Assessment Criteria
<i>Example:</i>

I _____, confirm this my own / original work.

Learner Signature Date

Tutor Signature Date

Feedback to Learners on course work *(also corrections on Learners work)*

--

F6

Tutor Review Form (course Evaluation)

Tutor Name:

Course /programme

Overview of programme: (e.g. Aims, goals, objectives, duration, outcome for learners, links with other agencies etc.)

What changes would I make to the course/programme?

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

Tutor Signature :

Date:

Please submit with Tutor Checklist, this will be forwarded to Head Teacher after IV.

Module Title: _____ Module Code: _____

Assessment Period: _____

Centre: _____ Date: _____

Please circle Y or N to each of the following questions. The information provided will be used by the course tutor only and will remain confidential. Do not write your name on this form.

- | | | | |
|--|-------------|------------|-----------|
| Did you enjoy the course? | Y | N | |
| Were you happy with the way the course was organised? | Y | N | |
| Were the handouts and information useful? | Y | N | |
| Did you find the course: | | | |
| Easy | Challenging | Just Right | Difficult |
| Were you clear in advance about what you had to learn? | Y | N | |
| Did you get enough time to do each task? | Y | N | |
| Were the instructions clear for all tasks? | Y | N | |
| Was the feedback given by your tutor helpful? | Y | N | |
| Have you learned the skills you wanted on the course? | Y | N | |
| Will you use this award to advance your education? | Y | N | |
| Would you recommend this course to a friend? | Y | N | |

Please use the space provided to make any suggestions/comments on the course.

**City of Dublin ETB Programme Module Results
Summary Sheet
Module : SAMPLE
Communications Level 4
Module Code: 4N0689**

Tutor _____
Date _____

D: 80 – 100%
M: 65 – 79%
P: 50 – 64%
U: 00– 49%

Collection of work 50%			Skills Demonstration 50%					
Writing	Mini Research Project	IT	Reading, listening and Understanding	Interpersonal Comm - Presentation	Formal interview	Listening and Speaking Skills	Total Marks	Grade
30%	15%	5%	28%	10%	6%	6%	100%	

Maximum Marks Available

	Family Name	First Name							
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

11												
12												
13												
14												
15												

Tutor _____

Date _____

Centre _____

Date _____

Under Review

**City of Dublin ETB Programme
Module Results Summary Sheet**

Module :

Module Code:

Place learners in
Alphabetical Order

								Total Mark s	Grad e
								100%	
		Maximum Marks Available							
	Family Name	First Name							
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

16											
----	--	--	--	--	--	--	--	--	--	--	--

Tutor _____

Date _____

D: 80 – 100%

M: 65 – 79%

P: 50 – 64%

U: 00– 49%

Centre _____

Date _____

Under Review

Tutor _____

Date _____

Centre _____

Date _____

Under Review

Name of Candidate: _____

Centre: _____

Programme Module: _____

Submission Date: _____

Please comment under the following headings:

Work on tasks and activities

(Content and duration of training, quality of work, any special skills and aptitudes demonstrated, etc.)

Personal Skills

(Attendance, punctuality, initiative, motivation, team-work, etc.)

Any other comments _____

Signature of tutor _____ **Date:** _____