



# 2022

## Dublin 8 Community Education Centre Quality Assurance Manual

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## Introduction

**Dublin 8 Community Education Centre CLG (D8CEC)** – is a company limited by guarantee with charitable status. Our centre offers free adult learning courses including literacy, non-formal education, and accredited programmes to people in the local community. City of Dublin Education and Training Board, on behalf of SOLAS, fund a range-accredited programme in our centre. This includes QQI courses at Level 3 and Level 4.

### Profile of Learners in D8 CEC:

D8CEC supports a wide range of educationally disadvantaged adults and people from marginalised communities. This includes a high number of people who finished school at primary level due to a myriad of social and economic barriers our core learner cohort includes:

- Early-school leavers
- Long-term unemployed
- Asylum seekers and refugees
- Migrants
- Women
- Lone parents
- Senior citizens
- People impacted by homelessness
- People in recovery

Utilising non-formal education as a stepping stone model, we build trust with our learners and support them to build their confidence. This model has proven successful. Many continue their lifelong learning journey in D8CEC undertaking accredited programmes.

**Note: Throughout this Quality Assurance Manual the name of our organisation has been abbreviated to D8CEC, which is an abbreviation of our legal name**

### Premises

D8CEC courses are delivered on-site; we have disability access for our learners and a disability toilet. We have 5 large training rooms – 2 ICT training Rooms. 1 Mathematics Room, 1 ESOL Room and 1 large classroom we use for different courses. All our rooms have whiteboards. Our ICT training room on the ground floor has 8 Laptops, our ICT training room on the first floor has 10 computers. We have 35 laptops we use in our learner laptop loan scheme so our learners can practice at home. We have 1 tutor room, so our tutors have their own space to work in, we have 3 One to One literacy room and a library.

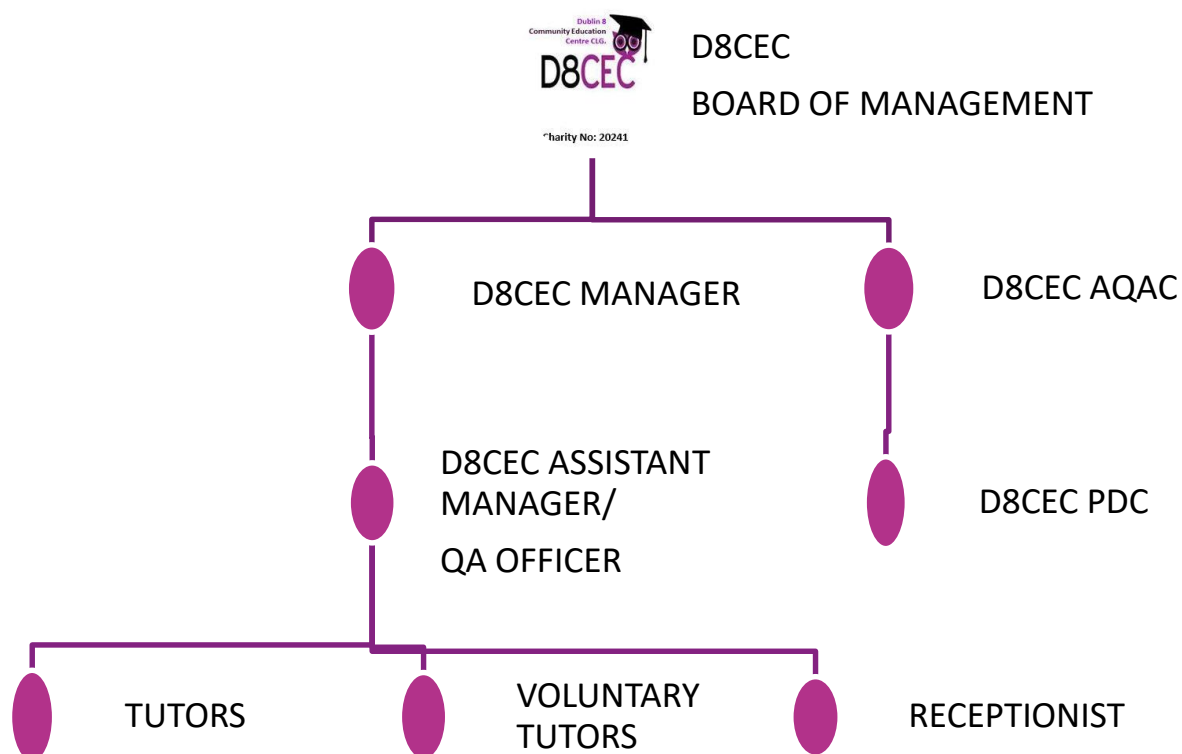
### Staff

- 2 fulltime staff - the Manager and Assistant Manager.
- 1 part time receptionist,
- 3 paid tutors
- 4 Voluntary tutors
- 1 cleaner.

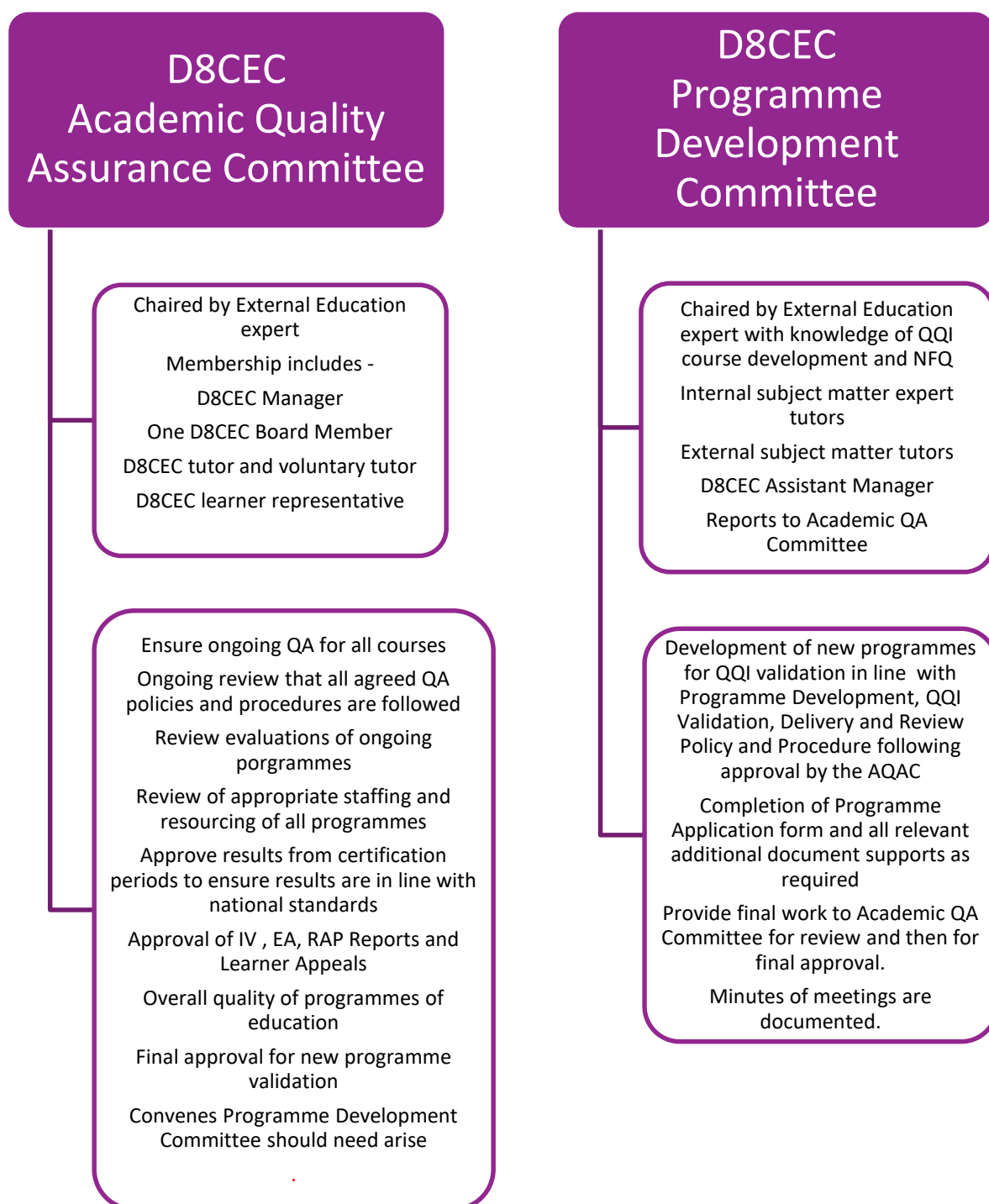
## Organisation Mission Statement

***“In our Community Education Centre, the adults of our community have access to a quality, learner- centred education in a welcoming and caring environment. At all times, the learner will be at the centre of the learning process and will be supported in an atmosphere of respect, understanding and trust. We recognise the importance of helping learners acquire self-confidence through the educational process. We commit ourselves to quality work and proper accreditation.”***

## D8CEC CLG Organisational Chart



## D8CEC CLG Educational Committees Responsibilities Chart



## Table of Contents

### Policy and Procedure Documents

<b>1</b>	<b>QQI Core Guideline - Quality Assurance Governance and Management (pages 7 – 34)</b>			
	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Range</b>
Management and Governance Policy and Procedure Version 2 – May 2022	May 2022	May 2025	D8CEC Manager	8 - 18
Financial Policy and Procedure Version: 2	May 2022	May 2025	D8CEC Manager	19 - 23
Equality Statement Policy and Procedure Version: 1	May 2022	May 2025	D8CEC Manager	24 - 29
Safety at Health in the Workplace Policy and Procedure Version: 1	May 2022	May 2025	D8CEC Manager	30 - 34
<b>2</b>	<b>QQI Core Guideline - Documented Approach to Quality Assurance (pages 35 – 38)</b>			
	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
Documented Approach to Quality Assurance Policy Version: 1	May 2022	May 2025	D8CEC Manager	36 - 38
<b>3</b>	<b>QQI Core Guideline 3 - Programmes of Education and Training (pages 39 – 54)</b>			
Policy and Procedure Documents	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
Programme Development, QQI Validation, Delivery and Review Policy - Version 2		May 2025	D8CEC Manager	40 - 45
Programme Access, Admissions, Transfer and Progression Policy - Version 2		May 2025	D8CEC Manager	47 - 49
Recognition of Prior Learning Policy Version 2		May 2025	D8CEC Manager	50- 53
Protection for Enrolled Learners Policy Version 2		May 2025	D8CEC Manager	54
<b>4</b>	<b>QQI Core Guideline 4 - Staff Recruitment, Management and Development (pages 55 – 59)</b>			
Policy and Procedure Documents	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
Recruitment, Management and Development Policy– v2		May 2025	D8CEC Manager	56 - 59
<b>5</b>	<b>QQI Core Guideline 5 - Teaching and Learning (pages 60 – 69)</b>			
Policy and Procedure Documents	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
Teaching and Learning – v2		May 2025	D8CEC Manager	61 - 65
Use of social media for Tutors and Learners Policy – v1		May 2025	D8CEC Manager	66 - 69

<b>6</b>	<b>QQI Core Guideline 6 - Assessments for Learners</b>				<b>(pages 70 – 79)</b>
	<b>Policy and Procedure Documents</b>	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
	<b>Fair and Consistent Assessment of Learners – v2</b>		May 2025	D8CEC Manager	71 - 75
	<b>Learner Academic Appeals and Complaints – v2</b>		May 2025	D8CEC Manager	76 - 79
<b>7</b>	<b>QQI Core Guideline 7 - Supports for Learners</b>				<b>(pages 80 – 87)</b>
	<b>Policy and Procedure Documents</b>	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
	<b>Learner Support Policy – v2</b>		May 2025	D8CEC Manager	81 - 87
<b>8</b>	<b>QQI Core Guideline 8 - Information and Data Management</b>				<b>(pages 88 – 94)</b>
	<b>Policy and Procedure Documents</b>	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
	<b>Information and Data Management – v2</b>		May 2025	D8CEC Manager	89 - 94
<b>9</b>	<b>QQI Core Guideline 9 - Public Information and Communications</b>				<b>(pages 95 – 100)</b>
	<b>Policy and Procedure Documents</b>	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
	<b>Public Information and Communications– v2</b>		May 2025	D8CEC Manager	96 – 100
<b>10</b>	<b>QQI Core Guideline 10 - Other Parties Involved in Education and Training</b>				<b>(page 101 – 102)</b>
	<b>Policy and Procedure Documents</b>	<b>Issue Date</b>	<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
	<b>Other Parties Involved in Education and Training Policy – v2</b>		May 2025	D8CEC Manager	<b>102</b>
<b>11</b>	<b>QQI Core Guideline 11 - Self-Evaluation, Monitoring and Review</b>				<b>(pages 103 – 107)</b>
	<b>Policy and Procedure Documents</b>		<b>Review Date</b>	<b>Responsibility</b>	<b>Page Number</b>
	<b>Self-Evaluation Monitoring and Review – v2</b>		May 2025	D8CEC Manager	104 – 107

## **QQI Core Guideline 1**

# **Quality Assurance Governance and Management**

## Management and Governance Policy

Version 2 – May 2022

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D8CEC CLG is fully committed to ensuring the overall governance of this organisation, the quality of our education and training programmes and the financial management of the organisation is carried out in an effective, transparent and efficient manner and has taken the opportunity provided by the QQI Reengagement process to undertake a full review of all policies and procedures relating to this to ensure compliance with the QQI Core Guidelines as set out in Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI. These policies and procedures meet the statutory and legal requirements of the Companies Registration Office (CRO) and will provide assurance to our stakeholders, including learners, tutors, funders, employees, and the wider community. Policies and procedures will be shared as appropriate with all who engage with D8CEC and in particular, we will ensure that tutors and learners understand and comply with all aspects of academic governance. These QA policies and procedures have been developed to underpin all programmes of education and training we deliver at D8CEC.

### Governance:

- Governance policies and procedures are designed to oversee-
- All education, training and related activities including the preparation for validation of new programmes leading to QQI awards.
- Internal and, where appropriate, external programme approval (validation) procedures
- Fair and consistent assessment of learners to include internal verification, use of an external authenticator and a robust results approval process to uphold the integrity of all QQI awards and any other certifications that D8CEC may use in the future.
- A culture of continuous improvement in the organisation supported by rigorous self-evaluation processes and ongoing review and improvement.

D8CEC's policies and procedures are in full compliance with all current relevant legislation in the running of its business. D8CEC has availed of external expertise where appropriate to ensure that governance procedures are fit for purpose and represent best practice in all areas.

Our Quality Assurance policies and procedures are in place to provide a clear, documented system that informs our Board of Management, D8CEC management, tutors, and ancillary staff as well as learners, stakeholders and funding organisations such as the City of Dublin Education and Training Board (CDETB), SOLAS and the Edmund Rice Trust, as to the running of all aspects of the business.

### Financial Governance:

D8CEC engages in best practice in Financial Governance in all aspects of its work. The Board of Management has ultimate responsibility for the financial management of all activities. An annual audit takes place and is presented at the Annual General Meeting (AGM) to the Board for approval. The Board of Management meet regularly to ensure that there is continuous oversight of the organisation and its ongoing activities.



Annual accounts are presented to the Board of management at the AGM each year by the accountant and must be approved and signed off by the Board of management. The D8CEC Manager is authorised to enter into contracts for activities that have been approved by the Board of Management as part of projected budgets and/or business plans and to manage expenses within the parameters of the overall approved budget, reporting to the Board of Management at each Board meeting held throughout the year. The Board of Management is cognisant of its responsibility to minimise risk and protect the organisation for the benefit of learners, staff and the wider community. Minutes of all Board of Management Meetings and our AGM are maintained.

The day-to-day responsibility for running the centre and the financial responsibility for this lies with the D8CEC Manager supported by the Assistant Manager, who report to the Board of management and to the company's accountant and funding bodies as required. The D8CEC Manager is authorised to recruit and supervise staff and independent consultants, pay regular bills, receive funds, and maintain bank accounts. All financial activities are reported to the Board of Management at regular Board Meetings and D8CEC Manager provides the Board of Management with accurate and complete financial data on income and expenditure, compiled on a monthly basis, which is externally audited on an annual basis by our accountant.

### **Academic Governance**

The provision of programmes of education and training in D8CEC are informed by the following values.

- It is never too late to learn; we encourage and promote Lifelong Learning.
- People in our community deserve the opportunity to reconnect with education.
- We recognise that adults who get a 2nd chance at education can improve not only their own lives but also those of their families.
- We recognise that multiple literacies are essential for participating meaningfully in society today.
- We place learners at the centre of the learning process—they influence content, pace and learning style.
- We provide a welcoming and supportive environment that allows learners to feel safe and confident in exploring, experimenting, and stretching their horizons.
- We provide relevant, accredited programmes, informed by local needs.
- We have and will maintain our QQI Quality Assurance status.
- We will always ensure that our services are easily accessible by learners in terms of cost and flexibility of attendance options.
- We work in partnership with other providers to cater for the total wellbeing of the learner.
- We believe that tutors deserve a rewarding place of employment and support for professional development.

Our academic governance is underpinned by specific policies and procedures that ensure academic integrity, seek to avoid academic or other fraud associated with provision of our services and ensure adequate services are provided to our learners. We ensure that there are both internal and external oversights in this area through the services of our Academic Quality Assurance Committee, tutors,

learners, Internal Verification and External Authentication of Learner Results and robust Results approval procedures.

### **Management of Quality Assurance**

D8CEC Manager and D8CEC Assistant Manager will be responsible for ensuring that the day-to-day activities of D8CEC are conducted in line with the vision set out in the organisation's Mission Statement, our Quality Assurance Policies and Procedures and that the organisation is managed as befits an ethical community-based educational organisation and in full compliance with current relevant legislation.

The Management Team will be responsible for overseeing excellence in all of the following areas:

- Academic Excellence and integrity in all learning courses and activities
- Communications and engagement with learners, staff and external stakeholders and the publication on the D8CEC website and social media platforms of all necessary information to ensure learners and the public are fully informed with regard to quality management at D8CEC and the nature of the work that is carried out by the organisation.
- Staff recruitment and development
- Course design, development, resourcing, delivery, assessments, and evaluation
- Engagement with external agencies and stakeholders to enhance service provision and funded training opportunities.
- Ensuring compliance with the Quality Assurance Policies and Procedures by all Staff
- Promoting a positive and effective learning environment that supports equality and diversity and the provision of learning supports as may be required.
- Ensuring the Board of Management is fully informed as to the business of the organisation through regular, documented meetings and the compilation of Financial Reports and Annual Reports.

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

## Management and Governance Procedure

Version 2 – May 2022

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager
<b>Purpose</b>	To ensure clear, effective policies and procedures are implemented, monitored, reviewed, and improved where necessary to inform the governance and management of D8CEC in line with the vision highlighted in the Mission Statement and in compliance with current relevant legislation and the requirements of awarding bodies.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the Board of Management, D8CEC Manager and Assistant Manager. Any recommended revisions will be brought to the Board of Management for approval prior to implementation.
<b>Membership of D8CEC Board of Management</b>	<ol style="list-style-type: none"> <li>Members of the D8CEC Board of Management will be drawn from the following fields of expertise and experience: <ol style="list-style-type: none"> <li>Knowledge of the education sector</li> <li>Knowledge of the qualification systems used in Ireland and the National Framework of Qualifications</li> <li>Have a history of strong community involvement and/or community development.</li> <li>Knowledge of local political environment and needs of the local community.</li> <li>Knowledge of the local and national business environment</li> <li>Knowledge of corporate governance activities and legislation that impacts organisations with charitable status.</li> <li>Knowledge of accounts and accountancy procedures</li> </ol> </li> </ol>
<b>Specific Powers and Responsibilities</b>	<ol style="list-style-type: none"> <li>In furtherance of the objects, but not otherwise, the Board of Management of the Centre may exercise the following powers: <ol style="list-style-type: none"> <li>Power to raise funds and to invite and receive contributions provided that in raising funds the Board of Management shall not undertake any substantial permanent trading activities and shall conform to any relevant requirements by law.</li> <li>Power to employ such staff (who shall not be members of the Board of Management) as are necessary for the proper pursuit of the objects and to make all reasonable and necessary provisions for the payment of pensions and superannuation for all staff and their dependants.</li> <li>Power to co-operate with other charities, voluntary bodies and statutory authorities operating in furtherance of the objects or of</li> </ol> </li> </ol>

	<p>similar charitable purposes and to exchange information and advice with them.</p> <p>2.4. Power to appoint and constitute such advisory committees as the Board of Management may think fit.</p> <p>2.5. Power to take on, lease or in exchange any property necessary for the achievement of the objects and to maintain and equip it for use.</p> <p>2.6. Power to open and operate bank accounts as necessary for the operation of the Centre.</p> <p>2.7. Power to do all such other lawful things as is necessary for the achievements of the objects.</p>
<b>Conduct and Ethos of the Board of Management</b>	<p>3. The conduct, management and financial administration of the Centre shall be under the control of the Board of Management, who shall exercise the powers hereinafter.</p> <p>3.1. The members of the Board of Management will be chosen on the basis of their willingness to serve, ability, governance, experience and support of the ethos, mission and philosophy of the Centre.</p> <p>3.2. The members of the Board of Management will not be entitled to any remuneration for their services, but the Board of Management may authorise payment to any member of any reasonable and proper out of pocket expenses incurred by him / her in the performance of his / her duties or otherwise in connection with the affairs of the Centre.</p> <p>3.3. In carrying out their duties and responsibilities, the members of the Board of Management will:</p> <p>3.3.1. Act honestly and ethically in what the member considers to be in the best interests of the Centre.</p> <p>3.3.2. Exercise the powers and discretions conferred upon her/him in good faith in the interests of, and for the benefit of the Centre as a whole; and</p> <p>3.3.3. Exercise reasonable care, skill, and diligence in the performance of their office.</p>
<b>Appointment to the Board of Management</b>	<p>4. The Board of Management shall consist of not more than eleven persons and not less than five and shall be made up as follows:</p> <p>4.1. The Manager of the Centre shall not be a member of the Board but shall be in attendance at Board Meetings</p> <p>4.2. The term of office of a member of the Board of Management shall be for three years and a member may be re-appointed for one successive term if the Board of Management see fit.</p> <p>4.3. The Board of Management may, from time to time, increase the number of persons who may be appointed to the Board of Management.</p> <p>4.4. The Board of Management shall fill any vacancy, which occurs in the Board of Management. A member of the Board of Management appointed to fill a mid-term vacancy shall hold office for the same period as the member replaced.</p>

<p><b>Board of Management Meetings</b></p>	<p>5. The Board of Management shall meet as often as is required for the discharge of its duties but shall hold at least four meeting per year which will coincide with the Centre's working calendar.</p> <p>5.1. At least 5 days' notice of every ordinary meeting shall be given to members of the Board of Management.</p> <p>5.2. The Board of Management may regulate its meetings as it sees fit. The Board of Management may from time to time make and alter rules for the conduct of their business, the summoning and conduct of its meetings and the custody of documents. No rule may be made which is inconsistent with this Instrument of Management.</p> <p>5.3. No business shall be transacted at a meeting of the Board of Management unless a quorum of members is present at the time when the meeting proceeds to business, save as herein otherwise provided, one more than half the members present in person shall be a quorum.</p> <p>5.4. The Chairperson shall preside at all meetings of the Board of Management. If at any meeting of the Board of Management, the Chairperson is absent, then the members of the Board of Management present may choose one of the other members as Chairperson for that particular meeting.</p> <p>5.5. At meetings of the Board of Management, the Board of Management will discuss matters arising from the last meeting, plans for the future, proposed voluntary changes; reviews of progress in various areas; budgets and various reports; reports from all projects, departments and units which need to be circulated and discussed.</p> <p>5.6. A special meeting may be called at any time by the Chairperson or by three members of the Board of Management upon not less than three days' notice being given to the other members of the Board of Management present and voting on the matter to be discussed. The Board of Management may request a special meeting of the Board if they claim such is required from time to time.</p> <p>5.7. Every matter shall be determined by a majority of votes of the members of the Board of Management present and voting on the question, but, in the case of equality of votes, the Chairperson shall have a casting vote. If the members are unhappy with the decision, they can note this in the minutes.</p> <p>5.8. Votes regarding academic decision-making falls to the AQAC not the Board of Management who are only responsible for the financial and facilities aspects of new programmes.</p> <p>5.9. A resolution in writing signed by all the members of the Board of Management for the time being shall be effective as a resolution passed at a meeting of the Board of Management duly convened and held and may consist of several documents in the like form, each signed by one or more of the members of the Board of Management.</p>
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<b>Roles and Responsibilities</b>	<p>6. The Board of Management shall have the legal and financial responsibility for the affairs of D8CEC although the day-to-day management of D8CEC shall be delegated to the Manager. The Board of Management shall have the following role and responsibilities:</p> <ul style="list-style-type: none"> <li>6.1. To set the views, principles, and long-term aims and priorities of the D8CEC and review as necessary.</li> <li>6.2. To make all major policy decisions and ensuring that these policies are carried out.</li> <li>6.3. To review and approve the annual plan and strategy for D8CEC and to monitor the progress of the annual budgets and plans.</li> <li>6.4. To ensure that proper accounts of the finances of D8CEC as well as minutes of all proceedings and decisions are kept.</li> <li>6.5. To be responsible for the day-to-day running expenses and for ensuring that the expenditure shall not exceed income.</li> <li>6.6. To ensure sufficient use of resources, in particular that all monies available for the work of D8CEC are spent according to the agreed plans and budgets and that all monies are properly accounted for.</li> <li>6.7. To ensure that D8CEC premises are kept in good condition and repair, that furnishings and equipment are adequate and suitable.</li> <li>6.8. To develop and promote policies and procedures for the management of D8CEC and its activities.</li> <li>6.9. To formally delegate academic decision-making to the AQAC</li> <li>6.10. To review and approve the Annual Budget for D8CEC.</li> <li>6.11. To ensure that both the property and the contents are adequately insured and review the insurance policies and premiums on an annual basis.</li> <li>6.12. To open bank accounts as necessary for the operation of D8CEC.</li> <li>6.13. To ensure compliance with all statutory and legislative requirements.</li> <li>6.14. To appoint the Manager of D8CEC.</li> <li>6.15. To provide support and guidance to the Manager to whom day-to-day task of managing D8CEC is delegated.</li> <li>6.16. To accept legal responsibility for the employment of all staff.</li> <li>6.17. To arrange for the appropriate induction for members of the Board of Management.</li> <li>6.18. <b>Succession Planning:</b> <ul style="list-style-type: none"> <li>6.18.1. To identify the necessary skills, experience and other attributes that are needed for an effective Board.</li> <li>6.18.2. To advise on policy in relation to terms of office.</li> <li>6.18.3. To establish a plan for the recruitment and selection of new Board members.</li> <li>6.18.4. To ensure adequate succession planning for the Board.</li> <li>6.18.5. To ensure the balance of knowledge is retained within the Board.</li> </ul> </li> </ul>

<b>D8CEC Policies and Procedures</b>	<p>7. The D8CEC Board of Management has ultimate responsibility for the approval of all D8CEC policies and procedures.</p> <p>7.1. The Management team will monitor all policies as per a specific schedule and present a report with any recommendations, adaptations or changes as required to ensure that all policies and procedures are compliant with relevant legislation, meet the requirement for providers as set out in the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI and are representative of the activities carried out by D8CEC relevant to each policy and procedure.</p> <p>7.2. D8CEC Management Team will maintain a Schedule of Review for all policies and procedures to promote a culture of constant improvement and best practice within the organisation. Where a policy or procedure is subject to change, all final changes must be approved by the D8CEC Board of Management.</p> <p>7.3. All policies and procedures will be submitted to the Board of Management for Review and Approval as they are amended or in the event that the Management Team see a need to develop any new policies or procedures.</p> <p>7.4. Policies and procedures refer to all aspects of services which D8CEC offer to the public including educational/training programmes, classroom, and ancillary support services for learners.</p>
<b>Staff Recruitment and Employment</b>	<p>8. The Board of Management is the ultimate employer of all staff in D8CEC and will adhere to the following obligations -</p> <p>8.1. The D8CEC Manager with a sub-committee of the Board of Management shall recruit and select staff for the Centre and shall identify current and future staffing needs. The approval of the Board of Management must be sought prior to the appointment of additional staff to D8CEC.</p> <p>8.2. The Board of Management will establish conditions of services and all employment related policies such as recruitment, salaries and pensions will require the approval of the Board of Management before they can be adopted or advised. All staff of D8CEC will be required to ensure that they comply with all aspects of the policies and conditions of the service.</p> <p>8.3. In all matters concerning employment law and employment legislation, the Board of Management shall monitor, approve and when necessary, amend the procedures, which implement the policies adopted.</p> <p>8.4. The terms and conditions of employment of the members of the staff shall be a matter for determination by the Board of Management and the Board of Management shall have the power to take disciplinary action against any member of staff. Such disciplinary action will be in keeping with the terms of employment of the staff member in question.</p> <p>8.5. The dismissal of a member of staff shall be a matter for determination</p>

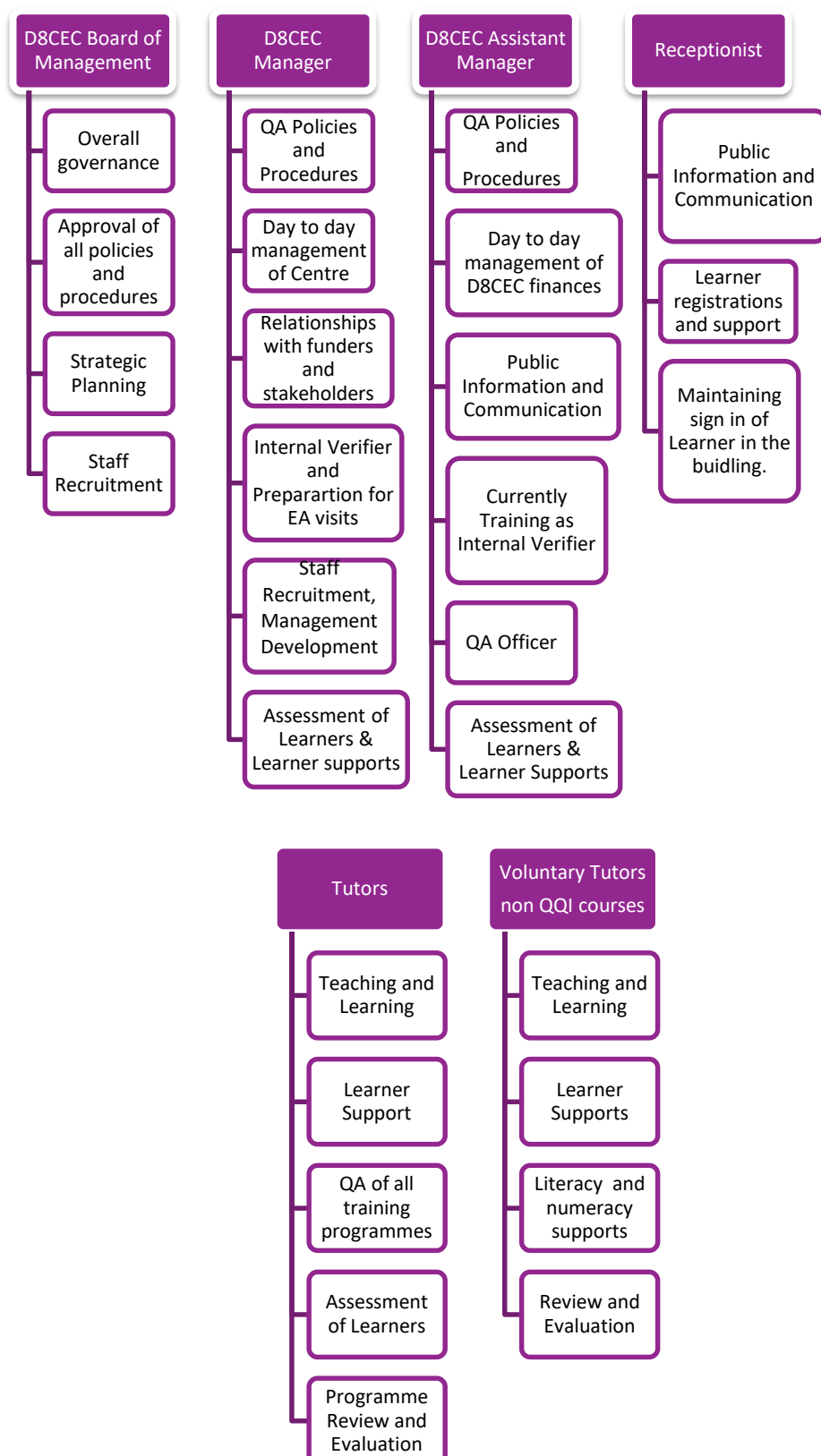


	<p>by the Board of Management and prior to reaching any decision to dismiss a member of the staff, the Board of Management shall give such person a right to make representation to it whether personally or by a representative appointed by such staff member.</p> <p>8.5.1. No member of the Board of Management in his/her individual capacity shall in any way interfere with the administration of D8CEC by the Manager or with the duties assigned to any office or any member of staff.</p>
<b>Programmes of Education and Training</b>	<p>8.6. The Management Team are tasked with ensuring that all programmes delivered at D8CEC are of the highest standards and continue to be relevant to the local community we serve.</p> <p>8.7. The Manager must also provide evidence that there is a valid need for new programmes or changes to existing programmes.</p> <p>8.8. The Manager must also provide an overview of projected costings for any new programmes.</p> <p>8.9. Given that D8CEC operates under an annual service agreement, the Manager must also discuss additional funding required to develop and roll out suggested new programmes before all additional work on programme development and QI validation can go ahead.</p>
<b>Amendment and Alteration</b>	<p>9. Steps for amendment and alteration</p> <p>9.1. This Instrument of Management will be reviewed after one year and thereafter as may be required.</p>
<b>Publication of Organisational Information</b>	<p>10. D8CEC Management Team will ensure that all documentation relevant to learners and the general public will be published on our website to include relevant course details for programmes, admission criteria, assessment criteria, D8CEC QA Management Policies and Procedures as relevant to learners and the general public and supplementary or additional explanatory documentation as required.</p>
<b>Chairperson's Action</b>	<p>11. The Chairperson's action must only be used for decisions, which genuinely cannot wait until the next meeting of the Board of Management. If the Centre's policy on an issue is not clear, the Chairperson should consult with the others (i.e., D8CEC Manager, members of the Board of Management before proceeding). Any action taken under the chairperson's action must be reported to the next meeting of the relevant group.</p>
<b>Indemnity</b>	<p>12. The Board of Management shall indemnify each member of the Board of Management of D8CEC against all losses or liabilities which he / she may sustain or incur in the course of or in connection with the execution of his / her duties as a member of the Board of Management and no member shall be liable for any loss or damage sustained by D8CEC as a result of or in connection with the execution of his / her duties as a member of the Board of Management except where any of the foregoing is attributable to any negligence, wilful default or bad faith on the part of such member.</p>



<b>Establishment of Sub Committees</b>	<p>13. Sub-committees may be established for the following: Fundraising, Finance, Public Relations, Policies and Procedures, Courses and Resources, etc.</p> <p>13.1. It is recommended that:</p> <p>13.1.1. All sub committees have a limited life span.</p> <p>13.1.2. All sub committees will have clear terms of reference and have these approved by the Board.</p> <p>13.1.3. All sub committees understand that key decision will be taken at Board level and work within this understanding and within the remit they have been given.</p>
<b>Notices</b>	<p>14. Any notice required to be served on any Board of Management shall be in writing and shall be served by the Secretary of the Board of Management on any member of the Board of Management either personally or by sending it through the post in a prepaid letter addressed to such member at his or her last known address in the State, and any letter so sent shall be deemed to have been received within 10 days of posting.</p>
<b>Winding Up</b>	<p>15. Steps to be followed in the event of a decision to wind up the D8CEC centre.</p> <p>15.1. If the Board of Management decides that it is necessary or advisable to dissolve D8CEC it shall call a meeting of all the Members of which not less than 21 days' notice (stating the terms of the resolution to be proposed) shall be given. The decision of the Board of Management in relation to this matter is final.</p>

## Quality Assurance Governance and Management – Roles and Responsibilities



## Financial Policy

Version 2 - May 2022

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D8CEC CLG understand that we have a duty of care to our learners as well as a legal obligation to the funding organisations that we engage with to ensure that financial management of our organisation is carried out with full adherence to current legislation, the requirements as set out in our service agreement with CDETB and SOLAS and in a manner that minimises risk to the financial stability of D8CEC.

This Financial Policy and accompanying procedure have been developed to ensure that the financial management of the organisation is effective and efficient, in accordance with good accounting practices so as D8CEC can continue to provide second chance education and training opportunities to our learners and the wider community we serve. D8CEC commits to providing accurate and complete financial data which will be compiled by D8CEC Manager and Assistant Manager, overseen by the Treasurer, and externally audited on an annual basis the company's accountant.

D8CEC Board of Management is ultimately responsible for the financial management of all activities. The Treasurer is responsible for financial reporting to the Board of Management and assists the Board of Management in establishing its financial strategy and policy.

Annual accounts are presented to D8CEC Board of Management at the AGM each year by the accountant and approved and signed off by the D8CEC Board of Management.

The D8CEC Manager in conjunction with Assistant Manager is responsible for the day-to-day financial management of the organisation.

Two authorising signatures taken from D8CEC Manager, Chairman, Treasurer, and one other designated board member are required for all cheques and EFTs.

The D8CEC Manager is authorised to enter into contracts for activities that have been approved by the D8CEC Board of Management as part of projected budgets. The D8CEC Manager is authorised to manage expenses within the parameters of the overall approved budget, reporting to the D8CEC Board of Management Chairperson in advance of Committee meeting held throughout the year.

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

## Financial Procedures

Version 2 – May 2022

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Treasurer, D8CEC Manager, D8CEC Assistant Manager
<b>Purpose:</b>	To ensure that financial operations conducted in D8CEC follow good accounting practice and provide an open and transparent trail of all income and expenditure which evidence best practice in financial management within the organisation.

<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager and approved by the D8CEC Board of Management. Should any changes in legislation occur that may impact this policy and procedure, these will immediately be updated as required.
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<b>Voluntary Contributions from learners</b>	<ul style="list-style-type: none"> <li>• All programmes provided by D8CEC are fully funded under our Service Level Agreement with CDETb and SOLAS and learners do not pay course fees.</li> <li>• Learners are asked to contribute a €20 donation towards additional costs – for example tea/coffee – however, this is completely voluntary. Learners are never asked for this donation in front of other class members. Rather they are informed that they should go to the office to make their contribution if they can afford to do this.</li> <li>• If a learner does not make a voluntary contribution, D8CEC staff make no further requests.</li> <li>• All €20 contributions are receipted by the D8CEC Assistant Manager.</li> <li>• Cash is counted in a secure environment and held in a secure place until possible to bank it.</li> </ul>
<b>Petty Cash</b>	<ul style="list-style-type: none"> <li>• The Petty Cash float is held securely in the office and is the responsibility of the Assistant Manager</li> <li>• All purchases are receipted and maintained in a locked filling cabinet.</li> </ul>

<b>Service Level Agreement payments</b>	<ul style="list-style-type: none"> <li>• Appropriate controls procedures in place as stipulated by Funders (CDETB, SOLAS and the Edmund Rice Foundation)</li> <li>• Regular checks that all sources of income or funds are fully utilised and appropriate receipted claims made.</li> <li>• Ensuring income or funds are correctly applied in accordance with the terms of the Service Level Agreement or grant criteria.</li> <li>• Comprehensive records of applications made and follow up procedures for those not discharged.</li> </ul>
<b>Role of the D8CEC Treasurer</b>	<p>The Board of Management will appoint a Treasurer and shall determine his/her term of office. The Board of Management will ensure that they appoint a person who has the necessary knowledge and experience to fulfil the role of Treasurer-</p> <p>The Treasurer shall have the following responsibilities:</p> <ul style="list-style-type: none"> <li>• To report on a regular basis to the Board of Management on the financial state of D8CEC and advise the Board on the factors affecting financial decisions.</li> <li>• To ensure grant applications and fundraising activities are coordinated.</li> <li>• To assist the Auditor of D8CEC (if applicable).</li> <li>• To monitor, with the Manager, the ongoing stewardship, usage and recording of D8CEC's financial assets and transactions.</li> <li>• To assist the Board of Management in establishing its financial strategy and policy</li> <li>• The Board of Management of D8CEC shall determine the powers and authority of the Treasurer.</li> </ul>
<b>Expenditure</b>	<ul style="list-style-type: none"> <li>• All expenditure is receipted and recorded.</li> <li>• Expenditure is analysed across the relevant headings and totalled on a monthly and cumulative year to date basis to ensure management of financial risk.</li> <li>• Direct Debits or Bank Charges are entered on the date that the charge has been incurred.</li> <li>• Monthly reports are issued by the Assistant Manager for review by the D8CEC Manager</li> </ul>

	<ul style="list-style-type: none"> <li>Issues are brought to the attention of the Treasurer and on to the Board of Management if necessary.</li> </ul>
<b>Cheque Books:</b>	<p>The Cheque Book is stored in a secure place.</p> <ul style="list-style-type: none"> <li>Two of the Authorised Signatories, as per the Bank Authorisation Form, are required to sign cheques.</li> <li>Cheques are completed in full and crossed before being signed off by two of the authorised signatories.</li> <li>A signatory never signs a blank cheque. Cheques are only signed once the appropriate backup documentation, i.e., a proper invoice (authorised by a signatory) or appropriate Payroll Report, accompanies the cheque. The cheque is fully completed, i.e., Payee and Amount (both in alphabetical and numerical format), before cheque is signed.</li> <li>Cheques are never made payable to cash.</li> </ul>
<b>Supplier Invoices/Receipts</b>	<ul style="list-style-type: none"> <li>Payment is not made without the proper supporting documentation</li> <li>Invoices are checked, approved, and dated by an authorised signatory to the bank account by the Assistant Manager.</li> <li>On making payment, the cheque number or EFT number and date of payment is noted.</li> <li>Invoices are filed appropriately.</li> </ul>
<b>Receipts Book:</b>	<ul style="list-style-type: none"> <li>Receipts Books are maintained and stored in a secure place as evidence that they have checked and approved same.</li> </ul>
<b>Monthly Bank Reconciliation:</b>	<ul style="list-style-type: none"> <li>Original Bank Statements are received monthly from the Bank, at D8CEC's address are filed appropriately following review.</li> <li>Bank Statements are reviewed, signed, and dated by the D8CEC Assistant Manager for review by the Treasurer and the Board of Management.</li> <li>Bank Reconciliations are prepared on a monthly basis, up to the end date of each month.</li> </ul>

	<ul style="list-style-type: none"> <li>Bank Reconciliations are checked, approved, and dated by the Treasurer</li> </ul>
<b>Payroll Controls</b>	<ul style="list-style-type: none"> <li>Payroll is approved by the D8CEC Manager before payment is made to Employees.</li> <li>The D8CEC Assistant Manager is responsible for running the payroll every two weeks.</li> <li>All Payroll Reports are checked, signed, and dated by D8CEC Manager before each fortnightly payroll is paid.</li> </ul>
<b>Revenue Returns:</b>	<ul style="list-style-type: none"> <li>Revenue Returns are made promptly in accordance with Revenue deadlines by the D8CEC Assistant Manager.</li> <li>D8CEC Assistant Manager ensures that payments are made on time and that they are correct.</li> <li>Revenue Receipts are printed and are held on file with copies of all supporting documentation.</li> </ul>

## Equality Statement and Policy

Version 2 – May 2022

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D8CEC CLG recognises that discrimination is an issue at all levels of Irish society – national, regional, local and community. This is a concern for D8CEC as a community education organisation, which seeks to address educational, economic, and social disadvantage. This statement describes the actions D8CEC is committed to taking to make equality a reality in employment, recruitment and participation in the activities and operations of the organisation.

D8CEC is taking these steps because it recognises that discrimination is operated to the disadvantage of many people and D8CEC wishes to challenge the organisational arrangements and personal behaviour that perpetuate discriminations and promote those actions and activities, which promote equality.

The aim of D8CEC Equality Policy is to ensure that no learner, prospective learner, job applicant, tutor, staff member, or volunteer receives less favourable treatment on the grounds of sex, race, colour, nationality, ethnic origin, marital status, disability, sexual orientation, age, trade union activity, and membership of the travelling community, political or religious belief. D8CEC is opposed to all forms of unlawful and unfair discrimination. All procedures related to employment, work conditions or learner access to services will be kept under scrutiny and regularly reviewed to ensure that every individual is treated equally.

All tutors, staff members and volunteers will be given equal opportunities and, where relevant, special training to progress within the organisation. All learners will be given equal access to all the services organised and delivered by D8CEC based on their needs.

D8CEC is committed to a programme of action to make this policy fully effective.

D8CEC is committed to:

- Actively opposing racism, sexism, and all forms of discrimination faced by minority ethnic people, by women, by people because of their sexual orientation, by people who are disabled or by people because of their age.
- Promoting a positive and harmonious working environment where everyone is treated with respect and dignity and in which no form of intimidation or harassment, whether direct or indirect, will be tolerated.
- Promoting a positive and harmonious service delivery where every client is treated with respect and dignity and in which no form of intimidation, harassment, or stereotyping, whether direct or indirect, will be tolerated.



- Introducing measures that will combat all direct or indirect discrimination in its employment practices and in its provision of services and will work with groups in the community fighting to achieve these ends.
- Fulfilling all legal obligations under the relevant legislation and associated codes of practice.
- Implementing a programme of positive action, which will include setting of goals and timetables to ensure that this policy is fully effective.
- Taking affirmative action on breaches of this equality policy and which will be regarded as misconduct and could lead to disciplinary proceedings.

### **Internal Actions:**

D8CEC commits itself to tackling the issue of discrimination more visibly through:

- Introducing it as a theme in training, induction and the pre-development phase of services or programmes.
- Examining and challenging where necessary its own ethos and assumptions so that anti-discrimination is central to its mission and so that the assumptions that underline the work are proofed against discrimination.
- Communication the anti-discrimination ethos of the organisation in the symbols and images used and, in the message, communicated by and in D8CEC.

D8CEC will attempt to ensure that its decision-making procedures are anti-discriminatory by:

- Creating different mechanisms and systems in its decision-making processes and procedures to ensure the effective participation of disadvantaged and minority groups.
- Networking with organisations articulating the interests of disadvantaged and minority groups to secure their input onto decision and plans at local, regional and national levels.
- Promoting the participation of members of disadvantaged minority groups in its decision-making structures and, where necessary, by providing capacity building supports to ensure that this participation is effective.
- Assessing all key decisions of D8CEC for their impact on the issue of discrimination and their contribution to positive outcomes for disadvantaged and minority ethnic members of the community.
- Making Anti-Discriminatory actions a part of all plans and services.
- D8CEC will attempt to actively pursue its role as an employer and host for employment opportunities in anti-discriminatory manner through:
- The monitoring and regular review of selection criteria and procedures, including the manner in which posts, and volunteering opportunities are advertised to ensure that individuals are selected, promoted and treated on the basis of their relevant merits and abilities.
- Ensuring that the materials that D8CEC produces are attractive and accessible to disadvantaged and minority ethnic members of the Community.
- D8CEC will attempt to actively pursue its role as a service provider in an anti-discriminatory manner through:
- The monitoring and regular review of promotional or information materials that have as their goal to attract members of the community to avail of its services.

- Ensuring that the primary focus of its service is meeting the needs of the local community.
- Developing materials that promote the organisation in the community as anti-discrimination Centre.

### **External Actions:**

- D8CEC commits itself to develop anti-discriminatory approaches to its actions and services through:
- Gathering information on the needs and inspirations of those who are discriminated against i.e., black and minority ethnic communities, women, people who are disabled and people of different abilities, religious groups, elderly people, LGBT community and other groups who are disadvantaged by society.
- Challenging incidents of discrimination as they arise within actions and services of D8CEC or of other agencies and bodies.
- Designing services and programmes that are appropriate and accessible to disadvantaged and minority ethnic groups.
- Developing services and programmes specific to members of disadvantaged and minority ethnic groups, where this will enhance access to and outcomes for these groups.
- Networking and developing partnerships with other organisations, where appropriate in developing its plans for services and programmes.
- Taking action in solidarity with those experiencing discrimination by supporting campaigns pursued by these groups/communities and advocating anti-discriminatory practice within local, regional and national institutions.

## **Implementation**

The Board of Management of D8CEC has the responsibility for the effective implementation of this policy. The Board of Management expects all learners, staff members and volunteers to abide by the policy and help create a fair, equitable and inclusive environment, which is its objective.

### **In order to implement this policy, D8CEC will ensure that:**

- The policy is communicated to all learners, tutors, staff members and volunteers through induction training, management training and team briefings.
- The policy is promoted and clearly displayed through use of notice boards, information leaflets and that it is made known to all learners, tutors, staff members and volunteers.
- The Board, learners, tutors, staff members and volunteers receive appropriate and regular training.
- Appropriate anti-discrimination training and guidance will be provided, during in-service and management courses.
- An information system will be established to assist the effective implementation of this policy and guidelines will be drafted for assessing the provision of equality of opportunity.
- Reasonable resources will be made available where possible to fulfil the acts of this policy.

## Complaints Statement and Policy

### **Complaints**

Learners, tutors, staff members or volunteers who believe they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the agreed complaint/grievance procedures. Any complaint/grievance about discrimination will be dealt with seriously, promptly, and confidentially.

Every effort will be made to ensure that learners, tutors, staff members or volunteers making complaints will not be victimised. Any complaint of victimisation will be dealt with seriously, promptly, and confidentially. An upheld complaint of victimisation will lead to disciplinary action against the perpetrator.

At the beginning of each course the Centre Manager & Assistant Manager introduce themselves to each group and informs them the centre has an open-door policy and they are always welcome to come to the office if they wish to discuss or log a complaint. We have a tutor representative on our Board of Management, if any staff member wishes to log a complaint and it involves management all staff members know they can give their complaint in writing to the tutor representative, and it will be brought to the Board of Management.

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

## Equality Procedure

Version 2 – May 2022

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, D8CEC Tutors and Voluntary Tutors, D8CEC Receptionist, and all other staff
<b>Others</b>	D8CEC Learners
<b>Purpose</b>	The purpose of this procedure is to ensure that the undertakings set out in the Equality Statement and Policy are fully implemented ensuring equality in the treatment of all learners, staff and all those who engage with D8CEC.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager and approved by the D8CEC Board of Management. Should there be a change in equality legislation, the policy will be updated immediately to reflect this.
<b>Equality Information and Training</b>	<p>D8CEC takes the following steps as it recognises that discrimination is operated to the disadvantage of many people and D8CEC wishes to challenge the organisational arrangements and personal behaviour that perpetuate discriminations and promote those actions and activities, which promote equality.</p> <ul style="list-style-type: none"> <li>▪ All D8CEC staff and volunteers will be advised of D8CEC's Equality Policy as part of the induction process. Details of the Equality Policy are contained in the tutor handbook, which is issued to all staff and available on file for monitoring.</li> <li>▪ Information regarding our Equality Policy is also available in the Learner Handbook</li> <li>▪ Evaluations sheets from all QQI courses will be kept monitoring learner satisfaction with equality during the learning process.</li> <li>▪ All staff and learners will be advised of changes to the Equality Policy or updates in legislation as appropriate and details of any subsequent training/memos etc. will be kept for monitoring.</li> <li>▪ Staff will also be advised on accommodating learners with special needs prior to commencing a course and details of any arrangements will be documented for monitoring as per QQI regulations.</li> <li>▪ Learners and staff will be informed as to how to make a complaint in the event of a breach of D8CEC's Equality policy and procedures</li> </ul>
<b>Equality Planning</b>	<ul style="list-style-type: none"> <li>▪ Details of all current legislation will be kept on file to ensure management and staff has immediate access to this information. This information will be monitored and updated as required.</li> <li>▪ D8CEC Management and staff will promote a culture of equality throughout all aspects of the management and day to day running of D8CEC.</li> <li>▪ All relevant policies and procedures will adhere to current equality legislation including the <i>D8CEC Access and Admission, Transfer and Progression Policy</i>.</li> </ul>

## Implementation

The Board of Management of D8CEC has the responsibility for the effective implementation of this policy. The Board of Management expects all learners, staff members and volunteers to abide by the policy and help create the equality environment, which is its objective. In order to implement this policy, D8CEC will ensure that:

- The policy is communicated to all learners, tutors, staff members and volunteers through induction training, management training and team briefings.
- The policy is promoted and clearly displayed through use of notice boards, information leaflets and that it is made known to all learners, tutors, staff members and volunteers.
- The Board, learners, tutors, staff members and volunteers receive appropriate and regular training.
- Appropriate anti-discrimination training and guidance will be provided, during in-service and management courses.
- An information system will be established to assist the effective implementation of this policy and guidelines will be drafted for assessing the provision of equality of opportunity.
- Reasonable resources will be made available where possible to fulfil the acts of this policy.

## Complaints

- Learners, tutors, staff members or volunteers who believe they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the agreed complaint/grievance procedures. Any complaint/grievance about discrimination will be dealt with seriously, promptly, and confidentially.
- Every effort will be made to ensure that learners, tutors, staff members or volunteers making complaints will not be victimised. Any complaint of victimisation will be dealt with seriously, promptly, and confidentially. An upheld complaint of victimisation will lead to disciplinary action against the perpetrator.
- If any staff members wish to log a complaint against management, they can give their complaint in writing to the Tutor representative on the Board of Management,
- All Learners are informed on their first day in the centre we have an open-door policy, and they can go straight to the main office to speak with the Manager & Assistant Manager if they have a complaint against their tutor.

## Safety and Health in the Workplace Policy

Version 3 – May 2022

This statement sets out the Health and Safety policy of D8CEC CLG and the means through which that policy is to be implemented. Our objective is to provide a safe and healthy place of work for all staff members and to meet all our duties and obligations to our learners.

It is our intention to protect our employees from accident or ill-health at work. D8CEC will seek to ensure that all our equipment and systems do not constitute a risk to the health and safety of our employees, and we will consult with employees on risk improvements.

Our approach to Health and Safety as far as is reasonably practical, will be:

- To provide a safe place of work.
- To continue to identify and control hazards.
- To prevent, as far as is reasonably possible, any improper conduct or behaviour likely to put the health, safety, and welfare of employees at risk.
- To consult with staff on all health and safety matters.
- To provide protective clothing and equipment where necessary.
- To provide a safe means of entering and leaving the building.
- To provide a safe system of work practices.
- To provide appropriate information and training to staff members on a continuous basis.
- To make health and safety a key issue.

This policy has been designed in accordance with the Safety, Health, and Welfare at Work Act 2005. The attention of all D8CEC employees is drawn to their legal responsibility under the above Act to take reasonable care of themselves and all others who may be affected by their acts and/or omissions and to co-operate with their employer with regard to health and safety matters.

Our Health and Safety Procedures covers the following areas: -

- |                                        |                                           |
|----------------------------------------|-------------------------------------------|
| • Employer responsibilities            | • Fire safety Procedures                  |
| • Employee responsibilities            | • Guidelines for use of VDUs              |
| • Smoking, Alcohol and Drugs           | • Analysis of hazards                     |
| • Criteria for safe Manual Handling    | • Requirements for provision of First Aid |
| • Safety Training and Consultation     |                                           |
| • Reporting of incidents and accidents |                                           |

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

## Safety and Health in the Workplace Procedure

Version 2 – May 2022

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, D8CEC Receptionist, D8CEC Tutors and Volunteers, all other staff
<b>Others</b>	D8CEC learners, visitors to the D8CEC centre
<b>Purpose</b>	The purpose of this procedure is to promote a culture of safety awareness and introduce standards of safety, health and welfare that comply with the provisions and requirements of the Safety, Health and Welfare at Work Act 2005 and other relevant legislation and to ensure that all relevant personnel, staff, learners, and visitors at D8CEC adhere to and promote good practice in relation to health and safety at all times.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager and approved by the D8CEC Board of Management. Should there be a change in legislation the policy and procedure will be updated to comply with this.
<b>Employer responsibilities</b>	<p>The responsibility of the provision of a safe place to work rests with the Manager of D8CEC.</p> <p>Specifically, these responsibilities are:</p> <ul style="list-style-type: none"> <li>• To maintain a safe and healthy work environment for employees, in addition to conforming to all current statutory requirements.</li> <li>• To provide the appropriate type and level of training to enable employees perform their work safely and efficiently.</li> <li>• To make available to every employee appropriate equipment to ensure Health and Safety.</li> <li>• To maintain a vigilant and continuing interest in all Health and Safety matters relevant to both D8CEC and staff.</li> </ul>
<b>Employee and Volunteer Responsibilities:</b>	<p>As valued employees and volunteers of D8CEC, all employees and volunteers have a responsibility to themselves and their fellow workers/volunteers to carry out all work in safe and considerate manner. Employees must:</p> <ul style="list-style-type: none"> <li>• Co-operate with D8CEC in maintaining a safe workplace.</li> <li>• Report any potential hazards to management and not work in any hazardous conditions should they in the employee's opinion exist.</li> <li>• Be aware of the nearest emergency exits and firefighting / first aid equipment.</li> <li>• Never interfere with or misuse anything provided by D8CEC in the interests of Health and Safety.</li> <li>• Read the Centre Health and Safety statement and obey all mandatory signs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Not partake in any form of horseplay or prank likely to lead to injury to you or others.</li> <li>• Do not give out personal phone numbers to learners. All learners must contact D8CEC on the landline or mobile number.</li> </ul>
<b>Smoking, Alcohol, Drugs</b>	<p>It is not permissible to attend work under the influence of intoxicating liquor or drugs. The smoking of tobacco products is prohibited in the offices of D8CEC. Smoking can take place in the smoking area provided which is located at the front of the building. This smoking policy forms part of the overall Health and Safety policy, and any breach will be dealt with under D8CEC's disciplinary procedure. Visitors, contractors, and temporary members of staff are expected to abide by the terms of this policy.</p>
<b>Manual Handling</b>	<p>Manual Handling is defined as the "transporting of a load by one or more employees and includes lifting, putting down, pushing, carrying or moving a load, which by reason of its characteristics or of unfavourable ergonomic conditions involves risks, particularly of back injury to employees".</p> <p>This is a priority issue because it is a major cause of accidents in the workplace. It is our policy to minimise the need for manual handling of loads and so therefore should be avoided as far as is reasonably practicable. Employees must check the weight of the load before attempting to lift it and if the load is too heavy get help. When lifting, follow the following basic principles.</p> <ul style="list-style-type: none"> <li>• Relax the knees. Lowering movements should start at the knees not the head.</li> <li>• Get close to the object to be lifted. Get a good balance by keeping the feet apart. One foot will automatically be ahead of the other.</li> <li>• When in position, bend the knees and lift with the strong muscles in the legs.</li> <li>• Lift gradually, smoothly and without jerking, keeping the object close to the body and the back straight.</li> </ul>
<b>Training</b>	<p>D8CEC is committed to identifying the safety training needs on an on-going basis. Staff will be involved in the identification of hazards in the office and advised of the particular hazards pertaining to their area. Staff will be trained to respond to such hazards in order to prevent accidents/injury to themselves, their colleagues and learners.</p> <p>All staff will be trained in emergency procedures and where appropriate, staff will be trained in the use of special machinery and equipment. All staff will be trained in the correct techniques involved in safe manual handling.</p>
<b>Consultation:</b>	<p>D8CEC is committed to consulting with its staff members regarding safety, health and welfare in the office. We will ensure that staff are involved in the identification of hazards and are trained in dealing with the hazards identified.</p> <p>The safety statement will be included in Induction Training and staff will be advised on how to deal with any problems that arise.</p>



<b>Reporting of Accidents</b>	<p>Staff are required to report all accidents and near misses, whether resulting in injury or not, to management. Under the Safety, Health and Welfare at Work General Application Regulations 1993, employees must report certain occurrences to the Health and Safety Authority and ensure records are kept on site for a period of 3 years. All accidents will be investigated by a member of management and a written report prepared. Corrective action will be taken where necessary to avoid a re-occurrence. Accidents involving persons who are not members of staff but are visiting or working on the premises must also be reported.</p>
<b>Fire Procedures</b>	<p>In the event of a fire and providing there is no danger to the persons concerned every effort should be made to extinguish or contain the fire pending the arrival of the fire brigade. The magnitude of the outbreak must dictate whether attacking the fire should take priority over reporting and evacuation.</p> <p>All staff should be familiar with the exit routes and should also know the location and type of fire extinguishers in the office.</p> <p>If you discover a fire, you should:</p> <ul style="list-style-type: none"> <li>• Activate the fire alarm.</li> <li>• If there is a reasonable hope of extinguishing the blaze, attack the fire immediately.</li> <li>• Do not under any circumstances, expose yourself to danger.</li> <li>• Leave the building by the nearest fire exit and proceed to your designated assembly point.</li> </ul> <p>If you hear the alarm, you should:</p> <ul style="list-style-type: none"> <li>• Switch off any equipment under your control and leave the building by the nearest fire exit.</li> <li>• Do not stop to collect personal belongings.</li> <li>• Once outside, do not enter the building until you are told it is safe to do so.</li> <li>• Management will on occasion perform fire drills to ensure that procedures are known and followed in the event of a real fire.</li> </ul>
<b>Guidelines for VDU users</b>	<p>As part of their duties some employees spend long periods of time using visual display units/screens. Any necessary adjustments will be made to avoid RSI, eyestrain and other ailments associated with work on screens, which must be adjustable for height, tilt, and brightness. No employee will be asked or expected to work any computer which is not in proper working condition or does not meet the highest specifications.</p> <p>Employees working continuously on-screen should alternate tasks so that at least 10 minutes during each 60 minutes of work is spent doing off-screen type work. This work is to be undertaken away from the screen but does not constitute a break.</p>

<b>Hazard Analysis</b>	<p>A hazard is anything at work that might cause harm e.g., Electricity, Hot Surfaces, Lifting Heavy Loads, Slippery Floors and Poorly Lit Stairways etc. Staff must be aware of the potential hazards and risks involved and report specific hazards to management.</p> <p>A hazard analysis will be carried out once a year by Management. Particular attention will be paid to areas of high risk i.e., Floors, Stairs, and Manual Handling. D8CEC will remove hazards by engineering means where necessary.</p>
<b>First Aid</b>	<p>A First Aid box is provided to ensure that first aid supplies are easily accessible when required in an emergency. First Aid box is located in the Admin Office. It is to be checked weekly and shortages replaced. Employees have an obligation to ensure the First Aid boxes, like any safety equipment, are not tampered with. Free access to First Aid boxes must be maintained at all times. Painkillers cannot be provided in the First Aid boxes.</p> <p>Influenza a (h1n1); amendment August 2009</p> <p>In accordance with the recommendations of the HSE, D8CEC has taken the following precautions to prevent the spread of germs:</p> <ul style="list-style-type: none"> <li>• Information notices are displayed in all public areas and training room.</li> <li>• Tissues and bins for disposal are available in each room.</li> <li>• Surfaces are cleaned regularly to get rid of germs.</li> <li>• Sanitising hand wash is available in each room.</li> <li>• Air purifiers in each room.</li> <li>• Safety screens available when COVID Restrictions have to be implemented.</li> <li>• Staff and learners are advised not to attend if they have flu symptoms.</li> </ul>
<b>Competency for Tasks and Training</b>	<ul style="list-style-type: none"> <li>• Induction training will be provided for all employees by the Assistant Manager</li> <li>• Training records are kept on personnel file by the D8CEC Manager</li> <li>• Training will be identified, arranged, and monitored by the Assistant Manager</li> </ul>

## **QQI Core Guideline 2**

### **Documented Approach to Quality Assurance**

## Quality Assurance Policy

Version 1 – May 2022

D8CEC CLG is fully committed to ensuring that our programmes of education and training and all the ancillary services that we provide to our learners are fully quality assured and to this end we have devised a range of robust quality assurance procedures that have our learners at the core of all we do and also comply with all stipulations set out in the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI. All policies and procedures have been fully documented and will be made available to learners, tutors, stakeholders, and funding agencies to ensure complete transparency of all D8CEC activities. We commit to publishing our Quality Assurance documentation as appropriate to our learners and the general public as approved by QQI.

This documented quality assurance system will also assist with succession planning, providing a clear, systematic, and well-structured approach to quality assurance to allow D8CEC to build and grow as we continue to serve the community and meet the commitments set out in our Mission Statement.

D8CEC understands the need to promote a continuous cycle of improvement throughout the organisations and all quality assurance procedures contain a version number as well as a review date to ensure all quality assurance policies and procedures are updated and remain fit for purpose.

<b><u>QQI Core Guidelines</u></b>	<b><u>D8CEC Documented Policies and Procedures</u></b>
Governance and Management of Quality	<ul style="list-style-type: none"> <li>• Governance and Management</li> <li>• Financial</li> <li>• Equality</li> <li>• Safety and Health in the Workplace</li> <li>• GDPR</li> </ul>
Documented Approach to Quality Assurance	<ul style="list-style-type: none"> <li>• Quality Assurance</li> </ul>
Programmes of Education and Training	<ul style="list-style-type: none"> <li>• Programme Development, QQI Validation, Delivery and Review</li> <li>• Admissions, Access, Transfer and Progression</li> <li>• Recognition of Prior Learning (RPL)</li> </ul>
Staff Recruitment, Management and Development	<ul style="list-style-type: none"> <li>• Recruitment, Management and Development</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• Social Media Policy</li> </ul>

Assessment of Learners	<ul style="list-style-type: none"> <li>Fair and Consistent Assessment of Learners</li> <li>Learner Academic Appeal Policy</li> </ul>
Supports for Learners	<ul style="list-style-type: none"> <li>Learner Support</li> </ul>
Information and Data Management	<ul style="list-style-type: none"> <li>Information and Data Management Document Retention Schedule</li> </ul>
Public Information and Communication	<ul style="list-style-type: none"> <li>Public Information and Communication</li> </ul>
Other Parties involved in Education and Training	<ul style="list-style-type: none"> <li>Other Parties involved in Education and Training</li> </ul>
Self-Evaluation, Monitoring and Review	<ul style="list-style-type: none"> <li>Self-Evaluation, Monitoring and Review</li> </ul>

**Procedures for all of the above policies are documented in the relevant section of this manual. All policies and procedures are reviewed every three years by the D8CEC Manager and Assistant Manager and any required changes and/or updates approved by the D8CEC Board of Management. Should any changes in legislation occur that may impact any D8CEC policies or procedures, necessary changes and updates will immediately be undertaken as required.**

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***



## **QQI Core Guideline 3**

# **Programmes of Education and Training**

## Programme Development, QQI Validation, Delivery and Review Policy

Version 2 – May 2022

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D8CEC CLG aims to support adults by providing training and education programmes that allow them to fully participate in their own community and society. To that end we are committed to organising community-based training and development courses with any appropriate supports required. D8CEC currently offer minor awards at levels 3 and 4 a on the National Framework of Qualifications (NFQ). Our programmes of education and training are selected based on the needs of the community we serve and include a range of introductory programmes as well as ESOL courses designed to give second chance learners an opportunity to return to education and the confidence to progress their learning and ultimately increase opportunities for employment.

D8CEC currently has in place a Service Level Agreement with CDET B and SOLAS to fund all programmes at D8CEC. However, CDET B do not provide the tutors to deliver the training in D8CEC. D8CEC employ their own tutors. It is important that all our programmes remain relevant and up to date and continue to meet the needs of our learners. Should D8CEC wish to validate additional QQI courses going forward, we will ensure that new programme development is always based on a robust needs analysis within the community and funding for new programmes can be sourced through either our existing service level agreement or with another appropriate funder so that all courses remain free of charge to learners. New programme validation is based on identification of learner needs and it is the responsibility of the D8CEC Manager to discuss changing learner needs and changes in employment patterns with local organisations such as the CDET B, local partnership organisations and community development organisations.

Our learners are at the heart of all our courses and our programmes are delivered using a learner-centred approach that facilitates adult learners to learn and progress in a positive, motivational, and enjoyable environment. In addition to class and group learning, D8CEC will ensure that all learners are offered additional support & offers One to One literacy to maximise their learning potential. In addition to our staff tutors, D8CEC also works with volunteer tutors on non QQI courses.

D8CEC is committed to ensuring that all new programmes for QQI validation are developed and approved in a systematic fashion and will adhere to the following best practice guidelines: -

- Subject matter experts will be consulted for all new modules or additional programmes and enough time will be allocated to the planning and development of all our new programmes of learning.
- All programmes will be developed and approved in accordance with D8CEC's Programme Development, QQI Validation, Delivery and Review Procedure.
- The learning outcomes as detailed in the awarding body descriptor will be fully addressed and will be designed for classroom delivery.



- Prior to the development of a new course, external stakeholders will be consulted to ensure that there is a genuine need for the programmes and that new courses when developed meet the current vocational standards required for employment.
- All programmes will be designed by the D8CEC Programme Development Committee in full compliance with awarding body requirements.
- The D8CEC PDC will follow QQI validation guidelines for the development and validation of all new programmes and will provide clear guidance on programme access criteria, expected learner workload and transfer and progression routes for learners being admitted to a course.

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

***All programmes leading to QQI awards are validated in accordance with QQI Core Validation Policy and Criteria for education and training programmes, November 2017/QP.17-V1.03 © QQI.***

## Programme Development, QQI Validation, Delivery and Review Procedure

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, D8CEC Receptionist, AQAC
<b>Purpose</b>	The purpose of this procedure is to ensure that programmes leading to QQI awards are designed and developed in line with QQI Core Validation Policy and Criteria for education and training programmes, November 2017/QP.17-V1.03 © QQI.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and D8CEC Assistant Manager to include required changes. Final approval for changes for all D8CEC policies and procedures is the responsibility of the Board of Management unless pertaining to academic matters. In this case, it is the AQAC who has overall responsibility.
<b>Needs Identification</b>	<p>The D8CEC Board of Management includes individuals from a variety of backgrounds with a passion for community development and the delivery of quality assured training. The D8CEC Board of Management has ultimate responsibility for the financial and facilities aspects of programme approval. D8CEC programmes of education and training are selected based on the needs of the community we serve. We undertake needs analysis in a systematic manner as outlined below.</p> <ul style="list-style-type: none"> <li>• D8CEC Board of Management members are active in community development and Board members have a background in education and in a strong position to monitor programme demand.</li> <li>• On an ongoing basis, D8CEC Receptionist records any enquiries for programmes by phone, in person by email as well as those made through our Facebook page. All enquiries are logged and reviewed on an annual basis by the D8CEC Manager to ascertain the demand for courses.</li> <li>• Prospective learners can put their names on a waiting list for existing and/or new programmes so that we can check programme demand.</li> <li>• The D8CEC Manager liaises with CDETB personnel to discuss programme demand and the need for new programmes.</li> <li>• D8CEC are responsive to the needs of the local community and are currently engaged with the CDETB to provide English language training for Ukrainian refugees (2022)</li> </ul>
<b>Programme Viability and Commercial Decisions</b>	<p>As all D8CECs programmes are developed using our existing funding structure and are delivered free of charge to our learners. No commercial decision making applies in this case. However, the AQAC present to the Board of Management for financial and facilities approval.</p> <p>It is the role of the Academic Quality Assurance Committee to approve the engagement of a suitable Subject Matter Expert to lead</p>

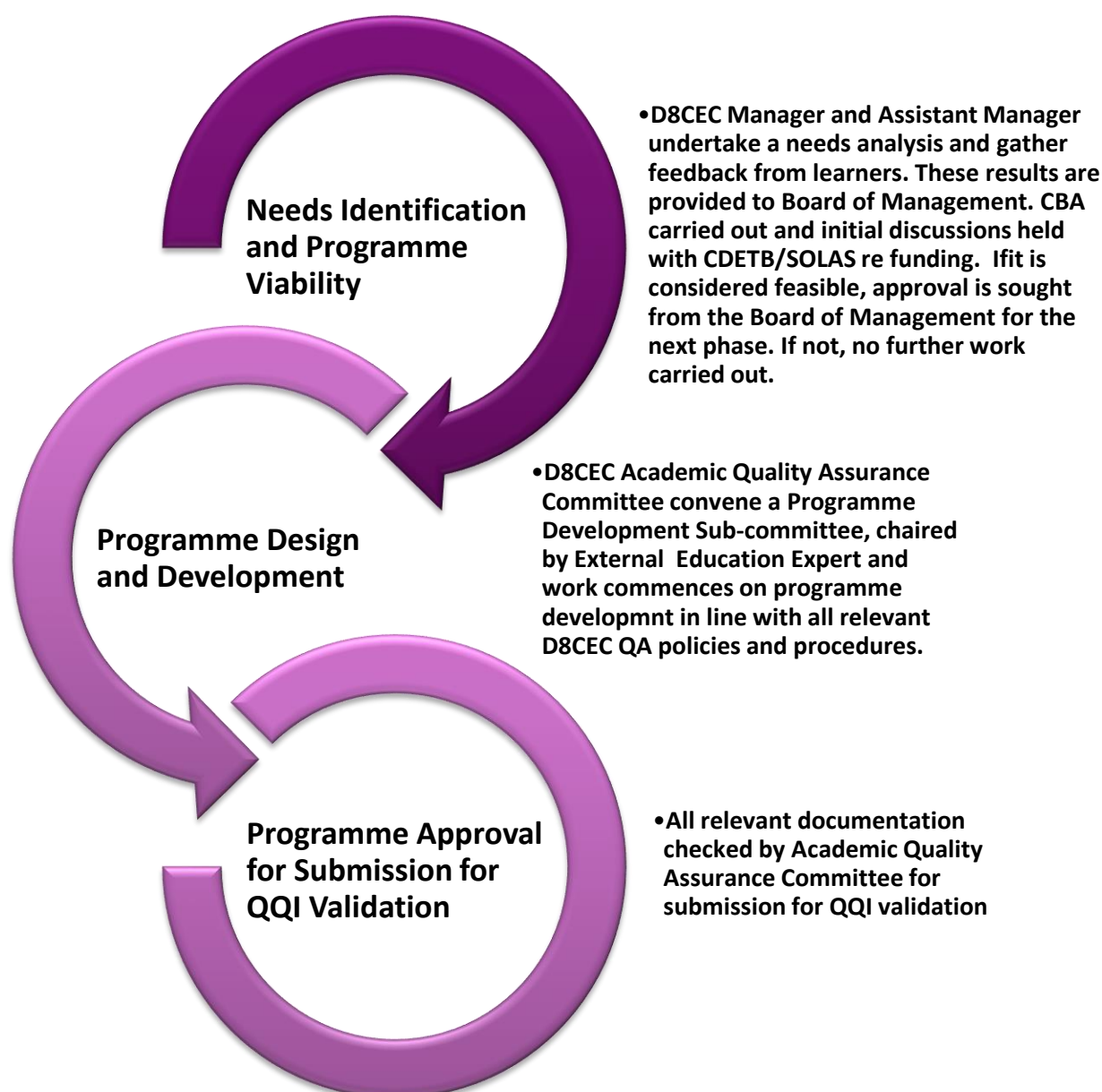
	<p>the Programme Development Committee having first ensured that there is sufficient demand for the programme.</p> <ul style="list-style-type: none"> <li>• D8CEC Manager will draw up a draft budget to assess the cost of tutors, equipment and resources required the recruitment of additional staff and sourcing of suitable premises.</li> <li>• D8CEC Manager will also carry out an analysis of new programme costs and financial risk analysis to ensure appropriate risk management of the organisation. Cost Benefit Analysis will be carried out for all courses and brought to the D8CEC Board of Management for approval.</li> <li>• D8CEC will discuss funding for all programmes with D8CEC personnel under the existing Service Level Agreement or appropriate funding body.</li> <li>• New programmes will continue to be provided to learners on a non-commercial basis.</li> </ul>
<b>Programme Design and Development</b>	<ul style="list-style-type: none"> <li>• D8CEC Academic Quality Assurance Committee convenes the Programme Development Committee which is chaired by an external Subject Matter expert and includes an internal Subject Matter expert (tutor), and additional external subject matter experts as requires.</li> <li>• Programme Development Committee will meet to discuss. <ul style="list-style-type: none"> <li>• Programme Structure – modules to be covered within the Programme of study as well as overall programme outcomes (MIPLOS)</li> <li>• Ensure that the programme adheres to the ELO's of all module descriptors (MIMLOS)</li> </ul> </li> </ul> <p>Access, Transfer and Progress routes identified and implementation of same for new programme in line with the D8CEC Access, Transfer and Progression Policy and Procedures.</p> <p>QQI Programme developed to include:</p> <ul style="list-style-type: none"> <li>• Programme name, duration, component awards and major linked awards</li> <li>• Identification of Learner target group and admission criteria</li> <li>• Anticipated numbers per programme, resources, equipment required for delivery, criteria for classroom environment.</li> <li>• Adherence to Health and Safety legislation</li> <li>• Delivery methods (part-time) and teaching and learning methodologies as per D8CEC's Teaching and Learning Policy and Procedures</li> <li>• Programme staffing including required tutor qualifications and levels of experience, method of delivery and teaching methodologies.</li> <li>• Special validation requirements addressed if relevant.</li> <li>• Protection for Enrolled Students (PEL) if applicable. This will be addressed in line with our MOU with CDETB.</li> <li>• Learner supports set out in line with D8CEC learner Support Policy and Procedure</li> </ul>

	<ul style="list-style-type: none"> <li>• Reasonable accommodations put in place as per the D8CEC Fair and Consistent Assessment of Learners Policy and Procedure and learner workload identified.</li> <li>• Assessment criteria and materials, marking schemes, and appeals process, programme evaluation criteria, initial and ongoing monitoring and review procedures put in place in line with D8CEC Fair and Consistent Assessment of Learners Policy and Procedure</li> <li>• All new programmes will be developed in line with requirements of the National Framework of Qualifications (NFQ) Grid of Level Indicators and requirements for Access, Transfer and Progression as set out in D8CEC's Access Transfer and Progression policy and procedure.</li> <li>• Detailed programme plans will be developed for all courses covering the learning outcomes as per the QQI Module descriptor.</li> <li>• The External Chair of the Programme Development Committee is responsible for ensuring detailed reporting on all Programme Design and validation meetings for new programmes leading to QQI awards as per the current QQI Validation requirements which will be maintained for QA monitoring.</li> </ul>
<b>Programme Approval Pre-Submission for Validation</b>	<ul style="list-style-type: none"> <li>• All programme documentation including programme plan, learner notes, teaching resources etc. are reviewed by the D8CEC Manager prior to submission to AQAC.</li> <li>• The Academic Quality Assurance Committee has the final responsibility for approving all new programmes of education and training prior to submission to QQI for validation.</li> <li>• Please see QA Manual Appendices W for D8CEC Programme Approval Flow Chart.</li> <li>• Please see QA Manual Appendices W1 for D8CEC Terms of Reference policy for AQAC &amp; PDC</li> </ul>
<b>Programme Planning following Validation Approval</b>	<ul style="list-style-type: none"> <li>• D8CEC Manager will devise an appropriate timetable for each approved QQI module prior to delivery, which takes into account the credit value of the module, time for examinations, assessments and allows flexibility to cater for diverse learner needs.</li> <li>• Schedule of assessment and submission dates will be drawn up by the D8CEC Manager and relevant tutors and given to the students.</li> </ul>
<b>Programme Delivery</b>	<ul style="list-style-type: none"> <li>• All new programmes will be monitored carefully during initial rollout.</li> <li>• Tutors provide ongoing evaluation on all aspects of the programme including assessment materials.</li> </ul>

	<ul style="list-style-type: none"> <li>• The D8CEC Manager holds regular meetings with the course tutors to see if any actions based on summative feedback and evaluation are required.</li> <li>• Learner evaluations are carried out and concerns are raised and documented.</li> <li>• Tutor evaluations and feedback are carried out at the end of each course and areas for staff development will be noted and shared with all staff and amendments made as required.</li> <li>• Programme delivery will take account of learner needs, including additional needs, prior learning and experience. These will be identified during learner registration. As registration is done on a One-to-One basis with each person registering.</li> <li>• Learner evaluation sheets will track learner satisfaction with methods of programme delivery, resources etc. and all evaluation sheets information will be kept on file for monitoring.</li> <li>• A variety of learning methods will be utilised, and staff will be encouraged to use all available resources and technologies as appropriate as set out in the D8CEC Teaching and Learning Policy</li> <li>• Staff will be encouraged to avail of support from the D8CEC Manager when required.</li> <li>• D8CEC tutors deliver all courses using a specific Programme Plan which is kept onsite should stand-in tutors be required to provide cover due to illness.</li> <li>• The D8CEC Manager will monitor all programmes on an ongoing basis and the Academic Quality Assurance Committee reviews and approves all course evaluations and learner results in line with national standards.</li> </ul>
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## D8CEC CLG

### New Programme Validation Process



## Programme Access, Admissions, Transfer and Progression Policy

Version 2 – May 2022

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The D8CEC CLG policy on Programme Access, Admissions, Transfer and Progression Policy sets out our commitment to ensuring fair and transparent procedures concerning access to all our training programmes in line with QQI Statutory Quality Assurance Guidelines (April 2016/QG1-V2 © QQI). This Policy is also intended to establish the criteria underpinning learner admission to courses, available transfer and progression opportunities from courses delivered by D8CEC.

D8CEC welcomes the opportunity to facilitate learners from a diverse range of backgrounds and will put in place measures to ensure fair and equal access to training in line with current equality legislation. This policy complies with the Equal Status Act 2004. Our course information sheets all state clearly the preferred entry level and also the progression from all programmes. D8CEC has a Recognition of Prior Learning policy and procedure in place to facilitate learners who may not have formal education qualifications – a circumstance which affects many of our learners. By supplying detailed information regarding access requirements and recognition of prior learning where applicable, D8CEC hopes to ensure maximum participation on its programmes.

Information regarding possible Transfer and Progression routes will be available to all learners to ensure participants gain maximum value from training programmes and are given the knowledge and the opportunity to fulfil their learning potential.

With second chance learning, encouraging a learner to engage with learning is a significant step and D8CEC delivers a range of courses at levels 3 and 4 on the National Framework of Qualifications (NFQ) to ensure that a suitable course is available for the majority of our learners.

Our procedure covers the following areas:

- Information Provision
- Specific Learner Entry Requirements for QQI Programmes
- English Language Competency for Learners
- Recognition of Prior Learning QQI Courses
- Facilitating Diversity
- Exemptions QQI Courses

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

## Programme Admissions, Access, Transfer and Progression Procedure

<b>Staff Involved</b>	D8CEC Manager, D8CEC Assistant Manager, D8CEC Receptionist and D8CEC Tutors
<b>Others</b>	D8CEC Learners and D8CEC Voluntary Tutors
<b>Purpose</b>	The aim of this policy is to support D8CEC learners in ensuring the development and implementation of the access, transfer and progression process. This policy will ensure a fair and transparent application process of admissions, transfers and progression.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager. Recommendations will be reviewed and approved by the AQAC.
<b>Information Provision</b>	<ul style="list-style-type: none"> <li>D8CEC will make available information leaflets on all QQI, programmes detailing. <ul style="list-style-type: none"> <li>Course name and content</li> <li>Details of award type, awarding body and level within National Framework of Qualifications and credit value</li> <li>Available progression routes</li> <li>Assessments methods used.</li> <li>Specific entry requirements if relevant</li> </ul> </li> <li>D8CEC will provide all learners with a Learner Handbook</li> <li>Details of all programmes are also available on our website and information can be provided in person, by phone and by email.</li> </ul>
<b>Specific QQI Learner Entry Requirements</b>	<p>Learners must complete an application form</p> <p>If minimum entry requirements are required for a training programme, then they must be clearly listed in the programme descriptor.</p> <p>Any Learner wanting to attend a ESOL QQI Level 3 &amp; 4 will sit a short reading &amp; writing assessment to assess their suitability and any additional requirements they may have.</p> <p>Any Learners wanting to attend ICT QQI Level 4 courses will have to either show their ICT QQI Level 3 certificate from a previous provider or sit a short ICT assessment to assess their suitability and any additional requirements they may have.</p> <p>Any learner wanting to attend Mathematics QQI Level 3 &amp; 4 will have to either show their Mathematics QQI Level 3 certificate from a previous provider or sit a short Mathematics assessment to assess their suitability and any additional requirements they may have.</p> <p>As many of our learners do not have formal education qualifications the D8CEC Manager will meet with new applicants to ascertain if they need additional language supports (One to One Literacy) in order to gain maximum benefit from a course/programme. Learners must have proficiency in English in order to partake in some of the QQI accredited courses in the centre.</p>
<b>Recognition of Prior Learning (QQI Courses)</b>	<ul style="list-style-type: none"> <li>D8CEC has an approved Policy and Procedure for RPL for admission to courses leading to a QQI award.</li> <li>Learners will be advised of the D8CEC procedure for recognition of Prior Learning in the Learner Handbook and on the D8CEC website.</li> <li>Where prospective learners do not meet entry requirements for a QQI course but can demonstrate relevant prior experience, D8CEC will consider each case on an individual basis.</li> </ul>
<b>Facilitating Diversity</b>	<ul style="list-style-type: none"> <li>The Manager will meet applicants to offer advice on courses and available additional supports.</li> <li>A course scheduled providing details of course timings etc. will be published on the D8CEC website.</li> </ul>



	<ul style="list-style-type: none"> <li>• A Learner Laptop loan scheme is available to all D8CEC Learners.</li> <li>• A training room with PC and Internet access will be made available at set times to facilitate learners studying at the D8CEC. There is also a library available to learners.</li> <li>• D8CEC can provide access to the CDET B Guidance Service, if a learner wants to avail of this service, the D8CEC Manager can arrange for an appointment to be made with CDET B Guidance Service which will take place here at D8CEC.</li> </ul>
<b>Appeals for non-admission.</b>	<p>D8CEC welcomes all prospective learners to the centre, and it is very unlikely that a learner would be denied a place on a training course as long as the Manager feels they would be in a position to engage fully with the course and assessment, however, in the unlikely event that a learner was denied access to a course, D8CEC has developed the following procedure for appealing this.</p> <p>Where a learner is denied access to a training programme, D8CEC has an Appeals process where the learner can appeal such a decision using the following procedure-</p> <ol style="list-style-type: none"> <li>1. Appeal by learner must be made in writing to the D8CEC Centre Manager.</li> <li>2. The Centre Manager will discuss this with the Assistant Manager to ensure transparency and fairness.</li> <li>3. The reason for non-admission will be provided to the learner in writing by the D8CEC Centre Manager within 5 working days of receiving the Appeal letter from the Learner.</li> </ol>
<b>Transfer</b>	<ul style="list-style-type: none"> <li>• Should a learner begin a level 3 course and find that it is not advanced enough for their learning needs, they can transfer to a level 4 course as soon as a place becomes available.</li> <li>• Should a learner begin a level 4 course and find that it is too advanced for their learning needs, they can transfer to a level 3 course as soon as a place becomes available.</li> <li>• Where learners find a course too challenging, we will advise them which level would be best suited to their current needs.</li> <li>• Any learner wishing to transfer to another course, they should discuss this with their tutor.</li> </ul>
<b>Progression</b>	<ul style="list-style-type: none"> <li>• The D8CEC Manager and Assistant Manager are available to discuss progression to other training courses available at D8CEC with learners and can also provide them with suggestions for appropriate progression courses available at CDET B.</li> <li>• The D8CEC Manager operates an open-door policy for learners at all times to discuss their progression route &amp; supports if needed.</li> </ul>

## Recognition of Prior Learning Policy

Version 2 – January 2022

The Recognition of Prior Learning (RPL) policy developed by D8CEC CLG recognises both prior formal and informal learning which can be used to gain entry to a programme, gain credit towards an award or to gain eligibility for a full award. D8CEC is committed to ensuring learners prior learning is considered and applied when they enter a training programme. This prevents learners from duplicating learning already achieved.

Many adults returning to education will already have considerable work life experience that should be quantified and acknowledged so that lack of formal education in early life does not exclude people from engaging in education and training or from the new opportunities and job prospects that may occur having gained additional qualifications. Many of the learners we have on our courses do not have formal school qualifications such as Junior or Leaving certificate qualification but may have considerable work/life experience. RPL is not a prerequisite to gain admission onto a D8CEC course. It is to be viewed as an important process in enabling learners' gain credit for learning they have already achieved.

The policy is designed to ensure academic standards are maintained and recognition of prior learning is considered in the learners current learning environment. The learning environment offered by D8CEC will respect and attend to the diversity of learners and their needs and will enable flexible learning pathways.

In carrying out RPL, D8CEC will ensure that all learners are dealt with in a fair and consistent manner and undertake to implement systems that promote transparency and equality of access to our free funded courses.

Our RPL procedures incorporate the following: -

### Action

- When a learner comes to D8CEC to register for a course, the Centre Manager or assistant Manager will have a face-to-face conversation with the perspective learner. Through this conversation it is established what courses they would like to attend and what level they think they need to attend.
- To establish what level the learner should be at they are asked if they have completed a QQI course or have any other qualifications.
- In the case of a learner wanting to attend a QQI Level 4 course, the learner is required to complete a formal entry assessment or produce their QQI certificate in level 3 or 4.
  1. Mathematics
  2. Computers
  3. ESOL
- Every learner who wishes to attend a course in D8CEC must fill in an application form

## Decision Making

- When the above process is complete the Centre Manager or Assistant Manager is informed by the tutor which level the learner is best suited to.
- The learner is then contacted by the Centre Manager, Assistant Manager or Receptionist and informed of their course level, course title, start date.

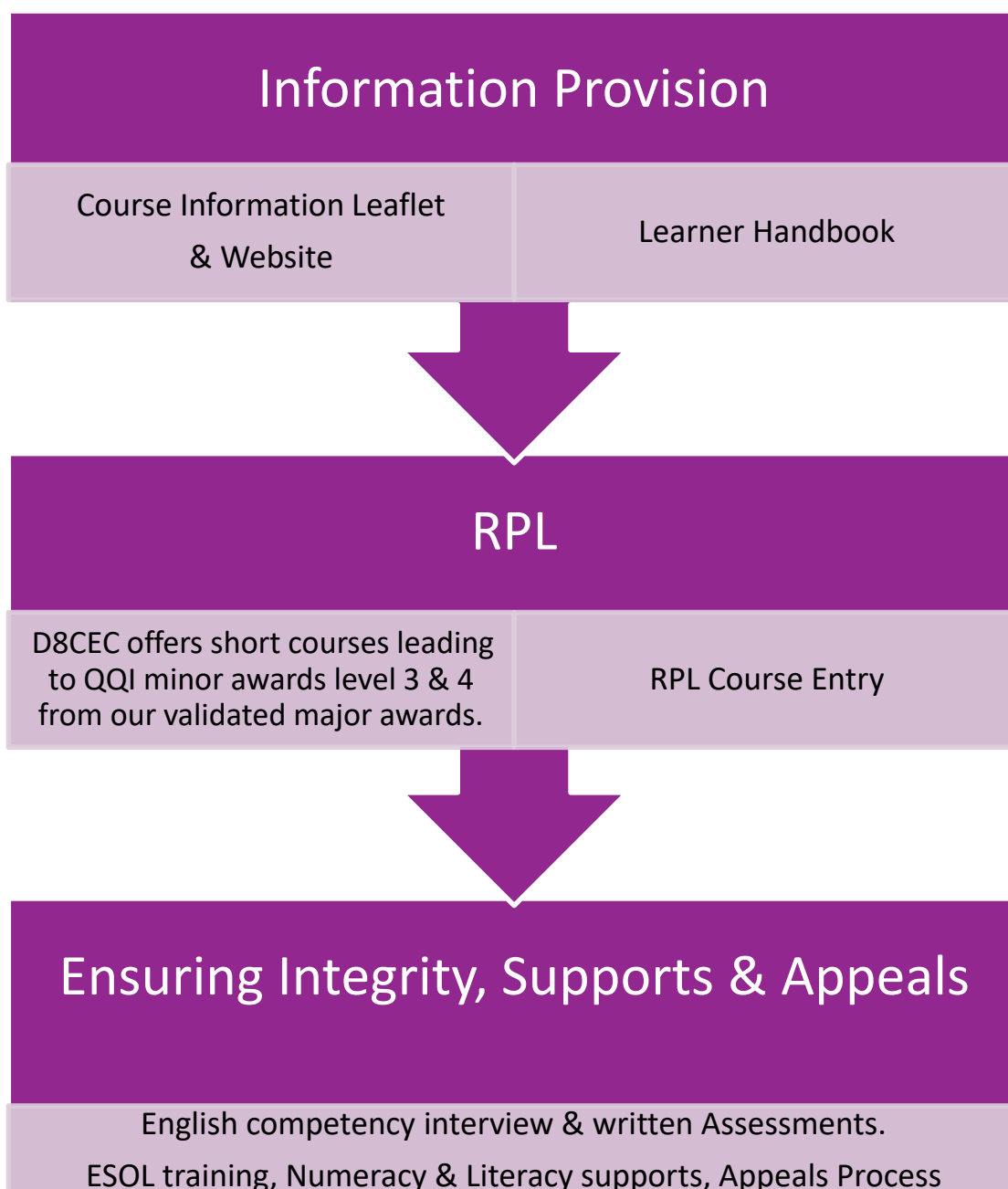
***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

***This policy and procedure have been developed in accordance with QQI Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training June 2005 and Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training NQAI 2003, Restated 2015/QP.20 v1.0 (c) QQI.***

## Recognition of Prior Learning (RPL) Procedure

<b>Staff Involved</b>	D8CEC Manager, D8CEC Assistant Manager, D8CEC Tutors
<b>Purpose</b>	The purpose of this procedure is to ensure there is a systematic procedure in place to recognise prior learning for the purposes of admission to a course. D8CEC do not currently offer any programmes leading to a major award, however D8CEC currently offers minor awards which can be used to gain credit towards major award.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager. Recommendations will be reviewed and approved by the AQAC
<b>Information Provision</b>	<ul style="list-style-type: none"> <li>• D8CEC will make available detailed information leaflets on all QQI courses/programmes detailing preferred pre-requisite knowledge and/qualifications.</li> <li>• D8CEC will provide all learners with a Learner Handbook and information on our RPL procedure is available in our Learner Handbook.</li> </ul>
<b>Recognition of Prior Learning (QQI Courses)</b>	<ul style="list-style-type: none"> <li>• Where prospective learners do not meet entry requirements for a QQI course but can demonstrate relevant prior experience, D8CEC will consider each case on an individual basis.</li> <li>• D8CEC has an approved Policy and Procedure for RPL for admission to courses leading to a QQI award.</li> <li>• Learners will be advised of the D8CEC procedure for recognition of Prior Learning in the Learner Handbook and on the D8CEC website.</li> </ul>
<b>Using RPL</b>	RPL for Access to a programme <ul style="list-style-type: none"> <li>• Where course applicants do not meet the desired entry requirements for a QQI course as stated on the course</li> </ul>

	<p>information leaflet but can demonstrate relevant prior learning, the D8CEC Manager decides on a case-by-case basis.</p> <ul style="list-style-type: none"> <li>• All QQI Level 4 courses have a Formal Entry Assessment.</li> </ul> <p>Using RPL for Exemptions</p> <ul style="list-style-type: none"> <li>• D8CEC currently delivers no programmes that lead to a major award. Should this change, D8CEC understands that this policy must be revised to include procedures for RPL as exemptions for achieving a major award.</li> </ul>
Ensuring Integrity	<ul style="list-style-type: none"> <li>• All applications for RPL will be documented and checked by the D8CEC Manager and maintained on file.</li> </ul>
English Language Competency for Learners	<ul style="list-style-type: none"> <li>• A short interview with the D8CEC Manager or Assistant manager will be used to assess spoken English language and a written assessment is given at the registration stage. The ESOL tutor will make the decision on the entry level based on the written assessment and may request the learner take a second written assessment if needed.</li> <li>• D8CEC offers ESOL training at a variety of levels and where appropriate, learners will be advised to undertake ESOL training prior to starting an additional QQI course.</li> <li>• Where learners need literacy and numeracy support the D8CEC manager will either arrange training support with a voluntary tutor.</li> </ul>



## Protection for Enrolled Learners Policy

Version 2 – January 2022

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The programmes delivered by D8CEC CLG that lead to a QQI award are all free of charge to all learners accepted onto the programme. Therefore, no learners are required to pay fees and protection for enrolled learners with regard to the refund of fees is not applicable.

D8CEC has in place a Memorandum of Understanding (MOU) with City of Dublin Education and Training Board (CDETb) which is an agreement that in the event D8CEC is unable to deliver the programme in full, D8CEC learners can complete their studies with CDETb at no charge to the learner.

No procedure is required at this time for Protection for Enrolled Learners, but should this situation change then D8CEC will commit to developing a procedure in this regard.

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## **QQI Core Guideline 4**

# **Staff Recruitment, Management and Development**

## Recruitment, Management and Development Policy

Version 2 – May 2022

### Staff Recruitment

As a community-based training centre, D8CEC CLG is aware that the quality of teaching at our centre affects both our learners and the wider community. We are committed to recruiting tutors with appropriate qualifications, teaching experience and subject matter expertise who share our passion for working in adult education to ensure that our courses are of the highest standard and continue to be relevant to the general public who avail of our programmes of education and training.

Our procedures for recruitment, management and development of staff incorporate -

- Defined staff roles detailing specific responsibilities and the development of job descriptions for all staff.
- Clear academic and IT standards set for all teaching staff on our QQI level 3 and 4 courses.
- Transparent recruitment and selection procedures that comply with current employment and equality legislation and the provision of a legal contract detailing our terms and conditions of employment to employed staff.
- Provision of Staff Handbook
- Induction training and monitoring of new staff during probation periods.
- Provision of in-house staff development opportunities and professional development of teaching staff at D8CEC
- Assist staff to engage in research opportunities that may arise from time to time.
- Ongoing communication with all staff to ensure that our mission statement is clearly communicated and promoted by staff.
- Regular staff meetings, team building days and in-service training provide support and feedback for all staff.
- Provide staff with opportunities to work together to share best practice, innovation and use of technology in the classroom.
- Where and when possible, staff can apply for financial support to facilitate their engagement in further training or education as well as training with Nala, Leargas and the Wheel.
- D8CEC encourages all staff to avail of the many excellent free online training programmes available with NALA, CDETB & The Wheel.

A Job Description must be drawn up for each post to be filled, detailing the core responsibilities and tasks relating to the job. The job description will be sent to all interview candidates. A person specification must be drawn up for each post to be filled, describing the experience, skills, qualifications, knowledge, and personal qualities required to carry out the job satisfactorily. This ensures that, before the recruitment process begins, clear criteria are agreed against which all applicants are assessed.

Tutors and other staff seeking a position at D8CEC are requested to submit a CV and letter of application and provide their qualifications that meet criteria as advertised. Applicants are then requested to attend an interview. Decisions regarding employment should be based upon the



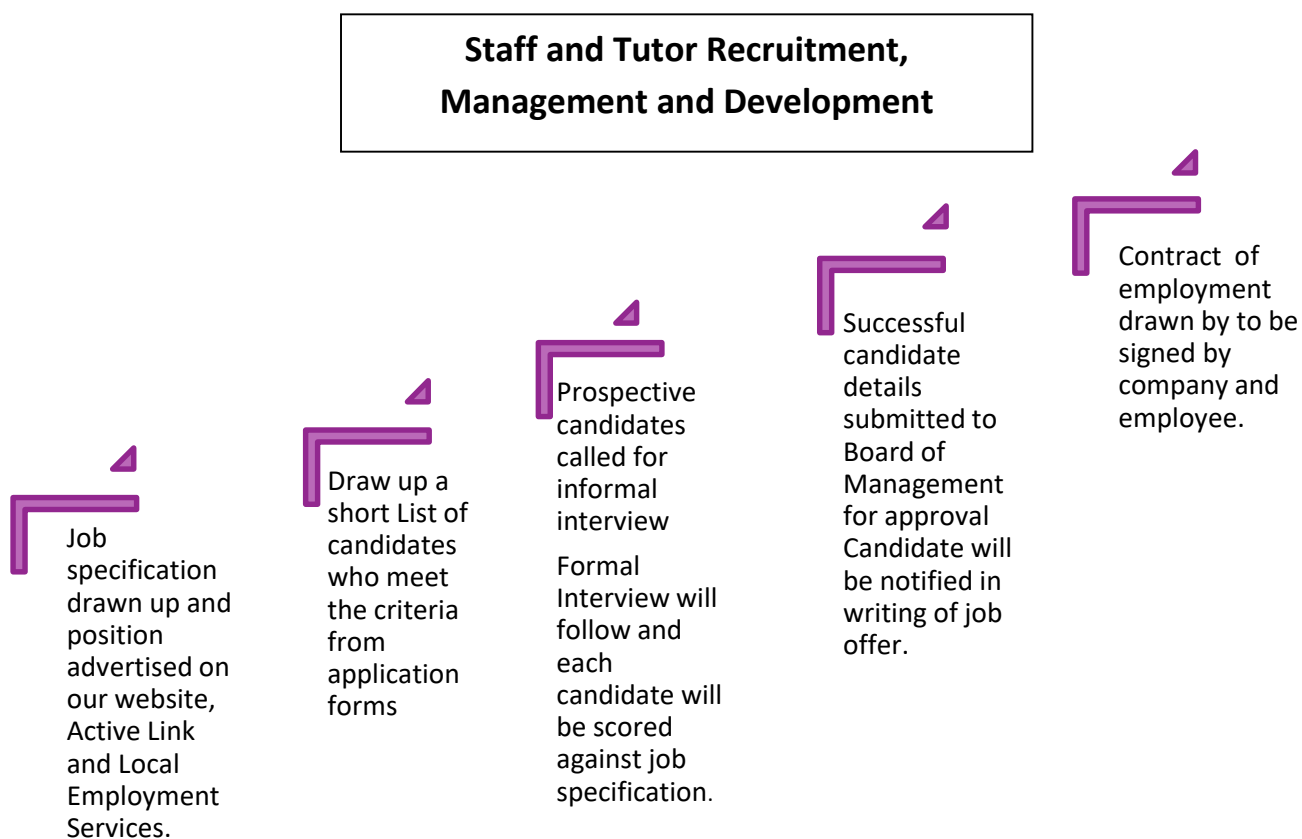
agreed criteria in the person specification and job description. Short-listing and a second interview may apply.

All teaching staff must undergo Induction training giving new staff the required information and support to allow them to carry out their teaching role to the highest possible standards and enhance the learning experience for all students.

***D8CEC's policy is in compliance with the following legislation: -***

- ***Code of Practice for the Prevention of Workplace Bullying 2021***
- ***Equal Status Act 2000 - 2015***
- ***Disability Act 2005***
- ***Data Protection Act 2018***
- ***GDPR 2018***
- ***Terms of Employment (Information) Acts 1994–2014***

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## Recruitment, Management and Development Procedure

Version 2 – May 2022

<b>Staff Involved</b>	D8CEC Board of Management and D8CEC Manager
<b>Purpose</b>	The purpose of this procedure is to ensure that the undertakings set out in the Staff Recruitment and Development Policy are fully implemented to ensure a fair and open recruitment process that complies with legislation as well as support for all staff members with regard to professional development.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager and approved by the D8CEC Board of Management.
<b>Responsibilities of D8CEC Board of Management</b>	<p>The Board of Management is the ultimate employer of all staff in the Centre and will adhere to the following obligations -</p> <ul style="list-style-type: none"> <li>• The D8CEC Manager with a sub-committee of the Board of Management shall recruit and select staff for the Centre and shall identify current and future staffing needs. The approval of the Board of Management must be sought prior to the appointment of additional staff to the Centre.</li> <li>• The Board of Management will establish conditions of services and all employment related policies such as recruitment, salaries and pensions will require the approval of the Board of Management before they can be adopted or advised. All staff of the Centre will be required to ensure that they comply with all aspects of the policies and conditions of the service.</li> <li>• In all matters concerning employment law and employment legislation, the Board of Management shall monitor, approve and when necessary, amend the procedures, which implement the policies adopted.</li> <li>• The terms and conditions of employment of the members of the staff shall be a matter for determination by the Board of Management and the Board of Management shall have the power to take disciplinary action against any member of staff. Such disciplinary action will be in keeping with the terms of employment of the staff member in question.</li> <li>• The dismissal of a member of staff shall be a matter for determination by the Board of Management and prior to reaching any decision to dismiss a member of the staff, the Board of Management shall give such person a right to make representation to it whether personally or by a representative appointed by such staff member.</li> <li>• No member of the Board of Management in his/her individual capacity shall in any way interfere with the administration of the Centre by the Manager or with the duties assigned to any office or any member of staff.</li> </ul>
<b>Staff Recruitment</b>	<ul style="list-style-type: none"> <li>• Specific vacancies are advertised as required.</li> <li>• Job advertisements clearly state the level of qualifications and experience required to fulfil the post available.</li> <li>• Interview panel comprise of the D8CEC Manager, at least one Board of Management member and additional subject matter experts if required.</li> <li>• Clear criteria for selection for interview are put in place to short-list potential tutors and ancillary staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Applicants attend an interview and where necessary second interviews are arranged.</li> <li>• The results of the interview panel will be submitted to the D8CEC Board of Management for approval following which a formal offer will be made in writing.</li> <li>• Staff recruitment meets the current equal opportunities legislation in relation to persons with disabilities, interview boards are informed of such legislation in advance of interviews.</li> <li>• D8CEC operates an open recruitment policy, inviting applications for tutors via the website. Applicants for tutoring positions on courses leading to a QQI award must hold qualifications as set out during the programme validation process.</li> <li>• Applicants' CVs are kept on file and contact details are maintained on the D8CEC Panel of tutors.</li> </ul>
<b>Staff Induction</b>	<p>As stated in our Employee Company Handbook, the Centre Manager provides an induction programme for each new employee, ensuring an understanding of D8CEC and their individual duties. Introductory and on-the-job training will be made available to enable new employees to reach the required performance standards and competencies in the established time.</p> <p><b>Tutors</b> Induction will provide new staff with information and instruction on all relevant D8CEC policies and procedures. All tutors will receive the D8CEC Tutor handbook and new staff will also be monitored by the D8CEC Manager during their initial employment period.</p> <p><b>Administration Staff</b> Induction will provide new staff with information and instruction on all relevant D8CEC policies and procedures. All staff will be monitored during their initial employment period. Administrative staff must have the required administrative and ICT skills relevant to their job requirements.</p>
<b>Staff Development</b>	<p>Ongoing mentoring and training will be offered by management to assist staff in addressing areas of improvement. This mentoring will be offered formally and informally.</p> <ul style="list-style-type: none"> <li>▪ Annual staff appraisals will be conducted by D8CEC Manager to ascertain the development needs of individual members of staff.</li> <li>▪ Records of staff appraisals will be kept on file.</li> <li>▪ D8CEC will where applicable and appropriate, support staff to source suitable professional development training courses.</li> <li>▪ D8CEC will where and when possible, assist staff with the funding of continued professional development.</li> <li>▪ Records of all professional developmental training undertaken by D8CEC staff will be kept on file.</li> <li>▪ D8CEC Management will provide staff with information on free programmes for professional development as offered by CDTEB, NALA, Leargas and The Wheel.</li> </ul>

## **QQI Core Guideline 5**

### **Teaching and Learning**

## Teaching and Learning Policy

Version 2 – May 2022

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D8CEC CLG is dedicated to supporting and providing for second-chance education and lifelong learning opportunities in response to the ever-changing needs of the adult community in Dublin 8 and surrounding areas. The courses offered are responsive to the needs of the local community and we credit ourselves on the learner-centred education that is provided and keep the students central to our work.

Educational/Training courses provided by D8CEC include, but are not limited to – Computer Literacy, Internet Skills, Digital Media, IT Skills, Computer Applications, Preparation for Work, One to One Literacy, Communications, Mathematics and English language. The course schedule is subject to change based on demand and the interests and needs of local learners.

Many of the learners that attend D8CEC are long-term unemployed, who have not attended training for many years but are eager to re-enter the workforce. We are committed to the provision of quality education and that each individual's learning experience is a positive and enjoyable one. The quality of teaching and learning is something that is reviewed on a regular basis through consistent self-monitoring from individual tutors as well as in response to learner evaluations. The AQAC maintains oversight of the quality of the teaching and learning environment as well as assessment strategies.

The diverse range of students' needs, and learning styles is something that is considered when designing, delivering, and evaluating training programmes. Individual and group sessions and/or tutorials can be facilitated, and additional supports are also made available to maximise each students learning potential. A range of pedagogical approaches are utilised in our approach to teaching and learning and the effectiveness of these approaches are regularly monitored. A sense of autonomy is encouraged and carefully balanced with guidance and support. The relationship and mutual respect between learner and tutor are something that is communicated during induction, which is built upon throughout the course of their journey with D8CEC.

Should a learner wish to raise an issue or complaint, measures are in place to deal with this in an efficient and sensitive manner. Procedures are also in place for Learner Academic Appeals.

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## Teaching and Learning Procedure

Version 2 – May 2022

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, D8CEC Receptionist
<b>Purpose</b>	The purpose of this procedure is to ensure that teaching and learning on D8CEC programmes of education and training are of the highest standards and ensure that our ethos of providing second chance learning in an environment that fosters respect, understanding and trust is adhered to.
<b>Monitoring and Review</b>	All policies and procedures in D8CEC are reviewed on an annual basis by the manager, assistant manager and put forward for assessment and approval to the board of management.
<b>Overview of Responsibilities</b>	<p>D8CEC's Board of Management ensures that Teaching, Learning and assessment strategies are of the highest standard and are aligned with QQI core guidelines and the centre's quality assurance standards. The Board supervises the overall quality of agreed strategies as outlined in the QA manual.</p> <p>D8CEC's Manager ensures that teaching, learning, and assessment strategies are implemented and provides necessary support to staff and learners.</p> <p>D8CEC's Assistant Manager works closely with the centre manager in monitoring and supporting the implementation of teaching, learning and assessment strategies.</p> <p>D8CEC tutors work closely alongside learners and ensure appropriate support is given to ensure each individual experiences an environment where their potential is realised, nurtured, and supported.</p> <p>D8CEC receptionist is available to facilitate communications from learners to D8CEC personnel and ensure request for support are passed on to relevant staff.</p>
<b>The Learning Environment</b>	<ul style="list-style-type: none"> <li>Teaching Methodologies are informed by the academic theories of Malcom Knowles, Maslow, Paulo Freire, Bruce Tuckman &amp; Honey &amp; Mumford. This is a change-oriented model which is largely made-up of learner-centred discussions, group discussions, peer learning, transformative learning, independent learning, and tutor and learner traditional instruction. This is the style of Community Education. It also includes support structures to facilitate relationship-building.</li> <li>Heat and ventilation will be adequate. Any faults, issues or concerns are reported to the Centre Manager.</li> </ul>
<b>Learner Induction</b>	<ul style="list-style-type: none"> <li>During course induction, classroom etiquette is discussed and includes matters such as timekeeping, the use of mobile phones, being respectful to peers during class discussions, ensuring each person is given the opportunity to talk, and D8CEC's zero tolerance towards bullying &amp; racism in the classroom and matters concerning confidentiality.</li> <li>All learners are given a learner Pack which includes, Learner handbook, Component Specification, Course Brief, Learning Outcomes, Results Summary Sheet, Learner Assessment Brief, Learner Marking Sheets,</li> </ul>

	<p>Learner Progression Form, Learner Evaluation Form, Submission Date Form, RPL Policy, Reasonable Accommodation Policy and form, Learner Academic Code of Conduct policy, Complaints Policy &amp; Form, Learner Academic Appeals Policy &amp; Form (this form is only given in a QQI Level 4) as level 3 is a portfolio of work and is only graded as Successful.</p>
<b>The Management of the Learning Environment</b>	<ul style="list-style-type: none"> <li>On commencement of each course, all tutors are required to carry out a course induction. During this time, health and safety measures and requirements are highlighted, personal conduct is discussed, and a class contract is developed alongside learners to ensure the learning experience is a positive one for all involved.</li> <li>Any disruptions or disputes in the classroom are handled sensitively and respectfully. Following minor disruptions, it is the tutor's responsibility to respond to any identified issues, following this or for more serious disruptions the Centre Manager is notified and respond's appropriately.</li> </ul>
<b>Teaching and Learning Resources and Equipment</b>	<ul style="list-style-type: none"> <li>D8CEC provides a range of teaching and learning resources such as learner handouts, practice learning activities, sample assessments, 1:1 literacy and study skills support, and counselling services if required.</li> <li>All learners have access to laptops, broadband and printing facilities. D8CEC also provides a laptop loan scheme.</li> <li>Data projectors, screens, whiteboards, and flipcharts are made available to tutors for demonstration and lecture purposes.</li> <li>D8CEC has a resource library that all learners can avail of to support them in their learning and assessment.</li> <li>Classrooms are equipped with tutor laptop and digital Whiteboard.</li> </ul>
<b>Alignment of Teaching and Learning Styles</b>	<ul style="list-style-type: none"> <li>Tutors assess individual learning styles during the induction process in D8CEC. Tutors are trained in and aware of the individual learning styles an individual may present with and aligns teaching strategies accordingly.</li> <li>Teaching strategies are developed in response to learner styles in the classroom to ensure comprehension and participation.</li> <li>All tutors have a good understanding of adult education theories and plan their classes accordingly.</li> <li>A range of teaching methodologies are utilised in each class that consist of lecture, group discussion, Q and A sessions, practical and problem-solving activities, a range of small and large group activities, debate, and reflective practice.</li> <li>Motivation of learners is central to tutors teaching strategies and all tutors have an understanding of the differences between intrinsic and extrinsic motivation. Regular constructive feedback is ensured to maintain motivation and focus.</li> </ul>
<b>Encouraging Engagement and Participation</b>	<ul style="list-style-type: none"> <li>Regular opportunities for class discussion are facilitated. Debate is encouraged and supported and plentiful opportunities for Q and A sessions are provided.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learners are consistently encouraged and afforded opportunities to approach their tutor with any questions they may have throughout the duration of their course for clarification purposes.</li> <li>• Questioning is used by tutors for informal and formative assessment purposes.</li> </ul>
<b>Provision of Information and Learner Supports</b>	<ul style="list-style-type: none"> <li>• Learner information can be accessed in the learner handbook, D8CEC website, social media sites and from Centre staff. Learner support information can also be accessed in this way.</li> <li>• Upon registration and/or commencement of each course, the D8CEC Manager provides each learner with a guided tour of the building and provides information on available learner supports.</li> <li>•</li> </ul>
<b>Provision of Feedback</b>	<ul style="list-style-type: none"> <li>• Learners have opportunities to request feedback throughout the duration of their course.</li> <li>• Feedback is facilitated and provided for during class time.</li> <li>• Learners are provided with contact details for their course tutor during induction.</li> <li>• Learners are asked in to fill in course evaluation forms in the middle of each course and at the end of their course.</li> </ul>
<b>Academic Quality Assurance Committee</b>	<ul style="list-style-type: none"> <li>• D8CEC's Academic Quality Assurance Committee will review staff requirements on a quarterly basis to ensure current teaching staff has the necessary skills, experience, and qualifications.</li> <li>• The committee will assess staff suitability and determine if additional teaching staff is required to facilitate courses.</li> <li>• Teaching staff are encouraged to work collaboratively to support each other in learning.</li> </ul>
<b>Opportunities for learners to raise issues and concerns.</b>	<ul style="list-style-type: none"> <li>• The protocol for raising an issue or concern can be found in the learner handbook that is distributed and highlighted during the induction process. Learners are informed there is an open-door policy at all times if learners wish to raise a concern with the manager &amp; assistant manager. This removes the traditional formal barrier in most institutions as learners know the staff personally by name.</li> <li>• D8CEC carries out Learner Evaluations in the middle and at the end of each course. All evaluation forms are anonymous so that learners can raise concerns in complete confidence.</li> <li>• Contact details for the Centre Manager and Assistant Manager can also be found within the learner handbook.</li> <li>• Minor Issues and concerns can be raised directly with the course tutor.</li> <li>• In the event a learner's issue or concern relates to the professional conduct or teaching strategies of their course tutor, learners can go</li> </ul>



	directly to the Centre Manager or Assistant Manager and matters will be dealt with appropriately.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• D8CEC's Fair and Consistent Assessment of Learners policy and Procedures applies.</li> <li>• D8CEC's Learner Academic Appeals Policy and Procedures apply.</li> <li>• D8CEC's Complaints Policy and Procedures apply.</li> </ul>

## Use of social media for Tutors and Learners Policy

Version 1 – May 2022

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Social media can add a new interactive element to teaching and learning and is widely used by everyone today. When using social media as a means of communication in a teaching environment, it is important that guidelines for the appropriate use of social media platforms are put in place to protect both tutors and learners from any invasion of privacy or the prospect of a cyber-bullying incident.

D8CEC CLG has put in place a robust policy and set of procedures that have been based on the Teaching Council of Ireland Guidelines on appropriate use of social media to make sure that our social media platforms are used to inform our tutors, learners, and the wider community.

This policy and accompanying procedure are set out in detail in the best practice guidelines on the use of social media by all concerned.

- Teaching Council of Ireland Guidelines on appropriate use of social media.  
<https://www.teachingcouncil.ie/Website/en/Fitness-to-Teach/Consultation-Draft-Social-Media-Guidelines/Draft-Guidelines-for-Registered-Teachers-Social-Media.pdf>

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## Use of social media for Tutors and Learners Procedure

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, Tutors and Volunteer Tutors
<b>Others Involved</b>	D8CEC learners
<b>Purpose</b>	The purpose of this procedure is to ensure that the social media used by D8CEC is a managed part of the teaching and learning process that is respectful to all and complies with relevant legislation.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager and approved by the D8CEC Voluntary Management Committee.
<b>Procedure for Social Media Platform Management</b>	<ul style="list-style-type: none"> <li>• The D8CEC Assistant Manager is responsible for ensuring standards and accuracy of the D8CEC Facebook, Twitter, and Instagram pages.</li> <li>• Only the D8CEC Manager can approve a new social media platform for the organisation.</li> <li>• The D8CEC Assistant Manager is responsible for ensuring the ethos of respect and equality promoted throughout the organisation is reflected on all social media platforms used by D8CEC.</li> <li>• Tutor and Learner Handbooks refer to guidelines for the use of social media in relation to programmes at D8CEC</li> </ul>
<b>Social Media Procedure Information for Tutors</b>	<ul style="list-style-type: none"> <li>• The following regulations refer to tutor use of social media platforms- <b><i>based on Teaching Council of Ireland Guidelines on appropriate use of social media.</i></b> <ul style="list-style-type: none"> <li>• Do not use social media so as to contravene or breach the laws of Ireland, specifically in relation to privacy rights, defamation law and GDPR.</li> <li>• Do not use social media sites to engage in any form of bullying or behaviour which is illegal or likely to cause harassment to others (e.g., stalking, grooming of minors, etc.).</li> <li>• Do not post any material which breaches the intellectual property rights of third parties (e.g., logos, written works, diagrams, pictures, music, video/film clips, etc.); where necessary the express permission of the rights holder should be obtained.</li> <li>• Tutors are encouraged to regularly visit the D8CEC Facebook, Twitter, and Instagram pages to keep updated on all our learning activities.</li> <li>• D8CEC appreciates if tutors share all relevant information from all D8CEC Social Media pages on their personal social media accounts.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>Use of Personal Social Media platforms</b> How or whether tutors use social media in their personal lives is a matter for individual staff, however, D8CEC brings the following to the attention of all staff - <ul style="list-style-type: none"> <li>• You should be aware that social media sites cannot guarantee confidentiality, whatever privacy settings are used and should exercise caution in the content you upload.</li> <li>• You should consider the possible impact on colleagues, students, or the public's perception of the profession, before publishing any content on social media sites.</li> <li>• Treat all with respect and avoid abusive or malicious behaviour online.</li> <li>• Make sure your comments are not defamatory or otherwise in breach of the law.</li> <li>• We recommend that phone contact with learners if necessary is via the D8CEC landline and that you do not share your personal mobile or email with learners.</li> <li>• When posting to a social media page, consider that it may be appropriate to identify personal views as personal and not representing D8CEC. Please use the disclaimer - "all views expressed here are my own and don't reflect the views of my employer".</li> <li>• Do not post material which is confidential which could have the effect of damaging D8CEC's reputation or the privacy or reputation of any third party.</li> </ul> </li> <li>• Any breach of this procedure by a tutor should be reported to the D8CEC Manager who will conduct an investigation if appropriate.</li> <li>• Disciplinary Procedures as outlined in the Tutor Employee Handbook will be applied as necessary.</li> </ul>
<b>Social Media Information for Learners</b>	<ul style="list-style-type: none"> <li>• <b>Use of Personal Social Media platforms</b> <ul style="list-style-type: none"> <li>• If you use social media in your private life learners should be aware that social media sites cannot guarantee confidentiality, whatever privacy settings are used. Caution should still be exercised in the content uploaded to any social media site.</li> <li>• Always consider the possible impact on your peer learners before publishing any content on social media sites.</li> <li>• Please treat everyone with respect and do not engage in abusive, unsustainable, or malicious behaviour online.</li> <li>• Make sure your comments are not defamatory or otherwise in breach of the law.</li> <li>• It is important that you realise that the content of class discussion should not be discussed outside of the classroom and should never be shared on social media.</li> <li>• Please ensure that when participating in classroom discussions that you should not identify individuals or organisations, and these must not be shared on social media under any circumstances.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Any breach of this procedure by a Learner should be reported to the Assistant Manager who will conduct a complete investigation and compile a written report for the D8CEC Manager.</li> <li>Disciplinary Procedures as outlined in the Learner Handbook will be applied as necessary.</li> </ul>
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## **QQI Core Guideline 6**

### **Assessment of Learners**

## Fair and Consistent Assessment of Learners Policy

Version 2 – May 2022

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D8CEC CLG guarantees the fair and consistent assessment of learners for both formal and in-house assessment processes. This is evident through the procedures and systems in place embedded in the assessment framework and ensures the integrity and security of the assessment process.

Assessments are devised, implemented, evaluated, and monitored in accordance with D8CEC's learner-centred education philosophy, and all assessments are consistent with QQI guidelines. Assessments are explained clearly to all learners and provided for in a fair, consistent, and accessible manner. The necessary and appropriate information required by students to successfully participate in the assessment process is made available to students at the beginning of each course and distinct and diversity of needs are accommodated for. Every learner will have the opportunity to reach their full potential and have this potential recognised. A wide range of assessment procedures are in place, in accordance with relevant guidelines and opportunities for progression with the National Framework of Qualifications is supported and encouraged.

In D8CEC we recognise our responsibility in ensuring marking and grading is consistent across all programmes. Tutors are suitably qualified and experienced, and all is done in line with national standards. Learners and tutors are expected to act with honesty and academic integrity, however, should an occasion arise where either a tutor or learner engages in academic misconduct of any kind, there are processes in place to address this. For QQI accredited awards, all assessments will go through a rigorous internal and external verification process.

At the beginning of programme delivery, the lead tutor provides learners with an assessment schedule along with an accompanying programme assessment plan. This documentation outlines dates for submissions/exams (where applicable) and feedback. Assessment information can also be found in the learner handbook.

D8CEC acknowledges that some learners may have specific needs that will need to be accommodated to ensure fairness, inclusion, and equality of access. Learners are encouraged to communicate these needs during the registration process or to their course tutor. The adaption of assessment is possible to cater for the needs of these learners i.e., those with a disability or those covered by Equality Legislation. Upon registration learners are required to complete a reasonable accommodation request form if they think they may need additional support to complete assessment. This is reviewed on a case-by-case basis.

The Assistant Manager is responsible for the secure storage of all assessment materials and ensures that all confidential documentation is locked in a secure administration office, only the centre manager and assistant manager have the key for, it is locked in a secure filing cabinet or in a password protected OneDrive which only the manager and assistant manager have the password for. Access is granted on a need-only basis.

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## Fair and Consistent Assessment of Learners Procedure

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, D8CEC Receptionist, D8CEC tutors, D8CEC Results Approval Panel (RAP), Internal Verifiers, External Authenticators
<b>Purpose</b>	The purpose of this procedure is to ensure that assessment is systematically planned and standardised to ensure the needs of our learners are met.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the Assistant Manager and approved by the Board of Management.
<b>Overview of Responsibilities</b>	<p>D8CEC's Manager ensures that fair and consistent assessment processes and procedures are implemented and reviewed in the centre and provides necessary support to staff and learners.</p> <p>D8CEC's Assistant Manager works closely with the centre manager in monitoring and supporting the implementation of fair and consistent assessment processes and procedures.</p> <p>D8CEC tutors work alongside learners ensuring all assessments are carried out as presented in the module descriptors and that adequate support is provided in completing assessment work.</p> <p>The Results Approval Panel (RAP) is responsible for overlooking and approving assessment results and gives final results and recommendations for certification.</p>
<b>Planning for Assessment</b>	<ul style="list-style-type: none"> <li>Each course tutor devises an assessment schedule for their class. For all learners attending a QQI Level 4 course they receive the details of this assessment schedule. Learners are given their submission dates, Assessment learning Outcomes &amp; Assessment Brief.</li> <li>Tutors who teach the same course, work together to devise the course descriptor &amp; assessments, so we have clear and full transparency in the work being delivered. Clear indicators are defined and agreed-upon</li> <li>D8CEC's Manager is available to all tutors if they require information or support around assessment and the quality assurance of assessment.</li> </ul>
<b>Learner Information</b>	<ul style="list-style-type: none"> <li>Details of the QQI certification process is outlined in the Learner Handbook as well as assessment and Learner Academic Appeals procedures. This information is also communicated to learners during the induction process.</li> </ul>



<b>Security of Assessment</b>	<ul style="list-style-type: none"> <li>• Information and guidelines around the security and storage of assessments is outlined in the tutor handbook.</li> <li>• D8CEC ensures measures are in place to ensure the integrity of assessment, all documentation including materials, evidence, results, and records are stored in the D8CEC building in locked training rooms.</li> <li>• Upon submission of assessments, learners complete a Learner declaration form which is included (where appropriate) within the assessment portfolio.</li> <li>• Tutors are obligated to sign for each assessment that they collect from each learner. The manager then checks all assessment work, following grading.</li> <li>• Provisional grades are entered into a results summary sheet which is held in the centre with all corrected portfolios. Learners who have failed, learners who only submitted a portion of their work or learners who have requested an extension on their work are also included in this documentation.</li> <li>• Tutors when taking up employment in D8CEC are required to sign confidentiality agreements. They are responsible for the safe storage of any assessment related documentation while it is in their possession. Any breaches must be reported to the Centre Manager as a matter of urgency.</li> </ul>
<b>Submission of Assessment</b>	<ul style="list-style-type: none"> <li>• All assessments are submitted directly to the centre manager in the office.</li> <li>• Learners are accommodated where they have a genuine difficulty in meeting submission deadlines. For Minor Level awards, there is no timeline on the submission of assessments.</li> </ul>
<b>Feedback to Learners</b>	<ul style="list-style-type: none"> <li>• Tutors ensure that timely, constructive feedback is provided to all learners throughout the duration of their course. The tutors will sit with each learner in the middle of their course are both learner and tutor will sign a learner Progression form which outlines the percentage of work the learner has completed to that date. The feedback provided enables learners to identify areas for improvement and sufficient time is given to improve their performance.</li> <li>• Tutorials can also be arranged on a case-by-case basis and are used as opportunities to provide feedback and support.</li> <li>• Both formative and summative feedback is provided.</li> </ul>
<b>Marking and Grading</b>	<ul style="list-style-type: none"> <li>• Marking and grading is discussed during the induction of new teaching staff and information is provided in the tutor handbook.</li> </ul>

	<ul style="list-style-type: none"> <li>Marked assessments are returned to the centre on or before an agreed date as outlined in the certification plan each year.</li> </ul>
<b>Repeating Assessment</b>	<ul style="list-style-type: none"> <li>If a learner fails to pass their assessment the course tutor makes, contact to identify areas that require amendment or ways in which the quality of work provided can be improved upon.</li> <li>Learners will be given another opportunity to re-submit their work for certification and a new agreed timeframe for submission will be determined.</li> </ul>
<b>Reasonable Accommodation</b>	<p><b>Reasonable Accommodation Policy can be found in the D8CEC QA Manual Appendices T</b></p> <ul style="list-style-type: none"> <li>The Centre Manager accepts and reviews all requests for reasonable accommodation.</li> <li>A reasonable accommodation request form is completed and submitted upon commencement of each course. <b>See Appendices T1 for above form in D8CEC QA Manual Appendices.</b></li> <li>A decision will be made within two weeks of receiving the form.</li> <li>Learner will be informed of the decision made by the Centre Manager either by phone call/email or in person.</li> <li>If successful, the Centre Manager will inform the tutor of any adaptations to be made.</li> </ul>
<b>Academic Integrity and Academic Misconduct</b>	<ul style="list-style-type: none"> <li>Any Learners taking part in an assessment must sign the D8CEC declaration stating that all work contained within this assessment is their own. This declaration can be found on every D8CEC assessment.</li> <li>Any knowledge or suspicions of a learner engaging in academic misconduct must be brought to the Centre Manager in D8CEC. This matter is investigated internally by the Centre Manager.</li> <li>Depending on the severity of the incident, the manager may consult with the chair of the Academic Quality Assurance Committee. The learner is then contacted and will meet with the Centre manager to discuss the incident.</li> <li>A judgement is made about whether there has been a breach of academic integrity, and a decision will be made as to whether the learner can continue or be removed from the course.</li> <li>This decision will be made within 5 working days from the date the incident is reported. The D8CEC Centre Manager will inform the learner in person of the final decision</li> <li>Academic misconduct by the Centre's tutors is also regarded as gross misconduct and can result in disciplinary action up to and including termination of contract.</li> </ul>

	<ul style="list-style-type: none"> <li>• Appendices X – Learner Academic Code of Conduct</li> </ul>
<b>Internal Verification Process</b>	<ul style="list-style-type: none"> <li>• The Internal Verifier in D8CEC is the Centre Manager.</li> <li>• Tutors who teach on programmes cannot act as Internal Verifier.</li> <li>• The Internal Verifier ensures that assessment aligns with the assessment plan.</li> <li>• The Internal Verifier confirms during the sampling procedure that assessment material/evidence is present.</li> <li>• Marks are checked for accuracy and adjusted if and when appropriate.</li> <li>• Provisional results sheets are assessed to ensure accuracy.</li> </ul>
<b>External Authentication and Results Approval</b>	<ul style="list-style-type: none"> <li>• D8CEC ensures that all approved External Authenticators have the appropriate experience and qualifications necessary for undertaking such a role.</li> <li>• Certification is arranged for, and External Authenticators sourced for August of each academic year.</li> <li>• The External Authenticators reviews the IV report, assessment material and provisional results.</li> <li>• The EA ensures all assessments are in line with appropriate QQI guidelines and D8CEC's sampling strategy. Following this, an EA report is completed which is then shared with tutors.</li> <li>• D8CEC's Results Approval Panel (RAP) i.e., Centre Manager and Assistant Manager reviews all assessment documentation including IV and EA Reports, assessment results, they highlight any inaccuracies or recommendations for improvement also noting areas of good practice. Results are approved following this process. Any issues and/or concerns are also brought to light and actioned as appropriate.</li> <li>• The Centre Manager then completes an online declaration on the QQI website.</li> </ul>
<b>Learner Academic Appeals</b>	<ul style="list-style-type: none"> <li>• The assessment appeals process is outlined in both the learner and tutor handbooks.</li> <li>• Learners are informed about the appeals process during induction and again once the approved results are issued.</li> <li>• This appeal is reviewed and locked in a secure filing cabinet within the centre for QA monitoring.</li> <li>• Strict deadlines are applied, and late applications are not accepted.</li> <li>• D8CEC has a specific policy on Learner Academic Appeals.</li> <li>• All learner certification and progression records are entered into the CDET/SOLAS PLSS system.</li> </ul>

## Learner Academic Appeals Policy

The policy is designed to ensure fair and consistent assessment of learners is achieved by incorporating an appeals procedure.

Only approved results can be formally appealed by a learner, or with the support of a staff member if needed. All results are approved through the Results Approval Panel.

D8CEC is committed to ensuring all appeals meet the highest standard and are in line with the requirements set by the Quality and Qualifications Ireland Assessment and Standards, Revised 2013. This policy will ensure that D8CEC maintains and improves on the quality of appeals delivered to learners.

The purpose of this policy is to support D8CEC in ensuring the development and implementation of good practice in the processing of appeals across all courses. D8CEC is dedicated to delivering a high-quality learning experience and to ensure quality assurance is maintained throughout the appeals process.

If learners are not satisfied with the grade awarded following the assessment process, D8CEC CLG has an appeals process in place that provides learners with the opportunity to appeal the decision. If a learner wants to appeal their results, they must submit the Learner Academic Appeals Form (QA Manual Appendix D) which is also contained in the Learner Pack. This form must be submitted to the D8CEC Centre Manager, within 10 working days of receiving certification.

Learner appeals are only accepted from learners attending QQI Level 4 courses in D8CEC.

Learners attending QQI Level 3 courses are only given 1 grade (successful) so this grade cannot be changed, therefore is not eligible for an appeal. QQI Level 3 learners must attend all classes as they are required to produce a portfolio of class work not an assessment. If a learner does not complete their portfolio of class work, they are not put forward for certification. Every learner is informed of this at commencement of course. If a learner misses a class due to illness the tutor will arrange for a catch-up class for any portfolio work needed.

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## Learner Academic Appeals Procedure

<b>Staff Involved</b>	D8CEC Manager (Internal Verifier) , D8CEC Assistant Manager (QA Officer), Tutors, External Subject Expert (where relevant), RAP , AQAC
<b>Purpose</b>	The purpose of this procedure is to ensure that there is a fair and consistent method for learners to appeal their assessment results and grades.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager.
<b>Overview of Responsibilities</b>	<p>D8CEC's Manager ensures that fair and consistent processes and procedures are in place for learners to appeal their assessment results and grades and that this process is fit for purpose.</p> <p>D8CEC's Assistant Manager (QA Officer) works closely with the Centre Manager in the process of reviewing and responding to learner appeals.</p> <p>D8CEC tutors will review all learner appeals alongside the centre manager to ensure all assessment documentation has been marked correctly and that marks have been inputted accurately.</p> <p>D8CEC external subject matter tutors are involved in this process where relevant to re-assess learners' submitted work alongside the external authenticator's report and ultimately make the final decision.</p>
<b>Learner Results Appeals for QQI Awards</b>	<p><b>Grounds for an academic appeal</b></p> <p>Academic appeals are permitted only where the learner believes one of the following circumstances have occurred:</p> <ol style="list-style-type: none"> <li>Where there is evidence that the assessment was not conducted in accordance with the regulations of D8CEC or awarding body (QQI)</li> <li>Where there is evidence that assessment criteria relating to the specific assessment in question were incorrectly applied in arriving at the grade, mark awarded.</li> <li>There has been a procedural irregularity in the assessment process or material administrative error</li> <li>Where the learner believes that their performance was affected by mitigating circumstances beyond their control e.g. illness, for which evidence is provided and accepted as genuine and applicable.</li> <li>Where the learner believes that their performance was affected by centre decisions relating to access arrangements and special consideration. <ul style="list-style-type: none"> <li>If learners are not satisfied with the grade awarded following the assessment process, D8CEC CLG has an appeals process in place that provides learners with the opportunity to appeal the decision; they must submit the Learner Academic Appeals Form (QA Manual Appendix D) which is also contained in the Learner Pack.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Learners will be made aware that during this process the only evidence that may be presented in an appeal is that which has already been submitted by the learner and reviewed by the external authenticator.</li> <li>• The Learner academic appeals Form must be submitted to the D8CEC Centre Manager, within 10 working days of receiving certification.</li> <li>• D8CEC tutors will review all learner appeals alongside the Centre Manager to ensure all assessment documentation has been marked correctly and that marks have been inputted accurately.</li> <li>• An external subject matter expert is involved in this process,</li> <li>• where relevant to re-assess learners' submitted work alongside the external authenticator's report and ultimately make the final decision. The decision being whether grade stays the same or changes.</li> <li>• The D8CEC Centre Manager will inform the learner in person of the final decision regarding their appeal within 5 working days of receipt of appeals form.</li> <li>• <i>There will be no fee incurred by the learner throughout this process.</i></li> </ul>
<b>Grievances and Complaints relating to Assessment excluding an appeal of a result</b>	<ul style="list-style-type: none"> <li>• Learners must submit grievances and complaints in writing to the Centre Manager or Assistant Manager by filling in the D8CEC Complaint Form (See QA Manual Appendix O) which is also contained in the Learner pack.</li> <li>• Manager and Assistant Manager will discuss grievances with the learner and tutor separately.</li> <li>• Any decision made around this complaint will be documented and learners will be informed in person with 5 working days of the initial complaint.</li> </ul>
<b>Catering for Diversity</b>	<ul style="list-style-type: none"> <li>• Should a learner wish to apply for reasonable accommodation on any assessment. The learner or someone on their behalf, should complete a D8CEC Reasonable Accommodation Form (Appendix T1) This form should be submitted to the Centre Manager upon commencement of course.</li> <li>• A decision will be made with 2 weeks of receiving the form. The Learner will be informed of the decision made by the Centre Manager either by phone call/email or in person. If successful, the Centre Manager will inform the tutor of any adaptations to be made</li> </ul>

## Learner Academic Appeals Procedure of QQI Results and any Complaints related to the Assessment Procedure

### Appeal of Results

- Learner's must complete a Learner Academic Appeals form within 10 working days of receiving certification.
- No fees are attached to this procedure

### Review procedure

- Manager checks EA Report
- External Subject matter expert /assessor engaged to remark assessment work
- Decision of the External expert is final

### Grievances and Complaints

- All grievances/complaints must be made in writing
- Grievances/complaints reviewed by Manager and Assistant Manager and discussed with tutor and learner.
- Any decision made around this complaint will be documented and learners will be informed in person within 5 working days of the initial complaint

### Catering for Diversity

- Should a learner wish to apply for reasonable accommodation.
- The learner or someone on their behalf, should complete a D8CEC Reasonable Accommodation Form (Appendix T1) This form should be submitted to the Centre Manager upon commencement of course.
- A decision will be made with 2 weeks of receiving the form.
- The Learner will be informed of the decision made by the Centre Manager either by phone call/email or in person.
- If successful, the Centre Manager will inform the tutor of any adaptations to be made

## **QQI Core Guideline 7**

### **Supports for Learners**



## **Learner Support Policy**

### ***Version 2 – February 2022***

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D8CEC CLG is aware that many of the learners that attend our centre have not engaged in formal learning for quite some time. For this reason and in line with our learner-centred philosophy we strive to ensure each learner's experience is a positive and enjoyable one and everyone is encouraged and supported to reach their full potential. We recognise that in order for this to be made possible, there are some necessary supports that must be in place. All Centre staff are available to offer support and assistance to learners when required and each learner is encouraged to communicate with their tutor either in class or via email to make their needs known. There are external support services also available, and tutors are on hand to provide the relevant information and contact details for these services should the need arise.

D8CEC is aware of the diversity of learner needs, experiences and learning styles and aims to provide training which is fully accessible to all. There is a procedure in place for providing reasonable accommodation on an individual basis and the existing supports are outlined and made available to students in their learner handbook that they receive upon registration. Tutors regularly communicate with each learner throughout their learning journey and enable them to have the confidence to access the supports when needed. Upon completion of each course, learners are asked to complete evaluation forms where they are encouraged to provide feedback on the adequacy and effectiveness of learner supports. Progression routes to employment and/or further and higher education is also communicated to each group throughout their course and the centre Manager will arrange meetings with the CDETB Guidance Service if needed, the meeting takes place in D8CEC.

Should a learner wish to submit a complaint there are procedures in place to deal with these instances. The information regarding the process of making a complaint is made available to each learner during the registration and induction process. Any complaints that are submitted to the Assistant Manager are handled efficiently and D8CEC ensures all issues are resolved in a fair, timely and constructive manner. If the complaint cannot be dealt with informally, the Assistant Manager Logs details of the formal complaint on the complaints register and all correspondence is monitored. This is discussed at Academic Board Meetings where possible resolutions are discussed. Information is stored and held in line with GDPR guidelines.

Here at D8CEC, we ask if the learners are able to pay a €20 registration fee. We ask the learner if they are able to make the payment they should call in to the main office whenever they want to make this payment. We never ask for payments during a class as we do not want to make anyone who cannot afford to pay this amount uncomfortable in front of fellow learners. We do not charge this fee to anyone in Direct Provision, anyone that is homeless or to those in receipt of a state pension. If a learner does not come to the office to make the payment, we do not follow this up and we just presume the person cannot afford to pay this amount.

D8CEC outlines in the Access and Admissions, Transfer and Progression Policy and procedures the approach that is taken in relation to admission of all courses. This is to ensure the effective and consistent support provided to each learner as well as ensuring an encouraging and supportive environment that supports all areas of wellbeing.

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## Learner Support Procedures

<b>Staff Involved</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, D8CEC Tutor, D8CEC Receptionist
<b>Purpose</b>	The purpose of this procedure is to ensure that all involved in the training section of D8CEC adhere to and promote best practice in relation to always supporting learners to create a supportive learning environment where all learners can achieve their full potential.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager and approved by the D8CEC Board of Management
<b>Overview of Responsibilities</b>	<p>D8CEC's Board of Management supervises the effectiveness and adequacy of support provided to learners as well as ensuring alignment with QQI core guidelines and the centre's quality assurance standards.</p> <p>D8CEC's Manager monitors the effectiveness and adequacy of learning support strategies and assists in coordinating these supports.</p> <p>D8CEC's Assistant Manager works closely with the Centre Manager in monitoring and supporting the implementation of learning support procedures.</p> <p>D8CEC tutors work closely alongside learners and provide the primary source of support throughout the duration of courses provided in the Centre. Individual and appropriate support is given to ensure each learner experiences an environment where their potential is realised, nurtured, and supported.</p>
<b>Learner Induction</b>	<ul style="list-style-type: none"> <li>During the induction process, learners are informed of all supports available to them from course registration right up to certification. If any individual meets the criteria for reasonable accommodation and had not made this known to the Centre Manager upon registration, induction gives them the opportunity to communicate their learning needs either to their course tutor or Manager.</li> <li>Information on learner supports are also outlined in the tutor and learner handbook which is given to students during the induction session.</li> <li>A wide range of information and instruction is provided to learners during the induction process and encompasses all aspects of their learning journey while availing of training in the centre. Information is provided to learners around. <ul style="list-style-type: none"> <li>Health and safety procedures</li> <li>Equality and Dignity at Work and Anti-Bullying measures</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Methods of programme delivery</li> <li>- Learner supports and ways to access such support.</li> <li>- The secure, fair and consistent assessment of learners' work.</li> <li>- Assessment procedures and guidelines including ways to access learner appeals.</li> <li>- The role of the learner.</li> <li>- Behaviour guidelines and expectations.</li> <li>- Disciplinary procedures and the Reporting procedures for complaints.</li> <li>- The role of D8CEC and awarding bodies.</li> </ul>
<b>Available equipment and learner support.</b>	<ul style="list-style-type: none"> <li>• Learners have access to a study room in the centre if they require a quiet space to complete assessment or course work in. Learners can avail of this support between the hours of 09.30-16.30 Monday to Friday.</li> <li>• D8CEC has a developed resource library with materials that aid learners in their learning and assessment. Materials are added to this area based on learner need and requests.</li> <li>• A laptop loan scheme is available to learners if they do not have access to PC's/laptops at home. This information is provided to learners when they express interest in any of the courses offered in D8CEC, during registration and again at induction. Computers are also available to students who wish to complete work within the centre, and all have internet access.</li> <li>• Photocopying facilities are available for learners in the event they do not have access to this at home.</li> <li>• D8CEC has a voluntary team of Literacy and Numeracy tutors available.</li> </ul>
<b>Literacy and language support</b>	<ul style="list-style-type: none"> <li>• Learners must have proficiency in English in order to partake in some of the QQI accredited courses in the centre. In this event, a discussion is had with the learner during the course enquiry stage to assess their abilities and understanding and to determine what type or level of support is required.</li> <li>• For those who wish to register for our QQI level 3 and 4 ESOL courses, the centre Manager and Assistant manager ask the learner to fill in an ESOL assessment, the assessment is given to the ESOL tutor who will then speak with the learner and review the assessment. The ESOL tutor is responsible for evaluating the level of English needed. The tutor then assesses the learner's English capabilities and determines whether they meet the requirements to partake in the course.</li> <li>• The D8CEC Manager is available both before and during courses to provide supports to learners.</li> <li>• Voluntary tutors support learners by teaching literacy and English classes on a one-to-one basis. Non-English-speaking learners are assessed using an in-house assessment and a learning plan is created. Tutors use the NALA online website to provide structured training in English and literacy and learners can avail of our laptop loan scheme for practice.</li> </ul>

<b>Study skills and time management</b>	<ul style="list-style-type: none"> <li>• All new learners participating in courses in D8CEC has access to their course tutor and management for study skills support and guidance around time management throughout the duration of their course.</li> </ul>
<b>Guidance on accessing mental health and stress management supports.</b>	<ul style="list-style-type: none"> <li>• All learners are supported in reaching their goals and achieving certification in D8CEC. Individual and small group tutorials can be facilitated for those that would benefit from this support.</li> <li>• Assessment submission times can be negotiated with course tutors as deadlines differ from course to course. Extension request forms can be accessed through their tutor to promote positive mental health.</li> <li>• D8CEC informs learners of available community support services on a need-to-know basis.</li> </ul>
<b>Evidence for Reasonable Accommodations</b>	<ul style="list-style-type: none"> <li>• In line with the QQI guidelines, D8CEC provides a range of learner supports to facilitate access to courses and assessment.</li> <li>• This is a sensitive subject for many learners, and it is handled with care. Learners are asked if they need additional accommodations/support upon registration and again at the start of the course, staff note this on their application form. The Learner is asked to fill in a reasonable accommodation form.</li> <li>• The Centre Manager or Assistant Manager will inform the tutors if adaptation need to be made.</li> <li>• No cost will be incurred when availing of learner supports.</li> </ul>
<b>Access to tutors and management to discuss and access supports.</b>	<ul style="list-style-type: none"> <li>• When applying for a course, the application forms give the learner the opportunity to communicate any additional needs/special requirements. Alternatively, these needs can be discussed with management.</li> <li>• The application form informs students of how their personal information will be utilised and stored. Compliance to 2018 GDPR guidelines are also communicated and adhered to.</li> <li>• As our QQI accredited courses are funded by CDETB all learners attending courses in D8CEC fill out the CDETB registration form, all information on this form is uploaded to the PLSS with SOLAS. This system is secured with a password only the centre manager and assistant manager have, all registration forms are locked in a filing cabinet in the manager's office and the office is locked with a key. The only people with a key to this office is the Manager and Assistant manager of the centre.</li> <li>• Although all this information is outlined in the registration form, the learner is also informed in person during the registration process by the Manager and Assistant manager.</li> <li>• D8CEC is wheelchair accessible.</li> <li>• The adequacy of supports and resources is monitored on an on-going basis,</li> <li>• Supports and resources are updated and increased as necessary to reflect the diverse needs of learners. This information and/or need is captured in the evaluation forms completed by learners upon completion of courses.</li> </ul>

	<ul style="list-style-type: none"> <li>Feedback and findings from the course evaluation forms are reviewed by tutors and management throughout the year. This feedback also forms part of the agenda during meetings with the academic quality assurance committee and board of management annually. Any actions arising from these meetings are recorded, actioned, and reviewed at subsequent meetings.</li> </ul>
<b>Access, transfer and progression</b>	<ul style="list-style-type: none"> <li>Copies of certificates and course syllabus is required where previous QQI awards or awards from alternative awarding bodies have been completed relevant to the learners chosen course.</li> <li>Awards should not be more than five years old when applying for an exemption. Each recognition of prior learning (RPL) application is reviewed on a case-by-case basis.</li> <li>Information on progression routes can be found in the learner handbook and information is provided to students during induction and at the end of each training course.</li> <li>QQI brochures in the centre also outline the various progression routes.</li> <li>The Centre Manager can provide information and support to students around progression to employment, further or higher education.</li> <li>The centre Manager &amp; Assistant Manager can arrange meeting with the Local Employment Service and the CDETB Guidance Service if requested by the learner.</li> </ul>
<b>Learner Complaints</b>	<ul style="list-style-type: none"> <li>All complaints are taken seriously and dealt with promptly and efficiently. The manager deals with complaints and feedback initially and aims to resolve issues in a timely and constructive manner.</li> <li>Learners are informed of who they can issue complaints to during induction and this information is also available in the learner handbook.</li> <li>The Manager logs all complaints on D8CECs complaints register and any correspondence is documented, retained, and reviewed as part of the monitoring and evaluation processes. During meetings with the Board of Management and the academic quality committee the complaints register is discussed, and any serious complaints are brought to the board's attention.</li> </ul>

**Opportunities for progression to employment and/or further and higher education**

- Information on progression routes for all courses is available in D8CEC Office and on the D8CEC Website.
- Information regarding progression routes is listed on all QQI course brochures.
- D8CEC Manager & Assistant Manager is available to all learners to discuss progression routes into further and higher education as well as employment.

## **QQI Core Guideline 8**

### **Information and Data Management**



## Information and Data Management Policy

### Version 2 – June 2022

All data and information collected by D8CEC CLG is done so in a manner that reflects the context and mission of our Community Education Centre. Our rigorous procedures ensure all data and information is gathered and used in a responsible, purposeful, and ethical manner and is in line with current Irish legislation. This applies to data management, retention, reporting and the centre ensures all information held is secure, gathered fairly and is only used for planning and self-evaluation purposes. Both internal and external stakeholders have the right to know how their data is used and that the protection and safety of this personal data is something that we take very seriously.

Potential issues are identified in the centre through the recording of key performance indicators (KPIs). This is in relation to grade averages, satisfaction, attendance and dropout rates, certification, progression routes and results are subsequently reflected upon and actioned with the aim to improve. This process also enables us to plan effectively to ensure the training offered in D8CEC is fit for purpose and relevant to our target group.

D8CEC ensures full compliance with GDPR legislation as well as freedom of information. All staff who have access to personal data and information has the opportunity and is encouraged and supported in availing of relevant training.

Data collected by D8CEC	
Learners:	Employees:
Name Address Contact details (phone and email) Details of course selected. Gender Date of birth PPS number Nationality/Country of Birth Emergency Contact Details Social Welfare Payment if applicable Medical Card if applicable Stamp 4 if applicable Education Level Economic Status Health Conditions or difficulties Additional data (i.e., information and/or evidence of additional need) Learner Certification Data	Curriculum vitae Letter of application Copies of qualifications Employee contracts Annual review report

Security and Storage of information and Data	
Website, social media and data storage:	Security and compliance:
<ul style="list-style-type: none"> <li>- The Training Manager and local IT Expert company in D8CEC maintains the network and Internet Access.</li> <li>- All learners fill in the CDET B registration form when registering for a course in D8CEC. All the information on this form is uploaded to the PLSS (SOLAS) by the centre Manager &amp; Assistant Manager who are the only people that have the password to access the PLSS system. All registration forms are kept in a locked filing cabinet in the main office, which is locked with a key, only the Manager &amp; Assistant Manager have the keys for the office and filing cabinet.</li> <li>- D8CEC has a Cookie and Privacy Statement in place.</li> <li>- A username and password are required for editing.</li> <li>- Information held on the website is backed up automatically by the website hosting company.</li> <li>- D8CEC has a privacy policy for social media platforms.</li> </ul>	<ul style="list-style-type: none"> <li>- Fully compliant with GDPR</li> <li>- Virus checker, firewall in place</li> <li>- Offsite back-up taken weekly.</li> <li>- Existing Usernames and Passwords for all systems.</li> <li>- Locked storage on site for paper-based data, only the centre Manager &amp; Assistant Manager have the key.</li> <li>- Training provided for all staff.</li> <li>- Data Breach Procedure in place</li> <li>- All documents are kept for 6 years and are then shredded in a GDPR complaint crosscut Shredder.</li> </ul>

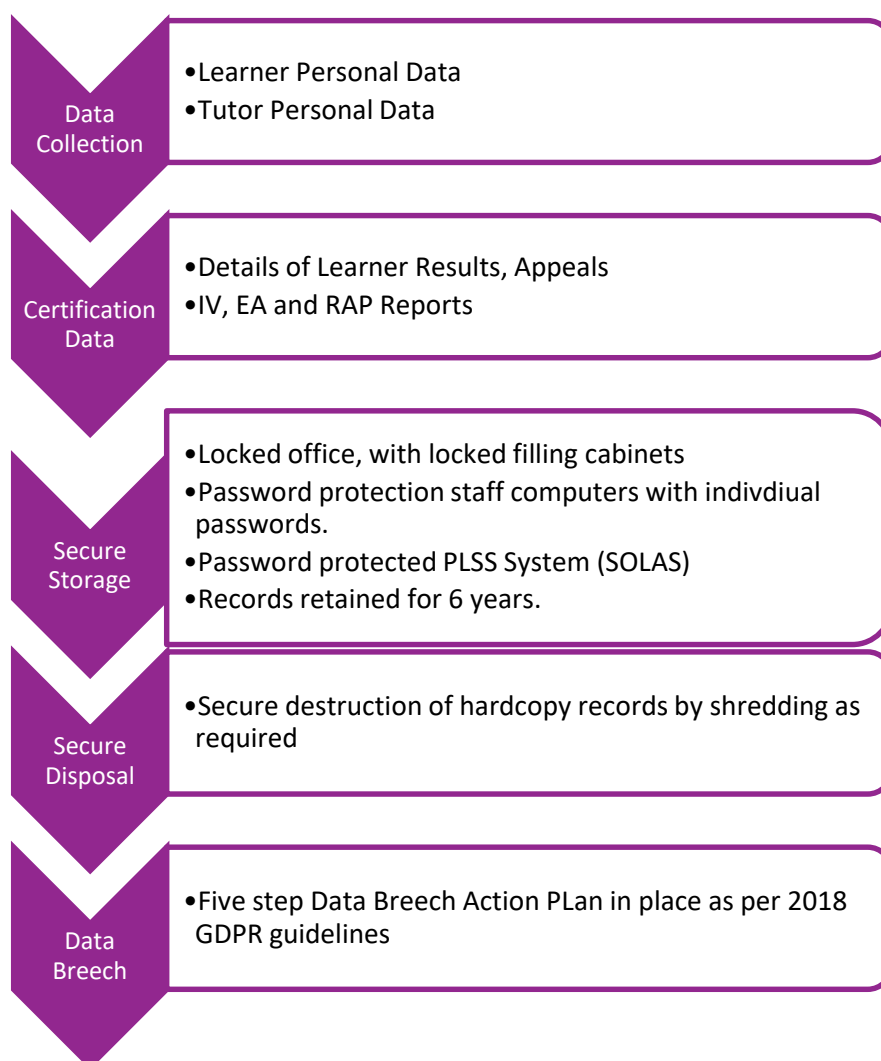
***This policy has been developed in line with the General Data Protection Regulations (GDPR) May 2018 and the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

## Information and Data Management Procedure

<b>This procedure applies to the following staff</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, D8CEC Receptionist D8CEC Tutors and Voluntary Tutors
<b>Procedure Purpose</b>	This procedure is designed to ensure that information regarding learners collected by D8CEC is used in compliance with current Data Protection legislation including GDPR requirements.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager and approved by the D8CEC Board of Management. Should there be a change in legislation, the policy and procedure will be reviewed and adapted to comply with new legislation immediately.
<b>Overview of Responsibilities</b>	<p>The Board of Management oversees the data relating to the provision of training.</p> <p>The manager is responsible for the management, maintenance and security of all information and data. The Manager is also responsible for ensuring compliance with GDPR guidelines as well as communication with students, those current, past and prospective.</p> <p>The Assistant Manager works closely with the Manager in supporting them with information and data management processes.</p>
<b>Collection of data and storage</b>	<ul style="list-style-type: none"> <li>Personal information gathered and held on each learner in D8CEC CLG.</li> </ul> <p>Name Address Contact details (phone and email) Details of course selected. Gender Date of birth PPS number Nationality/Country of Birth Emergency Contact Details Social Welfare Payment if applicable Medical Card if applicable Stamp 4 if applicable Education Level Economic Status Health Conditions or difficulties Additional data (i.e., information and/or evidence of additional need) Learner Certification Data</p> <p>This information is stored and saved both as a hard copy and on the secure PLSS system (SOLAS). The learner application form details the rationale behind the gathering and storage of this information, adherence to 2018 GDPR guidelines and learners are required to give their consent in acceptance of this.</p>
<b>Learner Certification data</b>	<ul style="list-style-type: none"> <li>Certification data is held in D8CEC for ten years as per relevant guidelines.</li> </ul>

<b>Employee Data</b>	Data consists of CVs, letters of application, copies of qualifications, employee contracts and annual review report. Employee details maintained on file in locked office in locked filing cabinet and are available for employees to view as per GDPR.
<b>Collection of employee data and storage</b>	<ul style="list-style-type: none"> <li>• Data collected and maintained on file for each staff member includes. <ul style="list-style-type: none"> <li>- Curriculum vitae</li> <li>- Letter of application</li> <li>- Copies of qualifications</li> <li>- Employee contracts</li> <li>- Annual review report</li> </ul> </li> <li>• This information is held and secured in a locked office in a locked filing cabinet in the Centre and employees have the right to access this data at any time as per 2018 GDPR guidelines.</li> </ul>
<b>Employee Access to personal data</b>	<ul style="list-style-type: none"> <li>• As per 2018 GDPR guidelines, staff have access to all personal information held on them by D8CEC pertinent to their employment.</li> </ul>
<b>Records maintenance and retention</b>	<ul style="list-style-type: none"> <li>• Personal and sensitive information held on students such as attendance sheets, application forms, registration forms, assessments and marking sheets are securely destroyed through the use of shredding in line with our data retention guidelines.</li> <li>• All records are kept for 6 years then shredded.</li> <li>• Learner records and statistics can only be accessed on a need-only basis.</li> <li>• The computer server hosts all assessment documentation including submitted work, results, records, events (i.e., examinations), retention, completion, and progression. All staff computers have individual passwords for their computer.</li> <li>• Once sensitive information is documented within the QBS (i.e., PPS numbers and dates of birth), registration forms are sent for confidential shredding.</li> <li>• Staff and learners are informed of these policies and their rights due to GDPR Law</li> </ul>
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>• A KPI is a system through which we have the ability to measure the achievement of our centres objectives. Through analysing information gathered during the gathering and monitoring stage, this gives us insight into the success of our courses and supports provided as well as opportunities for improvement or further development.</li> <li>• The Manager alongside the board of management and academic quality assurance committee monitors and reports on KPI's on a quarterly basis.</li> </ul>

<p><b>D8CEC website, Email and Social Media Platforms</b></p>	<ul style="list-style-type: none"> <li>• <b>D8CEC Network</b> <ul style="list-style-type: none"> <li>• The local IT expert company maintains D8CEC's internet access and network.</li> <li>• All systems are protected by an up-to-date firewall and virus checker.</li> <li>• Learner work is backed up weekly by staff onto a hard drive.</li> <li>• Broadband internet can be accessed and utilised by students. Tutors help learners create a new email when starting a course in D8CEC CLG.</li> <li>• Guidelines around safe and appropriate use of the internet are available in both the tutor and learner handbooks.</li> </ul> </li> <li>• <b>D8CEC Website</b> <ul style="list-style-type: none"> <li>• 3rd party tracking software is not used by D8CEC.</li> <li>• Only those who possess the username and password are permitted to update the website if required.</li> </ul> </li> <li>• <b>D8CEC Social Media</b> <ul style="list-style-type: none"> <li>• D8CEC operates various social media platforms which are made accessible to the general public. These platforms are used to promote courses and services. Relevant information from other community organisations, further and higher education institutes and employment services can be shared here to inform learners and provide support.</li> </ul> </li> <li>• <b>Data security information</b> <ul style="list-style-type: none"> <li>• Data protection information and guidelines alongside confidentiality expectations and requirements are communicated and outlined in both the tutor and learner handbook. Data protection guidelines and 2018 GDPR requirements must always be adhered to within the Centre by both staff and students.</li> </ul> </li> </ul>
<p><b>Managing a Data Breach</b></p>	<ol style="list-style-type: none"> <li>1) Contain the breach.</li> <li>2) Immediately investigate the breach.</li> <li>3) Assess the impact and severity of breach, identify those affected and devise a plan of action.</li> <li>4) Identify individuals that must be notified of said data breach i.e., learners, staff, stakeholders, etc.</li> <li>5) Corrective action and review of current centre practices and procedures to identify vigorous data protection procedures. This includes identified areas for training and development, increased security measures, more robust policies, and procedures</li> </ol>



## **QQI Core Guideline 9**

### **Public Information and Communications**

## Public Information and Communications Policy

### Version 2 - June 2022

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This policy has been developed to ensure that all information provided to both internal and external stakeholders relating to QA policies and procedures, evaluations, supports, training programmes, internal activities and related services is effective, transparent, and accessible.

D8CEC CLG uses various methods to communicate with staff to ensure they are aware of the ever-changing needs of learners and are adequately prepared to respond to these needs. The same effective communication and collaboration applies to all external stakeholders, organisations, awarding bodies and funding agencies. We acknowledge that communication is a two-way process and includes both communication and active listening recognising the importance of feedback, views, and expectations from QQI, learners and tutors in informing the ongoing development of the centre.

The Centre ensures all shared information relating to QQI programmes is done to the highest standard to effectively promote the Centre, QQI and the award and GDPR requirements are fully adhered to.

Through consistent and effective communication and collaboration, D8CEC CLG can ensure that the provision of courses and services are responsive to current trends and practices in adult and continuing education. The Centre Manager is responsible for monitoring and approving all information prior to its release.

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***



## Public Information and Communications Procedure

<b>Staff Involved</b>	D8CEC Academic Quality Committee, D8CEC Manager, D8CEC Assistant Manager, D8CEC Receptionist.
<b>Purpose</b>	The purpose of this procedure is to ensure that the undertakings set out in the Public Information and Communications Policy are fully implemented to ensure effective communication take place with learners, staff and stakeholders.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by D8CEC Manager and Assistant Manager and approved by the D8CEC Board of Management
<b>Overview of Responsibilities</b>	<p>D8CECs Manager is responsible for the approval and monitoring of information prior to publication and liaises with centre staff. The Manager is responsible for communicating with QQI and external stakeholders. The Manager is also responsible for posting information on social media and responding to website queries. Responses should be carried out in a timely fashion.</p> <p>D8CECs Assistant Manager works closely with the Manager in supporting them with information and communication processes.</p> <p>D8CECs receptionist is responsible for taking and responding to telephone calls and emails and handling learner queries.</p>
<b>Learner Information</b>	<ul style="list-style-type: none"> <li>• Individuals can obtain information of all courses on the D8CEC website. This information can also be found in course information leaflets and through contacting the Centre directly via email, telephone, or social media channels.</li> <li>• The course schedule and information around course duration, dates and times is also made available on the D8CEC website.</li> <li>• For learners wishing to avail of information around learner supports, appeals processes or policies and procedures, they can contact the centre directly via telephone and/or email or alternatively this information can be found in the learner handbook.</li> <li>• Prior to the publication of any information in D8CEC, it must first be approved by the Centre Manager.</li> <li>• Course information includes.             <ul style="list-style-type: none"> <li>• Course name, code, level, and credit value on NFQ.</li> <li>• Course overview and content,</li> <li>• Entry Criteria</li> <li>• Assessment criteria</li> <li>• Progression Routes</li> </ul> </li> </ul>

<b>Website Information</b>	<ul style="list-style-type: none"> <li>• The D8CEC website contains all the necessary information if an individual wish to learn about any of the courses offered in the centre.</li> <li>• The website is operated and managed internally and provides information on D8CEC, courses offered, tutors, the QA system, QQI and the NFQ. It outlines the relevant contact details; in the event a learner decides they would like to enrol on a course. Any queries, concerns or comments can also be forwarded here.</li> <li>• D8CEC commits to publishing all relevant policies and procedures on its website once approved by QQI.</li> </ul>
<b>Approval of Public Information</b>	<ul style="list-style-type: none"> <li>• All information published about the centre must first be approved by the D8CEC Centre Manager.</li> <li>• The website and social media sites are updated on a regular basis.</li> </ul>
<b>Learner Feedback</b>	<ul style="list-style-type: none"> <li>• Course tutors offer verbal feedback to all learners on a regular basis, throughout the duration of their course. The tutors will complete a Learner Progression form with each learner in the middle of their course, this gives the learner information on course work complete to date and the amount of work required to complete their course. At the beginning and end of each course, students are asked to complete evaluation forms, which give them an opportunity to show their progression from start to finish.</li> <li>• During the development of course schedules, tutors ensure to allocate and set aside times for feedback, so that learners have the opportunity to ask questions, address concerns and discuss their personal progress.</li> <li>• Upon submission of assessments/examinations, tutors are required to provide written feedback either directly onto learners' submitted work or by using a tutor feedback form. (Learners Progression Form)</li> <li>• Feedback on submitted work must be included to assist the work of the External Authenticator in the event a learner appeals their grade. Tutors include a Cover Note with each assessment stating why marks were deducted.</li> </ul>
<b>Learner Evaluations</b>	<ul style="list-style-type: none"> <li>• Following the completion of all courses, learners are invited to complete an evaluation form. Feedback is acquired around.             <ul style="list-style-type: none"> <li>- Self Confidence in relation to the course.</li> <li>- Personal Learning</li> <li>- Health &amp; Wellbeing</li> <li>- Confidence at Home</li> <li>- Involvement in your community</li> <li>- Further training interests</li> <li>- The quality of the course and their experience in the programme</li> </ul> </li> <li>• If any issues or concerns are raised, the learner will have the opportunity to discuss the matter with the course tutor, manager and/or assistant manager in an attempt to resolve matters.</li> </ul>

<b>D8CEC Policies and Procedures</b>	<ul style="list-style-type: none"> <li>• All tutors are provided with a tutor handbook informing them of all centre policies and procedures prior to delivering courses.</li> <li>• All tutors attend induction training and have a probationary period of six months.</li> <li>• Regular staff meetings are held in the centre.</li> <li>• Tutors are welcome to discuss any matter with the Centre Manager without the requirement to book an appointment.</li> </ul>
<b>Course Assessment and Development</b>	<ul style="list-style-type: none"> <li>• Prior to the commencement of each course, tutors are obligated to meet with the Centre Manager to ensure all preparatory work is complete. This also affords the Manager and tutors the opportunity to discuss any matters highlighted in course registration forms that may impact the delivery of a course i.e., individual learner needs and required supports.</li> <li>• For each course, a scheme of work must be developed and completed in line with QQI guidelines and requirements.</li> <li>• Course progression must be discussed with centre Management, regular communication and collaboration between internal staff is promoted and supported. Any issues must also be reported and documented where necessary.</li> <li>• Regular staff meetings will be held in the Centre which are minute for monitoring purposes and contain clear agendas. QA briefings are also arranged for internal staff.</li> </ul>
<b>Communication and Collaboration with External Stakeholders</b>	<ul style="list-style-type: none"> <li>• The D8CEC CLG Manager will ensure to regularly and effectively communicate with certifying bodies, course funders, business and community organisations and members of the general public.</li> <li>• Reports, findings and feedback will be accumulated and provided to relevant stakeholders where required.</li> <li>• Briefing sessions and/or training events will be attended where required.</li> <li>• Learner and centre records will be maintained and made available to relevant stakeholders.</li> <li>• All correspondence from stakeholders will be responded to.</li> <li>• Financial documentation will be maintained as required.</li> </ul>

<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The courses offered in D8CEC CLG are responsive to the needs of the local community, and we credit ourselves on the learner-centred education that is provided and keep the students central to our work. We are committed to creating an environment that delivers high levels of customer satisfaction.</li> <li>• Any complaints referred to the centre will be dealt with immediately and management will arrange to meet learners within 5 working days.</li> <li>• Timely and effective solutions will be agreed upon by Centre Management and with the learner expressing a grievance.</li> </ul>
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## **QQI Core Guideline 10**

### **Other Parties Involved in Education and Training**

## Other Parties Involved in Education and Training Policy

Version 2 – May 2022

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### ***CDETb's involvement with D8CEC CLG***

D8CEC CLG is core funded by CDETb, this funding covers the costs involved in all our QQI accredited Programmes, Tutor costs, Administration cost and overheads. D8CEC staff who deliver QQI accredited courses are employed by and paid directly by D8CEC with the funding received from CDETb. D8CEC applies to CDETb each year for the following academic year, and we present our application in person to CDETb.

Learners attending any course funded by CDETb in D8CEC fill in the CDETb registration form, as this is a requirement of CDETb based on the funding we receive. All the information on the registration form is uploaded to a system online called the PLSS (Programme Learner Support System). This system is password protected and only the centre Manager & Assistant Manager have the password and upload all this information. All hardcopies are kept in the main office in a locked filing cabinet, only the centre Manager & Assistant Manager hold the key.

D8CEC does not outsource the teaching of any part of our training programme that led to a QQI award to a third party. We do not offer work experience on any of our training programmes.

### **External Authenticator –**

All our learners go forward for the August Assessment period with QQI each year. We employed an External Authenticator, who is experienced and has extensive subject knowledge. We do not use the same External Authenticator for more than 3 years in a row.

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***

## **QQI Core Guideline 11**

### **Self-Evaluation, Monitoring and Review**

## Self-Evaluation, Monitoring and Review Policy

Version 2 – May 2022

The systematic practice of evaluation, review and improvement is the foundation to ensuring the quality assurance of our programmes of education and training. This ongoing practice allows D8CEC CLG to identify best practice in our current provision of programmes as well as areas that we can improve our programmes to better serve our learners. Ongoing self-evaluation also allows us to ensure that programmes of learning remain relevant, up to date and in line with best practice. With this policy and procedure D8CEC aims to promote a culture of continuous improvement within the organisation.

### Internal Ongoing Evaluation

All learners and tutors are asked to evaluate courses at the end of each programme and all relevant stakeholders such as funding agencies will also be part of the evaluation process as required. All evaluations will be reviewed and where necessary adaptations and improvements will be implemented. D8CEC is committed to carrying out a major self-evaluation process every three years. In preparation for self-evaluation, D8CEC will engage in internal ongoing monitoring and evaluation of programmes of learning. In-house evaluations are a valuable part of the major self-evaluation process.

### Self-Evaluation

D8CEC will engage an appropriate External Evaluator to carry out a major self-evaluation of selected programmes every three years. This process will focus on the quality of the learners' experience at our training centre and evaluate how successful our programmes are in terms of compliance with the quality assurance standards we have developed for programmes leading to a QQI award as well as the overall relevance and success of our programmes.

D8CEC commits to incorporating the following in the self-evaluation process.

- ✓ Engage an appropriate External Evaluator (EA) to oversee the process and prepare an EA Self-Evaluation Report
- ✓ Involvement of learners, tutors and other stakeholders
- ✓ Statistical analysis of learner attendance, engagement, completion and certification
- ✓ Review of quality assurance compliance including learner information, appropriate staff engaged, relevant and sufficient resources used, learner supports offered and received by learners, communication and data protection based on in-house evaluations.
- ✓ Analysis of learner satisfaction ratings with training courses based on in-house evaluations.
- ✓ Review of assessment materials and the assessment process to include consideration of support for learners with additional needs, learner appeals, and the integrity of the assessment process the production of detailed reporting of findings.
- ✓ Develop an Action Plan to ensure areas for improvement identified during self-evaluation process are implemented across all areas as required.

***This policy has been developed in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core, April 2016/QG1-V2 © QQI.***



## Self-Evaluation, Monitoring and Review Procedure

<b>This procedure applies to the following staff</b>	D8CEC Board of Management, D8CEC Manager, D8CEC Assistant Manager, D8CEC Receptionist, Tutors, Voluntary Tutors
<b>Others</b>	Learners, CDETB and other stakeholders and funding organisations
<b>Procedure Purpose</b>	This procedure is designed to ensure that D8CEC's programmes of learning undergo a systematic and far-reaching evaluation that avails of external expertise, incorporates the views of tutors, volunteer tutors, support staff, learners, stakeholders and relevant funding agencies and identifies areas for improvement.
<b>Monitoring and Review</b>	This procedure will be reviewed every three years by the D8CEC Manager and Assistant Manager and approved by the D8CEC Board of Management.
<b>Responsibility</b>	<p>The D8CEC Manager has overall responsibility for the Self-Evaluation procedure to include:</p> <ul style="list-style-type: none"> <li>• Selection of an External Evaluator (EE) who is a subject matter expert with significant experience in the delivery and assessment of QQI programmes.</li> <li>• Ensuring that evaluation forms are available from tutors, learners, stakeholders and funding agencies as required prior to the arrival of the External Evaluator.</li> <li>• The D8CEC Assistant Manager is responsible for ensuring the ongoing evaluation of all courses by tutors, learners, stakeholders and funding agencies throughout the year and the collation of all information from these forms in preparation for the self-evaluation procedure.</li> </ul>
<b>Frequency of Self-Evaluation</b>	D8CEC is committed to holding a major self-evaluation process every three years.
<b>Range</b>	It is planned that all QQI modules offered by D8CEC will be evaluated at least once every three years.
<b>External Evaluator Criteria</b>	<ul style="list-style-type: none"> <li>▪ D8CEC will engage the services of an external evaluator who meet the following criteria - <ul style="list-style-type: none"> <li>• Significant experience in the delivery, assessment and evaluation of QQI modules at levels 3 and 4 on the NFQ.</li> <li>• Knowledge of QQI Quality Assurance procedures</li> <li>• Understanding of the issues facing adult learners seeking second chance education</li> <li>• Awareness of trends in adult education and training including the National Framework of Qualifications and current legislation as it relates to adult and continuing education.</li> </ul> </li> <li>• Details of External evaluator qualifications and experience will be kept on file.</li> </ul>

<b>Learner Involvement</b>	<ul style="list-style-type: none"> <li>Learner evaluation forms from relevant courses will be analysed by the D8CEC Manager on an ongoing basis to provide an overview of each programme and to highlight areas where change and/or improvement is required. Statistics from this process collated over the past three years will form the basis of learner input in self-evaluation of centre.</li> </ul>
<b>Tutor Involvement</b>	<ul style="list-style-type: none"> <li>End of course Tutor evaluation forms will be analysed at the end of each module course to highlight areas where change is required. Statistics from this process collated and used to ensure tutor input in self-evaluation of centre.</li> <li>The Academic Quality Assurance Committee will also discuss the quality assurance of on-going programme delivery and their reports will be made available to the EE.</li> </ul>
<b>Stakeholder Involvement</b>	<ul style="list-style-type: none"> <li>Funding providers will be contacted and surveyed in advance of the External Evaluation to record their feedback on programme delivery.</li> </ul>
<b>Procedure Method</b>	<p>Evaluation methodology will consist of the following: -</p> <ul style="list-style-type: none"> <li>Learner and Tutor Evaluation forms</li> <li>Feedback from D8CEC funders</li> <li>Examination of relevant Academic Quality Assurance Committee Reports.</li> <li>Examination of academic results and relevant Internal Verification, External Authenticator and Results Approval Panel Reports for period being self-evaluated.</li> <li>The EE will compile a report to detail the evaluation process and will also outline findings. The report will focus on the effectiveness of programme delivery in line with agreed QQI QA policies and procedures and highlight both positive elements in the programme as well as areas where improvements can be made.</li> <li>The report will be submitted to the D8CEC Manager who will review the contents with the D8CEC Assistant Manager.</li> <li>A Programme Improvement Plan will be compiled by the D8CEC Manager on conclusion of the self-evaluation process.</li> <li>Both reports will be submitted to the Board of Management for discussion and improvements and changes will be agreed and implemented.</li> <li>It is the responsibility of the D8CEC Manager to ensure all changes are fully implemented.</li> <li>All reports submitted to QQI.</li> </ul>

## Procedure

- Evaluation forms, questionnaires, learner interviews & stakeholder review
- EE reviews Academic Quality Assurance Committee reports, academic achievement, IV, EA and RAP reports
- EE Evaluation Report submitted to D8CEC Manager who develops Programme Improvement Plan
- All reports submitted to Board of Management for discussion/approval
- Improvements and actions approved
- Final reports submitted to QQI

### Responsibility

- D8CEC Manager selects External Evaluator (EE)
- EE carries out evaluation and submits report
- D8CEC develops Programme Improvement Report
- D8CEC Board of Management discuss and approve reports
- Reports submitted to QQI

### Range and Frequency

- Self-evaluation every 3 years
- Each module to be self-evaluated at least once every 3 years.

### Involvement

- Tutor
- Learners
- Stakeholder/funders
- External Evaluator
- D8CEC Board of Management
- D8CEC Manager
- D8CEC Assistant Manager