

Quality Assurance Manual



<i>Revision No.</i>	<i>Date of Revision</i>	<i>Updated By</i>	<i>Review Due</i>
11	08 th October 2023	QA Team	08 th October 2024

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Abbreviations	
AB	Academic Board
BOM	Board of Management
CCL	Central College Limerick
CPD	Continuous Professional Development
DES	Department of Education and Skills
EA	External Authenticator
FES	Further Education Support Service
IV	Internal Verification
JMB	Joint Managerial Body
NFQ	National Framework of Qualifications
QA	Quality Assurance
QBS	QQI Business System
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel
SER	Self-Evaluation Report
SET	Self-Evaluation Team

Section 1:
Introduction and Context

Section 1: Introduction and Context

1.1 Background and Context of Operations

1.1.1 Background

Central College Limerick (hereinafter referred to as “CCL”) is a College of Further Education, established in 1997, and is located at Presentation Campus, Sexton Street, Limerick. CCL is under the trusteeship of CEIST and is governed by the Board of Management of Coláiste Nano Nagle post primary school. The college offers a range of QQI accredited programmes including Nursing Studies, Healthcare Support, Fire & Ambulance, Business Studies, Social Studies, Special Needs Assisting, Early Childhood Care and Education, Health Service Supervisory Management Skills, and Community Development.

CCL has a range of facilities including a gym, two science laboratories, two IT suites, a skills classroom, a learner canteen and a newly renovated wellbeing space. CCL aims to provide high quality education and training to prepare its learners for further education and employment opportunities. CCL has direct links with numerous employers, as well as third level institutes such as Mary Immaculate College, University of Limerick and The Technological University of the Shannon: Midlands Midwest (TUS).

1.1.2 Context

Many of CCL’s learners are from low socio-economic backgrounds in the surrounding areas of Limerick City and would self-identify as coming from working class households. The profile of CCL’s learners include:

- Learners who are school leavers, early school leavers and those who are returning to education
- Learners with a medical card
- Learners in receipt of a social welfare payment
- Learners in receipt of the SUSI grant
- Learners experiencing homelessness
- Learners who are lone parents
- Learners who are mature learners

These learners can often encounter difficulties when transitioning to further education. One of the aims set out in the Education Act 1998 is to promote equality of access to

and participation in education. In CCL, there is a commitment to reducing educational disadvantage. Educational disadvantage is an enduring cause for concern at CCL. Addressing these disadvantages early on can bring about improved educational achievement, attainment, and increased retention rates. College development planning is something that CCL have found to be particularly useful in setting priorities, as well setting realistic targets for our learners who are at risk of dropping out.

Many of CCL's learners are early school leavers or adults who are seeking training for the workplace or for progression onto third level education. It is important at CCL to remove any barriers that may hinder this progression. One of the steps taken in CCL to close the education gap between learners from different socio-economic backgrounds is through grant applications. Recently, for example, CCL was awarded funding that allowed eligible learners to be provided with laptops, as well as programme materials through the development of a college library. Both supports are available as part of a loan scheme.

1.2 CEIST Charter

Five Catholic Religious Congregations engaged in post primary education for over three and a half centuries – Daughters of Charity, Presentation Sisters, Sisters of the Christian Retreat, Sisters of Mercy, Missionaries of the Sacred Heart – have, in the spirit of their Founders, together established CEIST – Catholic Education, an Irish Schools Trust, thus providing a new moral and legal trustee framework enabling their schools to continue to offer post-primary Catholic education into the future as a viable option and as an integral part of the Irish school system.

1.2.1 CEIST Values



1.3 Mission Statement

The aim of CCL is the pursuit of academic excellence through Further Education and Training by preparing learners for the world of work and to assist them not only to achieve the best possible professional and educational certification, but also to inspire a love of learning, thus laying the foundations for life-long personal development and learning. CCL places learners at the centre of college activities and is committed to ongoing improvement in the services offered to learners.

1.4 Equality Statement

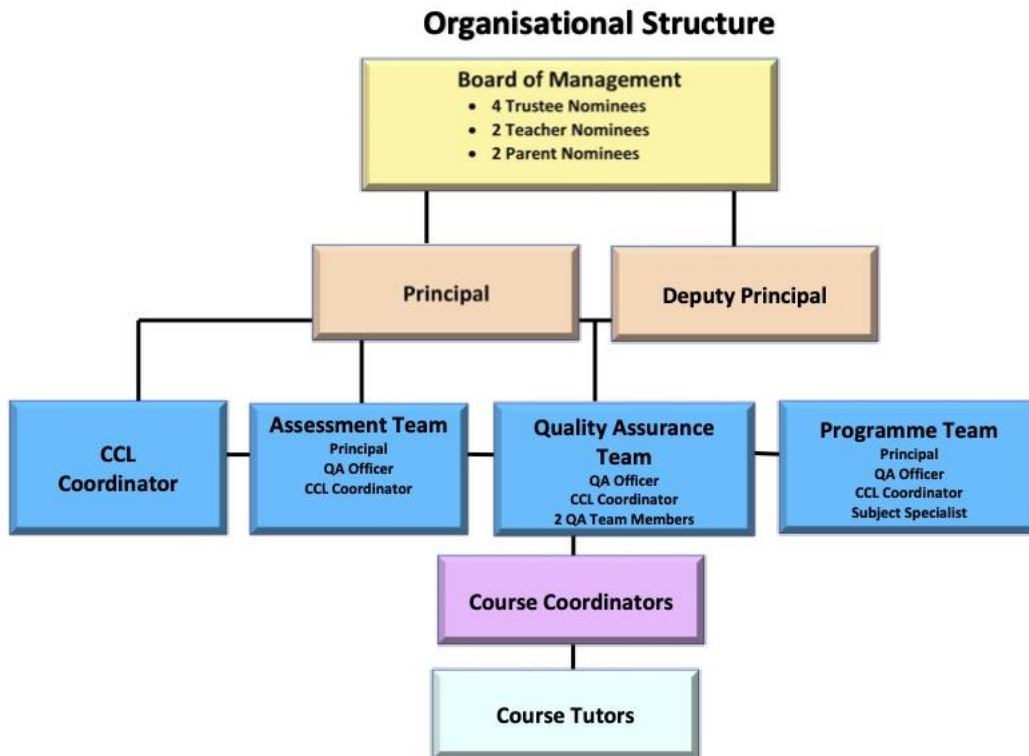
CCL is committed to ensuring a learning environment that promotes equality and values diversity. One which is open, inclusive, ethical, safe and does not discriminate on the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, membership of the travelling community or race including colour, nationality.

CCL is committed to providing equal opportunities for all candidates, in terms of the following:

- Opportunities for entry

- Access to facilities
- Opportunities for learning
- Opportunities for Improvement
- Opportunities of Advancement

1.5 Organisational Structure



1.5 Strategic Objectives

CCL's strategic aim is to deliver high quality teaching and learning in the college. CCL continues to review the programmes it offers to ensure they meet demands at both a local and a national level. At a national level, new programmes are being developed by the Education and Training Boards in the areas of Early Childhood Care and Education and Healthcare. CCL will adhere to the relevant guidelines when these programmes are introduced at the college in 2023/24 and 2024/25 respectively and will submit approval for the required accreditation for the introduction of these programmes. It is the hope that the continuous review of CCL programmes will allow CCL to provide its learners with the most versatile and up to date skills set that will make them more employable and sought after in their relevant sectors.

1.5.1 Scope of Provision

Major awards delivered through face-to-face learning are as follows:

- Nursing Studies
- Healthcare Support
- Fire and Ambulance Access Programme
- Social Studies
- Special Needs Assisting
- Business Studies
- Early Childhood Care and Education
- Community Development
- Health Services Supervisory Management Skills

***Section 2:
The Core Statutory Quality Assurance Guidelines***

Section 2: The Core Statutory Quality Assurance Guidelines

1. Governance and Management of Quality

1.1 Policy statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	7 th Jan 2022	29 th March 2022	2 Years

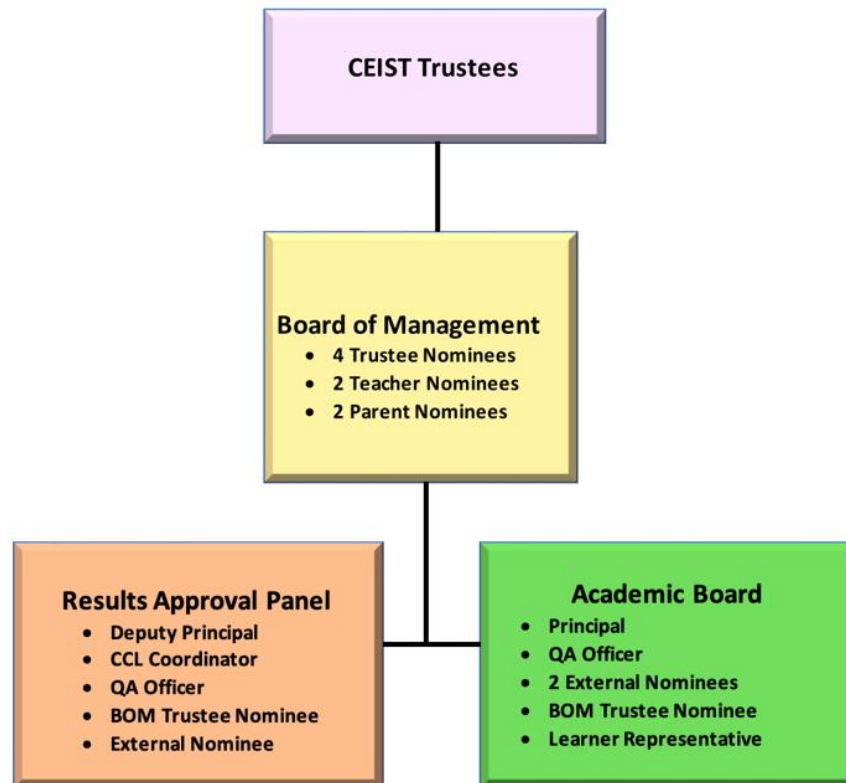
Policy Statement:

CCL's governance structures ensure a separation of academic and commercial activities within the organisation. The governance structure enforces separation of responsibility between those who produce/develop material and those who approve it.

Quality assurance is embedded in all aspects of the organisation and therefore spans both corporate (governance, finance, human resources, health & safety etc) and academic domains (teaching & learning, programme delivery, assessment, learner supports etc). Both the Board of Management and the Academic Board are committed to the effective monitoring and continual improvement of governance across the organisation, this is achieved using external Chairpersons.

1.2 Governance Structure Terms of Reference

The governance structure is made up of the CEIST Trustees, the Board of Management, and the sub committees of the BOM such as the Results Approval Panel and the Academic Board, all of whom are responsible for overseeing and ensuring the highest quality of teaching and learning is on offer at CCL.



1.2.1 CEIST Trustees

The trustees (owners of the school), through Articles of Management, delegate power to the Board of Management, which becomes legally responsible for the operation of the school/college.

1.2.2 Board of Management

At all times, the BOM must uphold the ethos of CCL and ensure that the rights of learners and staff are respected. The BOM will ensure that the college demonstrates respect and promotes respect for the diversity of values, beliefs and traditions.

1.2.2.1 Role of the Board of Management

The role of the BOM includes:

- The implementation and review of the policies and procedures of the college
- Review of the management system and quality processes to ensure they are operating effectively and achieving the desired results
- Review of management reports and reports of the Academic Board

- Oversee risk management
- Review of both tutor and learner grievances
- Provide ongoing progress reviews on planned objectives
- Delegates powers to several sub committees namely finance sub-committee (oversight of financial resources), risk assessment committee (management of the risk register) and academic board (oversight of academic standards)

1.2.2.2 Selection and Membership of the Board of Management

a) The Board of Management shall consist of eight persons (hereinafter called “the members”) appointed by the Trustees as follows:

1. By nomination of the Trustees: 4 members
2. By election of parents/legal guardians of children currently in the school: 2 members
3. By election of all teachers holding current pro-rata contracts, non-casual part-time teachers, job-sharing teachers, and teachers holding permanent contracts/contracts of indefinite duration on the staff of the school on the date of the election: 2 members.

1.2.2.3 Structure of Meetings

BOM meetings will be scheduled to meet every 6 weeks (extra meetings can be scheduled for unplanned or exceptional circumstances if required). Some meetings may take place on Microsoft Teams.

1.2.3 Academic Board

The role of the Academic Board is to ensure that transparent, fair and consistent procedures are applied in all decisions relating to academic matters at CCL. The Terms of Reference of the Academic Board have been agreed by the BOM. The BOM delegates authority to the Academic Board to provide oversight on academic matters and to recommend / not recommend items for approval to the BOM.

1.2.3.1 Role of the Academic Board

The Academic Board are responsible for the following:

- Consider the internal verifier and external authenticator reports

- Comprehensively and thoroughly review assessment results
- Confirm that the processes and results are fully quality assured and signed off by the Chair of the Panel before they are submitted to QQI
- Retain oversight of the systems in place to ensure security in assessment
- Retain oversight of assessment-related risk
- Take appropriate decisions regarding the outcome of the assessment, verification and authentication processes
- Confirm that appropriate assessment evidence and records are available
- Advise on any programme validation and revalidation applications before submission to QQI
- Advise on any changes to academic procedures
- Form a report with recommendations for corrective action
- Review any recheck outcomes which are unsatisfactory to the learner

1.2.3.2 Structure of Meetings

Meetings will be scheduled four times a year (extra meetings can be scheduled for unplanned or exceptional circumstances if required). An agenda will be sent out to all committee members at least two weeks in advance accompanied by the minutes of previous meetings and any other documents needed for review at the meeting. Some meetings will take place remotely.

1.2.3.3 Membership of the Academic Board

The Academic Board members will be selected based on their experiences in educational settings and familiarity with quality assurance systems. Selection is based on expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019.

Members of the Academic Board:

- 2 External Representatives
- Principal
- QA Officer
- BOM Representative
- Learner Representative

Selection and Appointment of External Members

There will be two external representatives, one of whom will be the Chairperson. The Chairperson should have experience in Chairing meetings and panels. It is recommended that these members will have at least 5 years' experience in the field of education or relevant sectors. Suitable external members are sourced by the Principal and recommended to the Board of Management by the Principal to confirm the appointment. Once approved by the BOM, the Principal confirms the appointment and organises induction.

1.2.3.4 Format of Meetings

The committee will follow an agreed upon agenda. All recommendations will be noted by the Secretary. All decisions will be made in a diplomatic manner and the Chairperson will have the deciding vote if there is a split vote.

1.2.4 Results Approval Panel

The purpose of the results approval panel is to confirm that internal verification and external authentication have been carried out in line with the provider's quality assurance process. All learner results are provisional until approved by the Results Approval Panel.

1.2.4.1 Role of Results Approval Panel

The role of the Results Approval Panel is as follows:

- To meet and review and approve assessment results before being sent to learners
- To ensure that the results approval process has been followed and all the required documentation is in place
- Review all relevant internal verifications reports and external authentication reports
- Sign off on approved results before submission to QQI
- Identify any issues arising in relation to the results and make recommendations in a report

1.2.4.2 Structure of Meetings

The Results Approval Panel will meet each time certification is sought in line with QQI Assessment Board dates. The following reports will be reviewed at the meeting: IV reports, EA reports, evaluation reports and QBS provisional results. The panel will

discuss results from each module and will consider the evidence provided and approve the final results.

1.2.4.3 Membership of the Results Approval Panel

The panel will be made up of a minimum of 4 members and a maximum of 6. The Chair will have the responsibility of appointing members to the panel and ensuring there is no conflict of interest and that decision making is impartial and unbiased. The Chair will be an external representative where possible. All panel members will be instructed to carry out their duties without bias and will be asked to sign a confidentiality agreement. Any decisions made are to be based on the evidence presented to them. If the panel does not agree, it will be brought to the Academic Board and to the QA Officer.

Members of the Results Approval Panel

- Deputy Principal
- CCL Coordinator
- QA Officer
- BOM Representative
- External Representative

Selection and Appointment of External Members:

The external representative will be the Chair. The Chairperson should have experience in Chairing meetings and panels. It is recommended that this external member will have at least 5 years' experience in the field of education or relevant sector. Suitable external members are sourced by the Principal and recommended to the Board of Management by the Principal to confirm the appointment. Once approved by the BOM, the Principal confirms the appointment and organises induction.

1.2.4.4 Format of Meetings

The committee will follow an agreed upon agenda. All recommendations will be noted by the Secretary. All decisions will be made in a diplomatic manner and the Chairperson will have the deciding vote if there is a split vote. Some meetings will take place remotely.

1.2.5 Assessment Team

The Assessment Team is made up of 3 members. The role of the Assessment Team is to ensure that transparent, fair and consistent procedures are applied to all Assessments carried out at CCL.

Members of the Assessment Team

- Principal
- CCL Coordinator
- QA Officer

1.2.5.1 Role of the Assessment Team

The role of the Assessment Team is as follows:

- Review all assessment briefs to ensure they are of similar standard and quality
- Make recommendations to tutors based on this review
- Approve assessments that are of high standard and quality
- Finalise assessments before they are distributed to learners

1.2.5.2 Format of Meetings

All members will meet in person to review Assessment Briefs at the beginning of the academic year.

1.2.6 Principal

The Principal has overall authority under the authority of the Board of Management for the day-to-day management of the school as provided for under Article 22 of the Articles of Management. The statutory functions of the Principal are set out in Section 22 and Section 23 of The Education Act 1998.

The obligations of the Principal in general terms are as follows, without prejudice to the generality of the functions of the Principal:

- The Principal controls the internal organisation, management and discipline of the school, including the assignment of duties to members of the teaching and non-teaching staff.
- The Principal ensures that the Board of Management's policies, procedures, guidelines and requirements are adhered to.

- The Principal submits to the Board all such statements and reports affecting the conduct of the school as the Board requires.
- The Principal is responsible for day-to-day financial administration and reporting as provided for in the Financial Support Services Unit Guidelines.
- The Principal is required to be fully familiar with the Child Protection Guidelines and it is normal for the Principal to be the Designated Liaison Person (DLP).
- The Principal has a range of statutory functions and obligations outlined in legislation.
- The Principal shall carry out functions as outlined in the Articles of Management.
- The Principal shall uphold and be responsible for upholding the characteristic spirit of the school as determined by the Patron/Trustees of the school.
- The Principal shall be entitled to be a member of any and every committee appointed by a board.
- The Principal shall act as Secretary to the Board of Management and shall carry out all functions pertaining to the role as provided for in the Articles of Management and the Education Act (1998).

1.2.7 Deputy Principal

- The Deputy Principal occupies a position of vital importance in the administration and development of the school. The Deputy Principal shall undertake responsibility under the direction of the Principal for the internal organisation, administration and discipline of the school.
- The Deputy Principal shall assist the Principal through the carrying out of the specific professional duties for which responsibility is delegated.
- The Deputy Principal shall also enter into an agreement with the Principal to undertake other specific administrative duties from time to time, and commensurate with the responsibilities of the position.
- The Deputy Principal shall act as Principal when the Principal is absent, assuming the responsibilities and authority of the Principal's role in accordance with the provisions of the Articles of Management.
- The Deputy Principal shall be consulted by the Principal about the implementation of policy in the school and shall assist the Principal with the day-to-day running of the school.
- The Deputy Principal shall be kept informed, as appropriate, by the Principal about the decisions of the Board of Management.

- The Deputy Principal should advise the Board of Management on staff requirements.
- Promoting an appropriate curriculum and methods of instruction which recognises the diverse aptitudes and needs of learners
- Developing effective communication systems
- Promoting ongoing staff development and in-service
- Learner discipline in school
- Monitoring and evaluating the professional performance of the school

1.2.8 Quality Assurance Officer

This QA Officer manages the centre's QA system with overall responsibility for QA on a day-to-day basis. The QA officer is the primary point of contact for communications between CCL and external awarding bodies. The QA Officer reports to the Board of Management and the Academic Board.

The role of the QA Officer is as follows:

- Works closely with and is supported by the QA Team in the day-to-day implementation of QA System.
- Maintain oversight of academic standards
- Approve policies and significant changes to the QA system
- Maintain oversight of the quality of the teaching and learning environment
- Maintain oversight of the quality of public information related to programmes and quality assurance such as the prospectus and college website
- Monitor the learning environment to ensure that it is flexible, innovative, and learner-centred
- Coordinates weekly meetings to discuss QA
- Reports to Board of Management on any substantive concerns about quality or standards.
- Make recommendations for staff and tutor development
- Consider and approve teaching, learning and assessment strategies
- Review the Internal Verification and External Authentication process
- Review feedback from learners
- Review proposals for programme development
- Consider programme validation/revalidation applications prior to submission
- Consider and approve programme reviews and self-evaluation reports and monitors the implementation of agreed recommendations.

- Consider results approval panel reports and agree recommendations

1.2.9 CCL Coordinator

The CCL Coordinator is involved in the administration of all aspects of the day to day running of the college.

The Coordinator is responsible for the following:

- Learner admissions
- Manage internal and external college queries
- Liaise with relevant stakeholders
- College promotion
- Establishing HE Links
- Graduation
- Learner referrals to guidance and other services
- Staff briefings
- Learner fees and grants
- Chair weekly meetings with Programme Coordinators
- Prepare documentation for Principal's Report to the BOM on the performance of the college against the strategic plan and targets
- Marketing of the college
- Carrying out the IV and EA process
- Approve EA authenticators
- QBS Certification
- Administer early satisfaction and annual end of year surveys
- Carry out secondary research on the viability of new programmes
- Support learners with additional needs in consultation with other personal
- Annually reviews and communicates the outcome of assessment in comparison to trends nationally using QQI Infographics to the Academic Board

1.2.10 Programme Coordinators

The Programme Coordinators role is to:

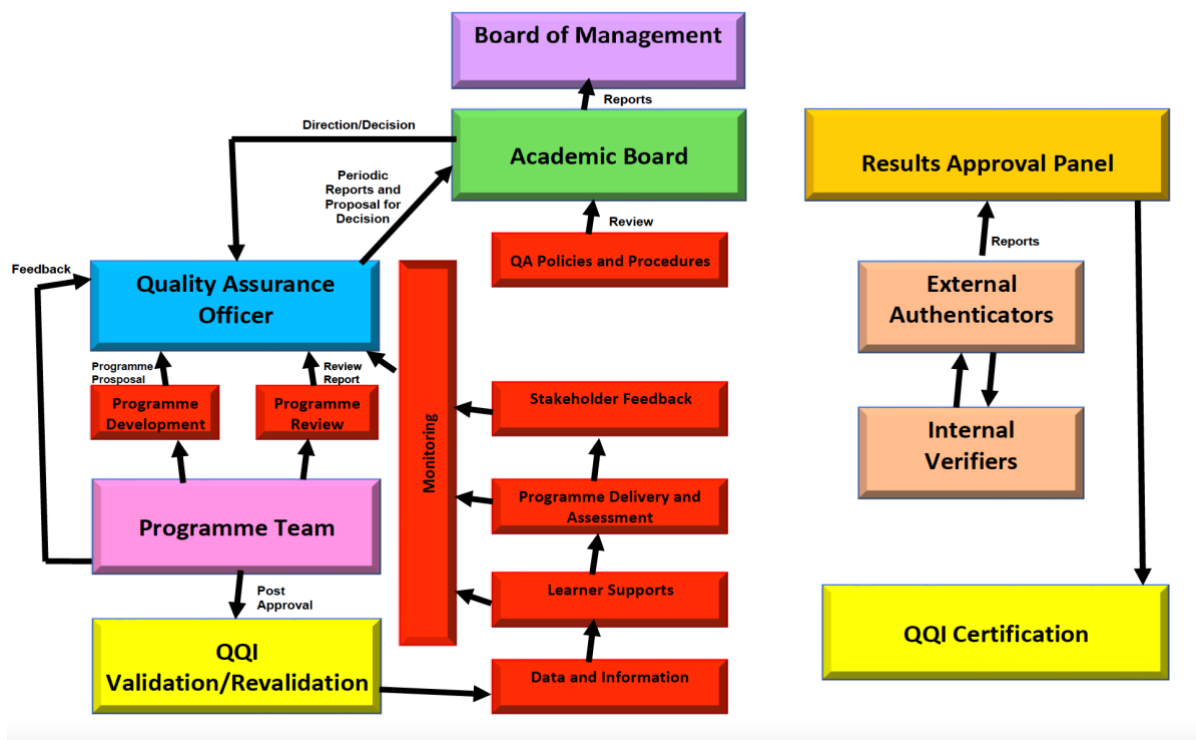
- Ensuring that a high-quality programme is delivered by liaising with programme team
- Learner Induction
- Arranging and supervising Work Placements
- Pastoral Care
- Liaising with the CCL Coordinator at weekly Coordinator Meetings

1.2.11 Programme Tutors

The role of the Programme Tutor is:

- To carry out all administration necessary to assist with the running of programmes to include the preparation course materials, schemes of work, assessment tools and individual lessons appropriate to the needs, interests, experience and existing knowledge of the learners
- To prepare learners for assessment and to complete all duties related to internal assessment include
- To mark and assess learners work and to record their development progress and attainment
- To give learners formative and summative feedback to enhance the learning experience within the classroom.
- To engage in Continuous Professional Development relevant to their subject area
- To evaluate and review one’s own teaching methods, materials and schemes of work and to make changes as appropriate on an individual basis or in co-operation with the relevant Programme Coordinator
- To support the promotion and recruitment of learners onto programmes including interviewing prospective students

1.3 Quality Assurance Schema



1.4 Quality Management

CCL ensures to promote a quality assurance ethos and to develop quality assurance procedures which can be implemented in the daily operations of the college. Formal practices are put in place to ensure quality assurance is maintained. Quality Assurance

policies and procedures contained in this manual have been developed in line with QQI's Core Statutory Quality Assurance Guidelines (2016). CCL ensures to implement a comprehensive system that includes the 11 main areas in relation to all procedures embedded into college practices. The QA Officer is responsible for overseeing the implementation of the QA procedures including the monitoring and review process. Policies and procedures should ultimately be signed off by the QA Officer and the Academic Board. The QA manual is to be reviewed regularly at least once every two years.

1.5 Quality Assurance Policy Statement

CCL is committed to the development of a culture that recognises the importance of quality assurance and enhancement. CCL has a strategy in place to develop the continuous enhancement of quality:

- Regular review of annual goals and targets
- Analysis of learner feedback in relation to their programme
- Consultation with all stakeholders in the development of policy and procedures
- A whole college approach to the implementation of quality assurance procedures

1.5.1 Aims of QA System

- Ensure compliance with the awarding body
- Maintain a standardised approach

1.5.2 Scope

Applies to internal and external stakeholders.

1.5.3 Embedding a Quality Assurance System

- Staff induction/Clarity of roles and responsibilities
- Regular monitoring
- Quality as a standard agenda item at all meetings
- Comply with all legislative and regulatory responsibilities
- QA Team in place
- Management's promotion of CPD
- Engage external expertise

- Academic Board and BOM work collegially to ensure the college is properly resourced to promote a quality culture
- Promoting learner voice

1.5.4 Learner involvement in Quality Assurance System

Learners are regarded as being an integral part of CCL's quality assurance system. This is achieved through having a class representative system, learner representative on the academic board and learner surveys.

1.5.5 Quality Culture

The Quality Culture Progress is measured using the following methods:

- Peer Review Forms
- Learner Surveys
- Internal Verification
- External Authentication
- Staff training and professional development

1.6 Self-Evaluation and Monitoring Processes

1.6.1 Risk Management

Risk assessments are undertaken by the Board of Management as part of a SWOT analysis in order to ensure compliance with all legal requirements in delivering QQI Level 5 and 6 programmes. A risk register is maintained where identified risks and hazards are recorded and evaluated.

1.6.2 Self-Evaluation

As part of Quality Assurance, CCL regularly engages in a Self-Evaluation Process to ensure compliance with all national standards.

Self-evaluation is determined as follows:

- The ability of CCL to provide quality services to its learners
- The review of the college's internal QA procedures
- The monitoring of the effectiveness of these procedures

This QA system is maintained on ongoing basis by the QA Officer and an internal review of the QA system takes place every two years. All reviews and actions are documented using the following headings:

- What is in place and what is its status
- What is not in place
- Plan for improving what is in place, or putting in place what you don't have
- Priority and reason for improvement

Necessary actions are put into a timeframe and implementations of the action plan are evaluated. A Self-Evaluation Report is produced detailing findings and recommendations for improvement.

1.6.3 Self-Monitoring

CCL is committed to monitoring, evaluating and improving on the quality of programmes and services it offers to learners to ensure its effectiveness. Self-monitoring is a vital feature of its comprehensive Quality Assurance System. This takes place on an ongoing basis.

1.6.4 Regulations and Legislations Compliance

CCL comply with all relevant regulations and legislations:

- Qualifications and Quality Assurance (Education and Training) Act, 2012
- SOLAS Funding and Parameters Guidelines
- DPER circular 13/2014
- Circular 0009/2017
- Circular 0038/2014
- DTR returns procedures information, updated annually on education.ie
- Circular 0043/2014
- Circular 0045/2016, points 21-25
- Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars 10,11,12/2017
- Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017
- Part V Education Act 1998,
- Circulars 0007, 0008, 0009/2018
- Circular 0003/2018

- Circular 0001/2017 and 0011/2018
- Circular 0081/2017
- National Vetting Bureau (Children and Vulnerable Persons) Act 2012
- Circular 0026/2015
- Circular 0016/2017: Statutory Requirements for Retrospective Vetting
- Child Protection Procedures 2017
- Quality and Qualifications Act

Appendices - Governance and Management of Quality
Appendix A – Risk Register



Coláiste Nano Nagle
Central College Limerick
Risk Register

Last Updated: 20th March 2022

Introduction

A risk can be defined as any adverse circumstance which can negatively affect a organisation's ability to carry out its objectives as outlined in the organisation's plans. Risks can be external or internal and exist at a number of levels, for example, strategic, operational, financial and reputational. Management of risk is everybody's responsibility. The Board of Management is responsible for:

- Identifying and managing risks which affect or may impact the delivery of objectives as detailed in the organisation's plans
- Ensuring that risk strategies and processes are in place
- Promoting the application of risk management including providing appropriate risk management training
- Aligning resource allocation, decision making and corporate governance with risk management training
- Monitoring and reviewing identified risks in a systematic and timely manner
- Ensuring appropriate records of assessed risks are maintained
- Informing the relevant organisation of any known major risks

Effective Risk Management

A strong risk culture does not mean a culture of risk aversion. A critical element of delivering effective risk management is to apply the standard process in all areas. This will include such aspects as:

- Appropriate planning, implementation and review of the educational services and programmes being offered to learners
- Occupational health and safety risk management for staff and learners
- Emergency management planning and incident reporting
- Financial management planning including organisation's account financial audits
- Reputation management

Creating and Maintaining the Risk Register

A risk register is designed to enable the organisation in a straightforward and simplified manner, to validate that all key risks within the organisation are being addressed. The risk register and other documentation relating to the process should be safely maintained as a matter of record by the Board of Management.

The Board of Management appoint a risk management sub-committee to identify risks. The Risk management sub-committee identify whether current controls are sufficient. They complete and update the risk register. The Secretary to the BOM brings the risk register to the Board of Management. The Board of Management approves the risk register.

The Process

1. Appoint a Risk Management Sub Committee

The Board of Management has appointed a Risk Management Sub Committee. This Sub-Committee consists of the Principal, Deputy Principal, member of the Finance Sub-Committee, safety representative, caretakers, CCL Coordinator and the QA Officer.

The Risk Management Sub Committee is tasked with:

- Identifying the main risks to which the organisation is exposed to.
- Assessing the current controls in place to mitigate the risks and deciding whether the risks are currently sufficiently controlled or not.
- Presenting the risk register to the Board of Management for their review and approval

2. Risk Management Sub Committee identify the risks

This is a high-level process where the Risk Management Sub Committee identify the risks that may prevent the organisation from achieving its objectives. It is easiest to identify the risks over several sessions. These sessions involve the Risk Management Sub Committee members listing the risks to which the organisation may be exposed to. The Board of Management delegates authority to the Risk Owners who are responsible for ensuring the risks are treated.

3. Risk Management Sub Committee identify the risks in the following categories:

- Environmental
- Financial
- Health & Safety
- Human Resource Management
- Legal and Regulatory
- Premises and Infrastructure
- Governance and Strategic

- Learner Welfare and Learning
- Academic

The Risk Management Sub Committee assess the risks by multiplying the likelihood of the risk occurring by the impact of the risk using the scales below. It is important to assess the risks in order to:

- Decide whether the current controls in place are sufficient
- Distinguish between high, medium and low risks, i.e. Prioritise the risks for treatment.

Impact Scale	
1	Insignificant
Likelihood Scale	
1	Rare
2	Unlikely
3	Possible
4	Likely
5	Almost Certain

Risk Rating		
Total Score	Rating	Meaning
15+	High	Must be given highest priority and handled with urgency.

8-14	Medium	Must be dealt with after the highest priority risks have been dealt with.
1-7	Low	Monitor and review periodically.

4. Board of Management allocate the risks to Risk Owners

The risk register is reviewed and approved by the Board of Management. Each risk is allocated to a Risk Owner by the Board of Management who will be responsible for managing that risk. The Risk Owner's name should be recorded on the risk register.

5. Risk Owners control the risks

The Risk Owner must decide how to address the risks identified. Risks with the highest risk rating should be dealt with first. The risk can be avoided, treated, retained, or shared.

- **Avoid:** It may be possible to avoid the risk altogether. However, this may involve either a reduction in the activity or the complete withdrawal from the activity. This would normally be seen as a very serious step and may not be in line with the objectives in the college plan.
- **Treat:** Another option is to treat the risk. A risk rating will be calculated.
 - **A rating of 15+** is deemed a **High risk** and must be given highest priority and be handled with the greatest urgency.
 - **A rating of 8-14** is deemed a **Medium risk** and must be dealt with after the high priority risks have been addressed.
 - **A rating of 1-7** is deemed a **Low risk** and reviewed periodically. This would mean continuing the activity but putting control measures in place.
- **Retain:** Some activities will always have associated risks but at the same time such risks can be at a level which is manageable. In such instance the college may wish to retain the activity while monitoring and reviewing the risks.
- **Share:** Sharing a risk may not be a viable option for most risks which arise in the operation of the organisation. Sharing the risk involves the transfer of a risk to a third party.

Appendix B – Child Safeguarding Statement

Central College Limerick Child Safeguarding Statement

Central College Limerick is a College of Further Education that provides QQI Accredited Level 5 and Level 6 programmes.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of CCL has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures as part of this overall Child Safeguarding Statement.
- 2 The Designated Liaison Person (DLP) is Ms. Sinéad Moloney
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Ms. Triona Murray
- 4 The Board of Management recognises that learner protection and welfare considerations permeate all aspects of college life and must be reflected in all of the college's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the college will adhere to the following principles of best practice in learner protection and welfare:

The college will:

- recognise that the protection and welfare of learners is of paramount importance, regardless of all other considerations;

- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to learner protection and welfare matters
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with learner protection matters.

The college will also adhere to the above principles in relation to any adult and learner with a special vulnerability.

5 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a learner attending the college
- In relation to the selection or recruitment of staff and their suitability to work with children, the college adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.
- In relation to the provision of information and, where necessary, instruction and training to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the college-

- Has provided each member of staff with a copy of the college's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the college's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of learner protection concerns to Tusla, all college personnel are required to adhere to the procedures set out in the Child Protection Procedures, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
 - In this college, the Board has appointed the above named DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.
 - All registered teachers employed by the College are mandated persons under the Children First Act 2015.
 - In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a learner while attending the college or participating in college activities.
 - The various procedures referred to in this Statement can be accessed via the college's website or will be made available on request by the college.

6 This statement has been published on the college's website and has been provided to all members of college personnel. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to TUSLA and the Department if requested.

7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on _____.

Signed: _____
Chairperson of Board of Management
Management

Signed: _____
Principal/Secretary to the Board of
Management

Date: _____

Date: _____

Appendix C – Board of Management Electoral Procedures

Electoral Procedures

i. Parents:

- Candidates for election as parent members should be nominated and elected through a formal nomination and election process notified to all parents and legal guardians. In the event of a tie, the elected parent will be determined by lot.
- Should an elected parent or legal guardian no longer have a child attending the school as a pupil, such parent shall cease to be a member of the Board. The Trustees or their representatives may retain the voting returns from the election of parents for the purpose of co-option to fill vacancies occurring during the term of office of the Board.

ii. Teachers:

- The elected teachers shall have at least one year of service in the school, except in the case of new or amalgamated schools and shall be lay members of the staff.
 - The candidates shall be proposed and seconded at properly convened staff meetings; elections shall be by secret ballot and arrangements for ballot shall be made by agreement at staff meetings.
 - Should the elected teacher cease to be a teacher at the school, he or she shall cease to be a member of the Board.
- b) The term of office of a Board shall be deemed to expire on the 15th day of October in the 3rd year after the Board was constituted.
 - c) The members nominated and elected as prescribed shall remain members until the 15th day of October in the third year after the date when the Board was first constituted to the intent that the term of membership of any Board of Management shall not exceed three years.
 - d) The nomination and election of members of an incoming Board shall be made and done at least one month before the date of expiry of the term of office of the then existing Board and the Board so constituted shall assume office forthwith on that expiry date.
 - e) The Board of Management is a body corporate. Each member of the Board of Management, before entering on his/her duties, shall sign a declaration of his/her willingness to act as a member of the Board and such declaration shall be retained by the Trustee of the organisation

2. Documented Approach to Quality Assurance

2.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	7 th Jan 2022	29 th March 2022	2 Years

Policy Statement:
CCL aims to provide a comprehensive approach to its Quality Assurance System. CCL is also committed to continually improving its processes, programmes, and to maintaining and continually enhancing its QA System in line with awarding body requirements and relevant legislation.

2.2 Documented Policies and Procedures

CCL's policies and procedures are subjected to regular monitoring and review. The policies and procedures documented in the college's QA manual have been developed in line with QQI's Core Statutory Quality Assurance Guidelines (2016). All activities are carried out as per the comprehensive QA framework procedures that covers 11 main policy areas:

1. Governance and Management of Quality
2. Documented Approach to Quality Assurance
3. Programmes of Education and Training
4. Staff Recruitment, Management and Development
5. Teaching and Learning
6. Assessment of Learners
7. Supports for Learners
8. Information and Data Management
9. Public Information and Communication
10. Other Stakeholders involved in Education and Training
11. Self-Evaluation, Monitoring and Review of Programmes and Services

This framework enables CCL to comply with statutory regulations and guidelines while allowing continuous monitoring and review for the enhancement of policies. CCL has developed a coherent quality assurance system which reflects the needs of the college and its learners and are in line with QQI Guidelines.

2.3 Scope of the QA System

The Quality Assurance Manual is a vital part of CCL's comprehensive Quality Assurance System. It is regularly reviewed in line with adherence to the QQI Core Statutory Quality Assurance Guidelines.

The following monitoring processes are key to this:

- Formal and informal feedback mechanisms are reviewed to ensure the programmes are fit for purpose.
- Policies and procedures are kept up to date.
- Policies and procedures are version controlled. Any changes that are made need to be recorded.

The Quality Assurance Manual is available to all staff at CCL on a read only basis on SharePoint. The Quality Assurance Officer can edit and update the Quality Assurance Manual on SharePoint. It a live document and changes or recommendations are made to ensure everything in it is fit for purpose. The Quality Assurance Officer is responsible for maintaining a master copy of the Quality Assurance Manual.

2.4 Procedure Template

All procedures are version controlled and date marked. This monitoring process ensures that polices continue to meet the needs of the college, learners, and stakeholders.

The common template will include:

- Procedure Title
- Date
- Version Number
- Name of Creator
- Description of change
- Procedure details and review date

Any changes will be noted and reviewed by the QA Officer. The QA Officer uses ongoing reviews to monitor the effectiveness of each process during the programme of the year. They are kept in a folder on SharePoint.

2.5 File Naming Convention

File Name	Description of Contents	Version No	Initials of Document Owner	Version Date Mm/yyyy
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Example:

File Name	Description of Contents	Version No	Initials of Document Owner	Version Date Mm/yyyy
Compassionate Consideration Procedure V01_SP_122021	Compassionate Consideration Procedure	V01	SP	12/2021

3. Programmes of Education and Training

3.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	7 th Jan 2022	29 th March 2022	2 Years

Policy Statement:

CCL aims to ensure that new learners joining a programme have the opportunity to achieve the learning outcomes set out for each programme and continually liaise with learners to ensure their expectations for the programme are being met. CCL has systems in place that recognise prior learning. CCL informs learners as to how they can progress to other programmes leading to other awards within the National Framework of Qualifications.

3.1 Learner Admissions and Entry Requirements

CCL adheres to an Admissions policy for learners who fulfil the necessary requirements to undertake a programme of study offered. In line with its Equality Statement, CCL does not discriminate on any of the grounds outlined in the Equal Status Acts 2000-2015. CCL reserves the right of admission and may decide to modify, postpone or cancel learner admission at any time should the need arise.

3.1.1 Procedures

Policy Implementation

Entry requirements, admission criteria and programme information will be made available on the CCL website. Applicants will take responsibility for ensuring that they have completed all documentation required for enrolment and paid the necessary fees if applicable. This may include, but is not limited to:

- a completed enrolment form
- a photocopy of personal identification
- a photocopy of any previous qualifications
- proof of English language proficiency (if required)

An applicant cannot be considered a learner until they have completed all stages in the registration process on the FETCH website. Applicants will also take responsibility for the accuracy of information supplied. Submitting false or misleading information or documentation can lead to cancellation of admission or expulsion from a programme.

All applicants will be required to take part in an interview with a programme tutor or Coordinator and must pass this initial process before they are considered for a place on the programme.

Criteria for Admission

Education: The standard entry requirements for programmes are as follows: • Applicants must have Leaving Certificate, LCA or equivalent • Holders of a QQI Level 4 Award are also eligible to apply. NFQ Level 4 or equivalent when accessing a Level 5 Programme. • Mature learners (over 23) may be exempt from the above academic requirements • In addition applicants will have to undertake an interview.

CERF (Common European Framework of Reference) proficiency at B2 for access to Level 5 Programmes for those whose first language is not English. Additional requirements may apply to non-EU/EEA Applicants and they may be subject to full international fees.

To access programmes leading to a particular award, the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications, i.e. to access a Level 6 programme, the learner must have achieved a Level 5 qualification.

Aptitude: Applicants must have a motivation to learn, an interest in the subject and the ability to acquire the knowledge, skills and competencies set out in the programme.

Previous Experience: Applicants must be able to demonstrate a moderate range of knowledge, skills and competencies relevant to the programme, be able to work with others responsibly and demonstrate the ability to work on their own initiative.

Admissions Appeals

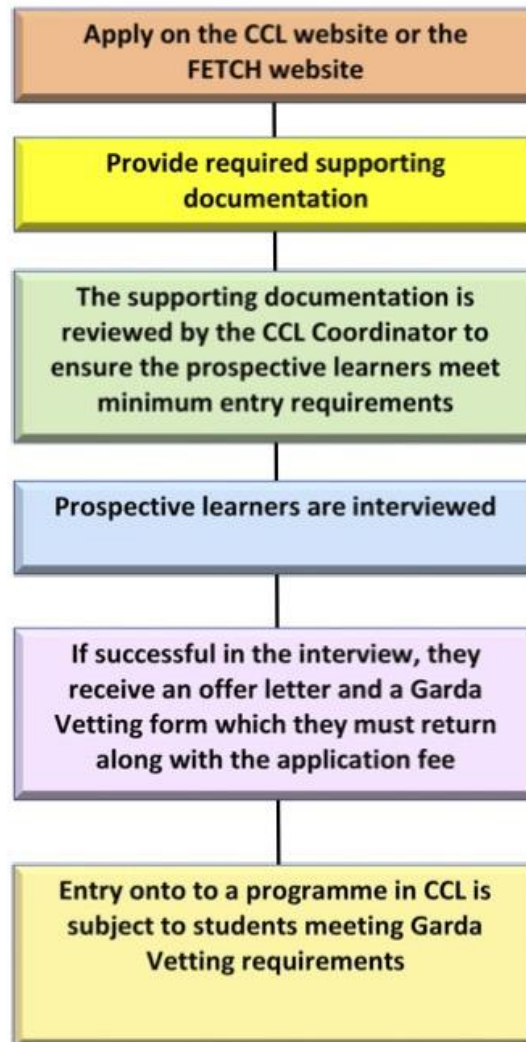
Central College Limerick recognises the right of learners to appeal a decision made in relation to admissions, and commits to address every appeal in a timely, fair and consistent manner. Every effort will be made to provide accessible information at all stages of admission.

Grounds to Appeal

An applicant may appeal where they believe:

- There has been a failure to follow clear procedures as detailed in the Central College Limerick's Admissions Policy
- They have been discriminated against on the grounds of their race, gender, disability, religion, age, sexual orientation, civil status, family status or membership of the Traveller community.

Admissions Process



3.2 Learner Induction

Learner induction is mandatory at the start of every programme. All learners are inducted using a standard induction PowerPoint presentation used in conjunction with learner handbook and resources on SharePoint.

The induction programme includes:

- Introduction to CCL (History, Mission, Equality Statement)
- Context
- Structure of Organisation
- Code of Behaviour and Discipline Procedure
- College Year and Timetable
- College Layout and Facilities (tour of college provided)
- Complaints
- Learner Voice
- Teaching and Learning
- Work Placement
- Introduction to Microsoft 365 (log in provided)
- Study Tips
- Assessment Process and Related Documentation
- Guide on Creating an Electronic Signature
- Referencing
- Plagiarism
- Submission of Work
- Appeals
- Examinations
- Transfer and Progression
- Further Education and the National Framework of Qualifications
- Learner Wellbeing and Supports Available to Learners
- Health and Safety

3.3 Learner Transfer and Progression

All the information to support learner transfer and progression is put on the CCL website and in the learner handbook. Advice and support are also provided by career guidance, guest speakers and attendance at open days and career events.

Successful completion of a component award enables the learner to progress to achieve a full major award. Each component at CCL has a credit value of 15 credits. A Major Award needs 120 credits which is made up by combining components. In order to progress, learners must complete a full Level 5 or Level 6 Major Award, with at least 120 credits.

Upon successful completion of a major award, learners can progress to an award on the next level on the National Framework of Qualifications. The Higher Education Links Scheme gives learners the opportunity to use their QQI Level 5 or 6 Major Award to apply through the CAO for a place in the first year of a higher education programme. Components (Minor Awards), or achievement of less than 120 credits, will not suffice for progression under this scheme.

Learners must check both the individual Higher Education institution and the CAO website to ensure they meet any special or essential requirements specified, which may include the following:

- A specific Major Award
- A specific grade in specific components
- Additional Award requirements such as Mathematics
- That all credits used for the 8 modules completed are achieved in one single setting

3.4 Programme Development

3.4.1 Needs Identification

In order to identify and develop the most relevant programmes, research must be carried out through learner feedback forms, progression rates and employment demands at a local and national level. These findings will help determine whether some programmes should be stopped, new programmes introduced or a review of existing programmes carried out which could lead to the introduction of different modules on certain programmes based on learner feedback.

All learner feedback forms are reviewed to identify concerns, issues or any room for improvement. An action plan is formulated if required and followed through. A new programme may be proposed by a staff member. However, new programmes must be presented to the Academic Board and Board of Management before a submission can be made to QQI for validation.

Indicators used to identify the need for a proposed programme:

- Learner Feedback
- Learner progression from existing awards
- Monitoring of local and national reports and recommendations
- Discussions with stakeholders and industry partners
- Analysis of the programmes offered by college competitors both at a local level and nationally

3.4.2 Programme Design

A programme design is in place to deliver and assess new and existing programmes.

Factors taken into consideration are as follows:

- Ensuring that each of the programmes adhere to the relevant policies and procedures.
- Programmes are designed to meet the needs of learners in compliance with criteria of the accreditation body and using evidence such as programme planning and learning intentions, learner feedback, tutor and programme records.
- CCL continually assesses the training and educational needs of its own learners, the school and local community it serves.

Factors to be analysed in relation to programme development include:

- Proposed dates of assessments
- Material to be covered in each session
- Work Experience requirements
- Allocation of one-to-one sessions (where applicable)
- Assessment strategies

The website, prospectus and advertisements in the print media must include:

- Clear entry requirements and information regarding the programmes
- Arrangements for selecting learners that are transparent and fair

3.4.3 Procedure for Developing a New Programme (CAS/non-CAS)

This procedure sets out the steps that are followed to design and develop a new programme

Scope

Applies to the development and design of all programmes.

Key Steps in Implementation

- Any staff member interested in creating a new programme brings their idea to the Programme Team. Following a discussion between the Programme Team, the QA Officer presents a programme proposal to the Academic Board who considers it from an academic and quality assurance perspective.
- The Academic Board makes a recommendation to the BOM which considers the proposal and the Academic Board's recommendations from a resource and strategic perspective. All programmes must be line with the mission, vision and values and the strategic plans of the organisation. If the BOM approves the proposal, it agrees a timescale, budget for development and approves the Programme Team to lead the design and development process.
- The Principal puts together a Programme Team which must include a subject matter expert and the QA officer who is responsible for ensuring that the design is aligned with the agreed QA policy and procedures and QQI requirements.
- The Programme Team:
 - Meets QQI (if relevant)
 - Takes the implications arising from the [QQI Policies and Criteria for Validation of Programmes 2016](#) into account throughout the design process.
 - Sets out a project plan which includes a target date for submitting the application for validation to QQI.
 - Consults with employers and takes their view on board in respect of programme outcomes and content.
 - Designs the curriculum using learning outcomes (MIPLOs & MIMLOs) and aligns it with the relevant award standard (if applicable) or maps its learning outcomes

to a relevant NFQ award type descriptor (for non-CAS programmes) which provides evidence that the programme can lead to a new QQI award.

- Maps the learning activities to the learning outcomes and set out clear instructions as to how the tutor and the learners must complete the programme activities.
 - Builds the processes for ongoing monitoring and periodic review into the programme.
 - Details the tutor profile based on the needs of the programme and learner profile.
 - Carries out a risk assessment as part of the design process.
 - Designs an appropriate assessment strategy keeping the learner profile and the subject matter in mind; assessment instruments, marking schemes and assessment criteria.
 - Sets out the conditions for the design of a caring, disciplined and inclusive environment for learners and tutors/teachers.
 - Ensures that the programme complies with QQI requirements in relation to access, transfer, and progression. This involves seeking out and documenting suitable transfer and progression opportunities and may involve meetings and discussions with other FE and HE providers.
 - Produces a programme descriptor which houses all the information about the programme in one document.
- The Programme Team may involve the career guidance counsellor with regard to transfer and progression to advise on the Higher Education Links Scheme (HELs) which gives learners the opportunity to use their QQI Level 5 or 6 major award to apply, through the CAO, for a place in the first year of a higher education programme (If the programme is being designed to lead to an award at Level 5 or 6).

3.4.3 Programme Approval

A new programme may be proposed by any staff member. The person proposing must share their proposal with the QA Officer who brings it to the Academic Board. The programme will be reviewed to evaluate the programme content including proposed modules, units of learning and lesson plans to ensure that it meets the guidelines of the relevant awarding body.

Following consultation with the Academic Board, an independent expert would be invited to review the proposed programme.

The independent expert would assess the programme under the following headings:

- Market demand
- Entry requirements
- Ability of the college to deliver the programme
- Learning outcomes
- Programme content
- Modes of delivery
- Assessment strategies
- Duration
- Credits required
- Validation checklist by the External Awarding Body

Any recommendations made will be shared with the Academic Board who would then decide if they would accept these recommendations before submitting the required documentation for validation following Board of Management approval.

The Programme Team will then review any recommendations received from the formal validation process. It will be reviewed by the Academic Board and BOM before final publication and before commencing any new programmes.

3.5 Programme Monitoring and Review

CCL has Quality Assurance Systems in place to continuously monitor programmes. CCL is committed to the development of a culture that recognises the importance of quality assurance and enhancement. CCL has a strategy in place to develop the continuous enhancement of programmes using the following methods:

- Tutor Surveys
- Learner Surveys
- Internal Verification
- External Authentication
- Staff training and professional development

It is essential that programmes remain relevant to local and national demands and any information related to the programmes should be shared with the relevant programme tutors on a regular basis to ensure learning objectives are being met and are measurable.

CCL aims to review programmes at the end of the academic year to ensure their continued relevance and update them as required. Modules being offered on a year-to-year basis may be changed based on the review of each of the programmes.

Each of the programmes are monitored by the Academic Board at the end of the year to ensure that all programme requirements are being met as follows:

- Ensuring the programmes remain relevant and up to date in terms of knowledge, updated skills, and competence level
- Determining if learner outcomes are being met
- Giving learners the opportunity to evaluate their learning experience in CCL through satisfaction surveys.

Once the surveys are completed, follow-up meetings are held by the Academic Board. In cases, where feedback highlights actions required or modifications to be made, these will be shared with the CCL Coordinator and Programme Tutors, before any changes are made.

3.6 Work Placement

Work Placement is a valuable aspect of the programme as it provides real opportunities for learners to explore their interest in and aptitude for work in their chosen vocational area. The overall purpose of the placement is to provide opportunities for learners to identify, practise and develop essential work-related skills. All learners are expected to consciously observe and involve themselves in working under direction rather than just observing. In order to gain a complete award at QQI level 5 and 6 learners must successfully complete the Work Experience module.

3.6.1 Preparation for Work Placement

It is the learner's responsibility to find Work Placement. The Work Placement tutor is there to assist and advise learners. A list of existing Work Placement providers is made available to learners to support them securing a placement. However, if a learner secures Work Placement that is not on the existing list of providers, the Work Placement Tutor will contact the provider and determine its suitability. All Work Placement Providers are kept on a database in the college. All learners are subject to Garda Vetting requirements. Some organisations may carry out their own Garda Vetting protocols in addition to those in CCL.

Learners must provide the Work Placement details to the Programme Coordinator. The Programme Coordinator contacts the Supervisor and briefs the Supervisors on their roles and responsibilities.

Finally, prior to going on Work Placement, all learners complete first aid, manual handling and patient lifting. They are taught by a Pre-Hospital Emergency Care Council (PHECC) approved tutor.

Role of the Supervisor:

- Person to whom the participant reports to
- Agrees to monitor work plan for the participant
- Provides the participant with pertinent information on areas such as dress code, protective clothing, work hours and break times
- Explains health and safety procedures and explain any special rules
- Welcomes the participant and introduces him/her to the relevant staff
- Provides encouragement to the participant and answers the participant's questions
- Gives oral feedback directly to the participant and completes and returns a written Supervisor's report to CCL

3.6.2 During Work Placement

Successful completion of the QQI work experience module is dependent on completion of a minimum amount of work experience hours and a satisfactory Supervisor's report.

The Supervisor must monitor the learner on Work Placement for a minimum of 35 hours. Outside of these hours, the learners must be supervised by another team leader or senior staff member. The learner should not work unsupervised at any time during their placement.

The tutor will phone the Work Placement Supervisor to monitor learner's progress and address any issues that may arise, e.g. attendance, conduct. Site visits may be conducted by tutors and, if necessary, the Quality Assurance Officer to the workplace.

Code of Conduct for Learners on Work Experience:

- Take direction from the Supervisor and staff
- Read and adhere to all policies and procedures

- Arrive punctually
- Be professional in your contacts with service users, staff, and Supervisors
- Participate in all activities associated with the role
- Keep all information obtained on placement confidential
- Any reference to Work Placement on social media is not permitted
- Take responsibility for your own learning
- Obtain permission from the Supervisor and service users for any information you may wish to use as part of college assignments/programme work
- Contact the placement Supervisor if unable to attend using agreed procedure
- Contact the college if there are concerns related to the Work Placement
- The tutor will work with each learner to provide support to the learner, assess the skills being acquired and to advise the learner on how to make the most of the placement opportunity

3.7 ETB Programme Sharing Process

Our school has access to programmes which were developed by ETBs for sharing with Department of Education and Skills providers. We gain access to these shared programmes through a process managed by the ACCS/JMB Further Education Support Unit (FESU).

The procedure is as follows;

- The QA Officer requests a copy of the component specification from FESU via FESS.
- The QA Officer completes the *FET Programme Validation Application Form, Part 2, Programme Module Descriptor* and drafts sample assessment briefs, marking schemes and outline solutions
- The QA Officer submits the completed application form and supporting document to FESU for screening.
- FESU screens the application for completeness and general accuracy. This is not an evaluation.
- FESU may ask for additional information / clarification at screening
- The QA Officer responds to FESU with additional information / clarification

- Following successful screening, FESU forwards the application to QQI for approval.
- QQI confirms approval with FESU who informs the QA Officer that they are approved.

Appendices: Programmes of Education and Training

Appendix A: Interview Template for Potential Learners

For Office Use Only:

Accepted: Yes [] No []

FAVOURITE SUBJECT:

RELEVANT COURSES:

OTHER COURSES Completed in another College

-
-
-

ATTENDANCE:

SELF REFERENCE:

-
-

PREVIOUS CO-ORDINATORS/TEACHERS Comment:

-
-

HOBBIES/INTERESTS:

WORK EXPERIENCE:

-
-
-
-

FUTURE CAREER:

-
-

ADVERTISEMENT:

**INTERVIEWER'S
COMMENTS:**

-
-

Please tick as Appropriate ✓

Location on 30/9/20

Leaving Certificate this year	[]
Employed Part-time	[]
Not in the labour market	[]

Other

Training (Cert, FAS, Apprenticeship) []

Unemployed

(0-6 months)	[]
(6-12 months)	[]
(> 12 months)	[]

Appendix B: Admissions Policy

Central College Limerick Admissions Policy

1.0 Admissions Statement

Central College Limerick is committed to providing education and training of the highest quality. The programmes we offer are learner-centred and delivered in a friendly, inclusive, and supportive environment.

CCL is committed to being an inclusive college. Fundamental to the implementation of the college's Admissions Policy is the principle of Equality. In placing the learner at the centre of the learning process, CCL is committed to creating an appropriate learning environment in which individual differences are accepted and embraced.

Learners who have a learning support need are encouraged to provide the college with any relevant information at the time of application. Any information provided is treated confidentially and does not prejudice the application. Applicants must bear in mind that, while the college will make every effort to accommodate their needs, the resources available are limited.

CCL shall not discriminate in its admission of a learner based on the following grounds:

- Gender of the learner or applicant
- Civil status of the learner or applicant
- Family status of the learner or applicant
- Sexual orientation of the learner or applicant
- Religion of the learner or applicant
- Disability of the learner or applicant
- Race of the learner or applicant
- The learner's or applicant's membership of the traveller community
- Special educational needs of the learner or applicant

A decision on an application for admission shall be based on:

- the implementation of this Admissions Policy
- Information provided by the Applicant in the application for admission

CCL will consider the offer of a place to every applicant seeking admission, who meets the entry requirements for the programme they have applied for, to the college, unless the following applies:

- The applicant fails to confirm in writing that s/he accepts the Code of Behaviour and he/she shall make all reasonable efforts to ensure compliance with such code.
- The applicant fails to provide all the necessary data needed for the PLSS Learner Data Capture Form
- Information contained in the application is false or misleading in a material respect.

Each applicant, who meets the entry requirements of the programme, shall receive an offer of a place, unless the programme is oversubscribed in which case the eligible applicant is placed on a waiting list

2.0 Applications to the College

2.1 Admission Provisions

Where CCL is not oversubscribed, all applicants who meet the entry requirements will be offered a place on the programme for which they have applied. Information relating to the programmes on offer, and any programme specific entry requirements is available to applicants, in the college prospectus and website. Programme content is reviewed on an ongoing basis and may result in programme modification.

2.1.1 Oversubscription

When the number of applications exceeds the number of places available, the published selection criteria as set out below will apply and a waiting list shall be compiled which shall remain valid only for the academic year in respect of which the applications are made. Where CCL is in a position to offer further places that become available on a

particular programme up until the 30th September places will be offered in accordance with the order of priority based on the date the applicant confirms they wish to be added to added to a waiting list.

For the avoidance of doubt, if an applicant does not receive a place in the college for a given academic year, but s/he wishes to be considered for admission in the following academic year, a new application must be made on behalf of that applicant during the dates specified by the college as being the period when it will accept applications.

2.1.2 Selection criteria

CCL will apply the following criteria for admission to a programme in the college:

- The applicant meets the entry requirements for their selected programme
- The applicant has attended for interview for the programme that they have applied for
- The applicant has been successfully Garda Vetted

2.1.3 Selection process

CCL will apply the selection process as follows:

Places on programmes are offered on a first come first served basis on the condition that each of the following requirements are met:

1. There is a place available to be offered, i.e., the programme is not full.
2. The applicant demonstrates at the interview the capacity to successfully participate on the programme for which he/she has applied. This includes the academic, practical, and work experience placement (where applicable) elements of the programme.
 - Please see the individual programme pages for the specific entry requirements, e.g., Garda Vetting/ portfolio/ performance/ etc., for each programme, in the college Prospectus or on the college website www.centralcollegelimerick.ie
 - For applicants whose first language is not English, evidence of English language proficiency may be required. (See Appendix A).

2.3.4 Late Applications

An application received by CCL after the closing date published by the college, is considered a late application for the purposes of this Admissions Policy. Acceptance of late applications will be at the discretion of the college. If accepted, such applications will be processed in accordance with the Admissions Policy.

2.3.5 Second/Third-Round Offers of a Place

Where an applicant is in receipt of an offer of a place on a programme within CCL but does not accept the offer, or the college withdraws the offer in line with the relevant provisions of this Policy, the place will be offered to the next Applicant on the waiting list in a second-round of offers. This process will continue throughout third and fourth rounds etc. until all places on the relevant programme have been filled.

2.3.6 Acceptance of a Place

Having received an offer of a place on the programme for which s/he applied, the applicant shall indicate acceptance of an offer by responding to the college in writing by the date set out in the college's Admission Notice in addition to the payment of the specified fee/deposit (non-refundable) for the particular programme.

In the case of a late application, or a second/third-round offer, acceptance must be indicated in the form indicated by the college.

Applicants are advised that, in accepting an offer of a place on a programme in CCL, they are obliged to inform the college whether they have applied for, have received an offer of, have accepted an offer of, or are on a waiting list for, a place on a programme in another college.

Failure to formally accept an offer of a place and pay the specified fee/deposit indicated by the college in the case of a late application or a second/third-round offer, may result in withdrawal of an offer, in line with the grounds for withdrawal of an offer, as set out below.

Learners are only enrolled in a particular programme once they have met all of the requirements in Appendix B.

Induction is provided as part of each of the programmes at CCL.

2.3.7 Refusal

Where an applicant in respect of whom an application is being sought has not been offered a place on the particular programme in CCL, the applicant will be provided in writing with:

- The reasons that the applicant was not offered a place in CCL
- Details of the applicant's place on the waiting list, if applicable
- Details of the applicant's right to appeal the decision

In addition to the conditions for consideration of an application an offer of admission may not be made where:

- The information contained in the application is false or misleading in a material respect.

2.3.8 Withdrawal of an offer

An offer of admission may be withdrawn where:

- The information contained in the application is false or misleading in a material respect, or
- Information is deliberately withheld or
- The Applicant fails to confirm acceptance of an offer of admission and completes the enrolment criteria in Appendix B, on or before the date set out
- In the event of a cancellation of a programme (due to insufficient enrolment numbers, resources difficulties etc.) the enrolled applicant/s will be notified of the cancellation. Applicants may be offered a place on a different programme subject to a place being available. Where an applicant declines a place on the alternative programme, the acceptance fee paid will be refunded to the applicant on request.
- An Applicant has not indicated:

- whether or not s/he has applied for and is awaiting confirmation of an offer from another college(s) and if so, the details of the college(s); or,
- whether or not s/he has accepted an offer of admission from another colleges and if so, the details of the offer(s).

If an offer of a place is withdrawn by the college, the applicant on whose behalf the application was made shall lose his/her place on the admissions list or waiting list for that academic year and any subsequent applications for the same academic year on behalf of that applicant shall be treated as a late application.

2.3.9 Deferrals

Applicants who have been offered and have accepted a place on a programme may defer this place for one year. Deferrals are permitted at the discretion of the Principal. Applicants should submit a written request to defer to the Office as soon as possible, but no later than the date of programme commencement except in exceptional circumstances.

Applicants will be notified by CCL during the academic year to activate their deferral place. Applicants will not have to be interviewed a second time. In exceptional circumstances, a learner may submit a written request to the Principal to defer a place after programme commencement.

2.3.10 Returning Learners

Returning learners should not assume automatic entitlement to enrolment in a subsequent year. An application to a second or subsequent year of a programme or to another programme will be treated as a new application. In addition, the applicant's previous punctuality, attendance and performance record may be taken into consideration. If the applicant has displayed unacceptable or unreasonable behaviour in the past, they may be asked to sign a Contract of Behaviour.

2.3.11 Induction

Applicants are required to attend for an induction session prior to programme commencement.

Appendix A: English language requirements on entry

The **recommended minimum requirements** are CERF (Common European Framework of Reference) proficiency at B2 for access to Level 5 programmes for those whose first language is not English. It should be noted that the levels listed represent the minimum standard needed in general, and in some field areas, higher levels may be required. FET applicants for whom English is second language will be required to provide evidence of English language proficiency through one of the following mechanisms:

- 1) A valid certificate in English language
- 2) Recognition of prior learning may be applied to applicants who have in the previous 12 months successfully achieved a full award in a cognate discipline at an appropriate level on the National Framework of Qualifications, e.g., at NFQ Level 4 if applying for a programme at NFQ Level 5.

CCL will carry out our own English language testing for learners who cannot produce the above requirements prior to commencement on their programme of study. This will be carried out and corrected by the school's EAL Coordinator.

Appendix B: Programme Enrolment

Programme enrolment is considered complete only when:

- Where applicable, all fees or charges due are paid in full by, or on behalf of the applicant except in a case which is deemed by CCL to be an exceptional circumstance.
 - As part of the enrolment process additional programme costs are payable.
 - All information and supporting documentation requested by the college have been submitted.
 - The applicant agrees to abide by the Learner Code of Behaviour
 - The applicant completes the PLSS Data Gathering Form required by SOLAS.
 - Successful Garda Vetting Clearance is obtained. Please refer to the specific programme information.
-
- a. In the case of full-time programmes following the academic year, applicants will not be enrolled after the 30th of September, except in a case, which is deemed by the college to be an exceptional circumstance.
 - b. The college will not be responsible for any inability to complete the enrolment process by the due date if all necessary information and supporting documentation have not been provided.
 - c. The provision of false or inaccurate information by an applicant may render his/her application null and void.

Appendix C: Appeal of Admissions

Appeal of Admission Decisions

Central College Limerick recognises the right of learners to appeal a decision made in relation to admissions, and commits to address every appeal in a timely, fair and consistent manner. Every effort will be made to provide accessible information at all stages of admission.

Grounds to Appeal

An applicant may appeal where they believe:

There has been a failure to follow clear procedures as detailed in Central College Limerick's Admissions Policy

They have been discriminated against on the grounds of their race, gender, disability, religion, age, sexual orientation, civil status, family status or membership of the Traveller community.

Procedures to Appeal

1. When an applicant is deemed unsuitable for the course, he or she will be informed of this in writing by CCL.
2. The applicant may contact CCL for further feedback and receive information on available alternatives (e.g. referral to other services).
3. If the applicant is unwilling to accept feedback and/or any alternatives suggested, he or she may choose to initiate an appeals process.
4. Appeals must be lodged in writing to the Principal within **five working days** after receipt of the college's letter refusing admission, specifying the grounds on which the decision is being appealed.

The Principal will establish an Appeals Panel to consider the appeal, which must meet within **ten working days** of the appeal being received. The Panel may be comprised of suitable members of staff such as Principal, CCL Coordinator, Programme Coordinator, or other staff members who were not involved in the original admissions decision. The panel can also include another person external to CCL.

The applicant may address the Appeals Panel in person and may bring one person with them to the meeting to speak on their behalf. Requests to address the Appeals Panel must be submitted in writing to the Principal at the time of the appeal.

The Principal will inform the applicant of the decision of the Appeals Panel **within five working days**.

APPEAL APPLICATION FORM

Personal Details

An appeal can only be taken by a student, or in the case of a student who has not yet reached the age of 18 years, by their parent/guardian.

Name:									
Name Of Student (If Under 18 Years Of Age):									
Address:									
Home Telephone Number:									
Mobile Telephone Number:									
Date Of Birth:	<table border="1"> <tr> <td>D</td><td>D</td><td>M</td><td>M</td><td>2</td><td>0</td><td>Y</td><td>Y</td> </tr> </table>	D	D	M	M	2	0	Y	Y
D	D	M	M	2	0	Y	Y		

Course Details

Name Of Course Applied For:									
Course Code (If Known):									
Date When You Were Notified Of The Decision By The College/Service:	<table border="1"> <tr> <td>D</td><td>D</td><td>M</td><td>M</td><td>2</td><td>0</td><td>Y</td><td>Y</td> </tr> </table>	D	D	M	M	2	0	Y	Y
D	D	M	M	2	0	Y	Y		

Grounds on which the decision is being appealed (please tick):

Failure to follow clear procedures as detailed in the CCL Admissions Policy	
Belief that you have been subject to discrimination on one or more of the stated grounds	

Please state clearly the grounds on which the decision is being appealed.

(Extra pages may be added)

Details of Proceedings:

Please give details below of any contact made with regard to this appeal.

PLEASE ENCLOSE COPIES OF ALL CORRESPONDENCE WITH THE COLLEGE IN RELATION TO THIS MATTER

YOU MAY ALSO ENCLOSE ANY OTHER RELEVANT DOCUMENTATION IN SUPPORT OF YOUR CASE

An Appeals Panel will be convened to hear your application. You will be informed of the time and date of the Appeal Hearing, and be invited to attend and address the Appeals Panel in person, if you so wish.

A decision not to attend the Appeals Hearing will not lead to any inference by the Appeals Panel and the panel will consider your case solely on its merits and the information available to it.

I certify that the information given above is true. I understand and authorise that all documentation considered relevant may be accessed as part of this appeal process, and I understand that all documentation provided by me in relation to this appeal, including this application form will be released to the members of the Appeal Panel.

Signature:	
Date:	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Office Use Only

Date Appeal received	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
-----------------------------	---

Appendix C – Work Placement Capture Form

Work Placement Data Capture Form / Agreement

Section 1 - Placement Details

Name of Placement / Organisation _____

Address: _____

Phone No: _____

Email Address: _____

Website: _____

Name of Supervisor: _____

Days to be worked: _____

Working Hours: _____

Break Times: _____

Procedures for Sickness: _____

Procedures for Lateness: _____

Dress Code: _____

Section 2 - Learner Details

Name: _____

Programme: _____

Phone No: _____

I _____ have been accepted by the above-named Work Placement. I agree to abide by the Code of Conduct required by the above-named Work Placement. I understand that as part of my programme I am required to attend Work Placement for ____ days.

Learners Signature: _____

Date: _____

Section 3 - Work Placement Arrangements – Agreement

I have read the Work Placement Supervisor Guidelines and fully understand the Work Placement's role and responsibilities in relation to providing the learner named in Section 2 with Work Placement in the organisation named in Section 1.

Arrangements for Supervision: _____

Supervisor's Signature: _____

Date: _____

Appendix D – Work Placement Supervisor Guidelines

Work Placement

Work Placements are a valuable aspect of the programme as it provides real opportunities for learners to explore their interest in and aptitude for work in their chosen vocational area. The overall purpose of the placement is to provide opportunities for learners to identify, practice and develop essential work-related skills. All learners are expected to consciously observe and involve themselves in working under direction rather than just observing. In order to gain a complete award at QQI level 5 and 6 learners must successfully complete the Work Experience module.

Supervision

As Supervisor it is requested that you:

- Set aside some time for discussion with the learner.
- Support and encourage learner's work.
- Facilitate the development of the learner's skills.
- Help the learner explore his/her work style, skills and strengths and weaknesses.

Skills Development

It is hoped that by the end of the work experience learners will have demonstrated the following:

- An ability to develop and discuss their realistic learning goals with their Supervisor and to have developed a work plan for the placement and adhered to it.
- An ability to communicate effectively and observe and listen to others.
- An ability to understand the work of the organisation and the internal and external influences on it.
- An ability to identify their own role and respond appropriately in any particular situation.
- An ability to assess their own work, and identify achievements, strengths and weaknesses.
- An ability to manage time effectively and work consistently to an agreed plan.

Assessment

Learners have to complete certain assignments during Work Placement, particularly maintaining a work activity journal or diary for Work Placement and compiling material for an organisation or vocational area profile. It is requested that you facilitate the learner in providing access to information about the organisation; its work and development [excluding anything of a confidential nature)

Supervisors are requested to complete a short report on the learners progress and performance at the end of work experience. The report should reflect your overall assessment of the learner's progress, strengths and weaknesses, knowledge and skills development as well as their aptitude to work in the vocational area.

Supervisors Report

- To achieve overall grades of Pass, the learner must receive at least **satisfactory** in at least 10 categories.
- To achieve an overall grade of Merit, the learner must achieve **good** in all categories or **very good** in at least 10
- To achieve an overall grade of Distinction, the learner must achieve **very good** in all or **excellent** in at least 10

Checklist for Employers and Workplace Supervisors Providing Work Placement

Centres offering work experience programmes appreciate the co-operation of employers and workplace Supervisors in providing placements for learners. This checklist is designed to assist employers / workplace Supervisors when organising placements.

Work Plan

- Set clear goals for the participant's placement
- Agree work, which meets those goals
- Clarify about do's and don'ts of the placement
- Agree a designated Supervisor

Role of the Supervisor

- Person to whom the participant reports to
- Agrees to monitor work plan for the participant
- Provides the participant with pertinent information on areas such as dress code, protective clothing, work hours and break times
- Explains health and safety procedures and explain any special rules
- Welcomes the participant and introduces him/her to the relevant staff
- Provides encouragement to the participant and answers the participant's questions
- Gives oral feedback directly to the participant and completes and returns a written Supervisor's report to CCL

Appendix E – Work Placement Procedures

Preparation

1. Learners are interviewed by their Programme Coordinator to discuss Work Placement options and to determine which Work Placement would suit the learner based on their capabilities and future career plan.
2. A list of existing Work Placement Providers is made available to the learners. Learners can independently find their own Work Placement.
3. The learners are furnished with all the necessary documentation required by Work Placement Providers, Letter of Introduction from their Programme Coordinator, Copy of a Work Placement Insurance Letter, Supervisor Guidelines, Work Placement Guidelines.
4. Learners may be required to supply additional paper-work such as, CV, Letter of Application, Copy of Garda Vetting Letter and copies of First Aid / Manual Handling Certificates, Evidence of Vaccination and Photographic ID.
5. On offer of a Work Placement the learner completes the Work Placement Data Capture Form and submits it to their Programme Coordinator. The Work Placement Provider details are logged on the college database.

Work Placement Learner Briefing

Learners are briefed on the code of conduct to be observed by CCL learners while on Work Placement, the procedure to be followed if the learner is unable to attend Work Placement, the support available from their Programme Coordinator while on Work Placement, and how to inform their Programme Coordinator if there are learner concerns relating to Work Placement.

Placement

- The Programme Coordinator records learner absences from Work Placement.
- The learner is required to keep a daily diary while on Placement.
- College staff will visit/phone the Work Placement to monitor the learner's progress.
- College staff will speak to both the learner and their Supervisor about their progress.

Evaluation

- Learners receive feedback on a one-to-one basis on their Supervisor Report.
- Learners are invited to submit feedback on their experience of Work Placement via the end of year learner satisfaction survey.
- The Work Placement provider is also asked for feedback on the Work Placement experience.

Appendix F - Work Placement Initial Placement Visit – New Work Placement Provider



Central College Limerick Work Placement Initial Placement Visit – New Work Placement Provider

Learner sourced Work Placement Yes [] No []
 Provider sourced Work Placement Yes [] No []
 TUSLA Registered Provider Yes [] No []
 (For ECCE learners)

Name of Learner intending to undertake Work Placement with this Employer / Organisation: _____

Name of Employer / Organisation _____

Address: _____

Website Address: _____

Contact Name and Title: _____

Contact Email Address: _____

Phone Number: _____

Additional information: _____

How many persons are employed in the Work Placement?	
Has the Placement previously been involved in providing Work Placements to students / learners?	
Is induction training provided?	

Who should the student report to on their first day?	
Is there sufficient work for the student to undertake relevant to their vocational area?	
Is there a safety representative appointed?	
Are learners prohibited or restricted for doing any work activity in the Placement?	
If a student has an accident, who do they report it to?	
Are records kept relating to accidents / injury / ill health?	
Are fire drills carried out?	
Are canteen and toilet facilities available to the learners?	
Are the learners protected under the Placements insurance policy?	

Work Placement approved for use by learners from X

Yes [] No []

Work Placement Coordinator's Signature _____

Date of Visit

3. Staff Recruitment, Management and Development

4.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	7 th Jan 2022	29 th March 2022	2 Years

Policy Statement:

CCL is an equal opportunities employer. CCL will comply with DES circulars for each position that arises to ensure that the best person is chosen in terms of knowledge, skills, qualifications, experience, and aptitude. Recruitment procedures at CCL will adhere strictly to all legislation and will adopt best practice to select, appoint and facilitate the development of all staff in a fair, equal, and merit-based process. The recruitment process will incorporate the development of an appropriate job specification for each post and be posted on www.educationposts.ie for 2 weeks.

CCL is committed to the support and promotion of staff development and training. CPD will be provided in accordance with training needs. The overall emphasis on training is to facilitate the personal development of staff, to guide and motivate them to achieve their full potential and enhance their performance.

4.2 Staff Recruitment

Staff recruitment is in line with DES requirements. Manpower planning firstly seeks to ensure the organisation understands the knowledge, skills and competencies required within the College and through careful recruitment and selection practices has the right number of qualified staff to allow the college to achieve its objectives. Recruitment is initially carried out by the Principal following approval from the DES. The recruitment process adheres to clear recruitment criteria and detailed procedures developed in order to ensure the appropriate selection of staff while ensuring the equality policy is implemented.

Job advertisements are posted on www.educationposts.ie for 14 days. Shortlisting may apply. Minimum qualification requirements will be advertised for specific roles, along with a Garda Vetting disclosure and registration with the Teaching Council under Route 2 (Post Primary) or Route 3 (Further Education).

Candidates will be asked to provide a Letter of Application, CV, a copy of their qualifications, Garda Vetting disclosure, proof of Registration with the Teaching Council and two written references. The Principal will also phone the Referees prior to the interview.

An interview panel conducts a structured interview. Interview notes relevant to the position are recorded and an interview marking sheet is completed for each candidate by each individual interviewer after which an overall set of marks are obtained for each candidate. The interview panel proposes the highest-ranking candidate for approval by the BOM if the candidate is deemed appointable. Once approved by the BOM the position is offered.

Assessment criteria include:

- Qualifications
- Experience
- Ethos
- Contribution to school/college Life
- Teaching and Learning
- Classroom Management

- ICT Knowledge and Skills
- Subject Knowledge and Knowledge of the Position

A contract of employment is subject to the tutor completing:

- A pre-employment medical questionnaire with Medmark
- A newly issued Vetting Disclosure (Section 9 of DES Circular 31/2016)
- A Form of Undertaking
- A Statutory Declaration

All vacancies are subject to approval by the Board of Management.

4.2.1 Types of Contracts

Pro-Rata Contract

A part-time teacher who is employed for the full school year to provide teaching for a specified number of hours during each week shall be offered a Pro-Rata Contract. A Pro-Rata Contract will normally run from 1st September to the 31st August. However, Pro-Rata Contracts may commence during the period 1st September to 31st October inclusive (or the first school day immediately after mid-term break if mid-term break terminates after 31st October). Contracts must be signed and delivery of service under the contract commenced within that period.

A Pro-Rata Contract shall require the delivery of the teaching service and the associated professional duties pro rata to a permanent whole time teacher. The contract will provide pro rata pay and conditions of employment for the part-time teacher. Payment will be made on a pro-rata basis for the period to 31 August.

Non-Casual Part-Time Teaching Contract

A part-time teacher who is employed under a contract which obliges him or her to work in an institution for a period in excess of 150 hours during the school year but less than a full school year (e.g. replacing a teacher on maternity leave) shall be classified as a non-casual part-time teacher.

Casual Part-Time Teaching Contract

A part-time teacher who is not employed on a contract referred to above shall be regarded as working on a casual basis until he or she has worked for a period in excess of 150 hours in an institution during the school year.

Contract of Indefinite Duration (CID)

A Contract of Indefinite Duration (CID) affords the holder the same rights and entitlements as a permanent teacher, except that their salary is based on the number of hours they teach per week. A CID holder on 18 hours or more may be a paid full time salary if they agree in writing to be timetabled up to 22 hours per week.

4.2.2 Staff Induction

Prior to commencement of employment at CCL, it is mandatory for all staff to complete an induction programme. The tutor must attend an induction workshop which includes a presentation outlining:

- Introduction to CCL (Mission Statement and Equality Statement)
- Structure of Organisation and Role of Key Personnel
- Role and Responsibilities of the Tutor
- Code of Conduct
- Health and Safety
- Policies and Procedures Related to Dignity in the Workplace and Child Protection
- Further Education and the National Framework of Qualifications
- Programmes Offered
- College Year and Timetable
- College Layout and Facilities (College Tour Provided)
- Introduction to Microsoft 365 (Provision of Log In Details)
- Learner Centred Teaching and Learning
- Learner Wellbeing and Supports Available to Learners
- Introduction to Module Descriptors
- Assessment Process and Related Documentation
- Referencing
- Plagiarism

- Submission of Work
- Examinations
- Complaints
- Appeals
- Learner Transfer and Progression

Other opportunities for formal and informal training may take place throughout the year.

4.3 Staff Communication

CCL has a range of both formal and informal communication methods with staff including email, SharePoint for sharing of resources and a Staff Teams for sharing all relevant information, as well as for holding virtual meetings online. Agendas and minutes of meetings are recorded, and an action plan is developed, if required, for assignment of actions and follow-up to be carried out.

The tutor handbook is reviewed every two years, or earlier, if required to ensure all staff have up to date information. This is available on SharePoint. All tutors will also have access to the most recent QA manual to familiarise themselves with the sections most relevant to them.

4.4 Professional Development

CCL ensures that all staff engage in Continuous Professional Development. CCL fosters a culture of enthusiasm for CPD amongst staff. CPD is provided as part of Croke Park and discretionary Croke Park hours are also given, where possible, to allow staff to engage in additional external CPD training. External training sessions that are taking place are regularly communicated with staff through email, the facilitation of attendance at these sessions is organised by Senior Management. There are also opportunities given for staff to collaborate and share what was learned at these external CPD sessions with other staff as part of Croke Park hours.

At the beginning of the year, before the commencement of programmes, all staff meet and discuss programme delivery, management of assessment, quality assurance and review learner feedback and external authenticator feedback from the previous year. This allows the tutors to review their current practices and informs their planning for the new academic year. Tutors collaborate on a regular basis when they are teaching on similar modules to ensure consistency of delivery, resources are share on SharePoint and are Croke park hours are dedicated to subject planning.

CCL regularly meet with other Further Education Providers within the voluntary sector. This is facilitated by Catherine O'Sullivan in her role as Director of the Further Education Support Unit.

4.5 Disciplinary Procedures

As outlined in Circular 0049/2018:

As is the norm with any profession it is a matter for the individual teacher, in the first instance, to maintain appropriate standards of teaching and to personally address competence issues if and when they arise. Furthermore, it is a tutor's responsibility and obligation to ensure that he or she avails fully of all opportunities of assistance towards remediation of professional competence issues. In this context it is fully accepted that a significant majority of tutors discharge their duties in a competent and efficient way and provide a service in line with the best traditions of teaching.

Accordingly, any process geared to address matters of professional competence is aimed at a minority of individuals within a profession. It is also the case that any such process must recognise the reality that professional competence issues are often of a transient nature and may have their origin in issues of a personal or professional nature which are of relatively short time duration. There may also be instances where concerns are raised regarding a tutor's professional competence through parental complaints (if a learner is under 18). In such cases the concerns will be addressed by the Principal in the first instance in accordance with agreed parental complaint procedures. The Principal will consider the nature of the complaint before determining whether the issue falls to be considered under the procedures relating to professional

competence. If the procedures relating to professional competence are subsequently invoked the parent who made the complaint will be so advised and informed of the final outcome of the process. It follows that the approach to dealing with matters of professional competence should involve a number of stages moving from informal stages to formal stages which may at the end of the process have recourse to disciplinary action, up to and including dismissal (see Appendix A for more information of these stages).

There are several stages involved in this process:

- Stage 1: The Informal Stage
- Stage 2: Initiation of the Formal Process
- Stage 3: External Review
- Stage 4: Hearing
- Stage 5: Appeal
- Stage 6: Notification to the DES and the Teaching Council

Appendices: Staff Recruitment, Management and Development

Appendix A – Disciplinary Procedures (as per Circular 0049/2018)

Stage 1

Informal Stage

1.1 As outlined in sections 22 and 23 of the Education Act 1998, the Principal, as part of his/her day-to-day responsibility for the management of the school, has responsibility for the guidance and direction of teachers, the provision of leadership to teachers and learners and the creation, together with the Board of Management, of an environment which is supportive of learning among the learners and which promotes the professional development of teachers. The Education Act provides also that the Principal shall have all and such powers as are necessary or expedient in that regard. The Principal is, therefore, in the best position to identify when professional competence issues arise in a teacher's work.

1.2 Where the Principal has concerns that there may be issues of professional competence in a teacher's work s/he will advise the teacher, orally, of the specific nature and extent of these concerns and furnish the teacher with any relevant documentation relating to the issue.

1.3 At this stage the teacher should be given a copy of the agreed procedures and be advised to familiarise himself/herself with the various stages of the procedures that may be invoked and the range of sanctions available to the Board of Management.

1.4 The Principal will seek to explore with the teacher the underlying cause(s) and where possible agree the steps that need to be taken to address the matter. In this context the Principal will advise the teacher of available internal and/or external supports and endeavour to assist the teacher in accessing those supports. These may include the Employee Assistance Service, the Professional Development Services for Teachers (PDST) and /or other external agencies that are relevant and/or appropriate in the circumstances having regard to the nature of the issues.

1.5 It is intended that through dialogue between the Principal and the teacher the issues are resolved to the satisfaction of the Principal and that both agree that no further action is necessary.

1.6 It is intended that professional competence issues of a transient nature should be resolved through informal mechanisms, normally within a three-month period excluding holiday periods.

1.7 Where a teacher has failed to engage positively with the processes and the Principal continues to have concerns that there are professional competence issues of a sustained nature, the Principal will notify the teacher of his/her intention to refer the matter to the Board of Management with a view to the initiation of the formal process

Stage 2

Initiation of the formal process

2.1 The Principal will advise the Chairperson of the board of his/her concerns and provide a written report to the Board. The teacher will be given a copy of the report simultaneously and will be afforded an opportunity to provide a written response as part of the process of consideration of the matter.

2.2 At this stage it is open to the teacher to invoke Stage 3 of these procedures within 10 school days of receipt of the report. Where the teacher adopts this course of action it is on the strict understanding that he/she cannot then seek to revert to any earlier stage of the process and that the Principal and Board of Management may proceed to the next stage as appropriate.

2.3 Alternatively where the teacher does not take up this option the board will consider the report of the Principal and any written response provided by the teacher as soon as is practicable. At this stage the teacher will be provided with an opportunity to address the Board of Management on the matter if he/she so wishes. The Board of Management will then decide on how to proceed. This decision may involve the board finding that:

- There are insufficient grounds to conclude that there is an issue of professional competence,
- There are sufficient grounds as to warrant the initiation of the formal process.

2.4 Where the Board is of the view that there are sufficient grounds it will charge the Principal with defining the required improvement plan for the teacher in question.

2.5 The Principal will meet with the teacher concerned to discuss the improvement plan.

2.6 The plan will specify in writing the perceived deficiencies in the teacher's professional competence and the required improvement expected of that teacher. It

will also set out the range of supports and training available to the teacher and suggestions as to which should be availed of by the teacher in the context of improving his or her performance. The improvement plan will also set out a timeframe within which the required improvement should be put into effect. Appropriate supports will be made available to the Principal in drawing up the Improvement plan.

2.7 While bringing about the improvement in his or her performance is the primary responsibility of the individual teacher the Principal/Board of Management will support and facilitate that teacher in bringing about the required improvement.

2.8 Normally, it would be expected that the required remediation of professional competence issues would take place within the timeframe set down in the improvement plan which should be no less than a three-month period excluding holiday periods. This period may be extended by the Principal, subject to the agreement of the Board of Management, to allow the teacher further time to implement the improvement plan.

2.9 Following the conclusion of the time provided for improvement, the Principal will furnish a written report to the Board and the teacher setting out his/her views on the outcome.

2.10 Where the Principal reports that the required improvement has been brought about the Board will inform the teacher in writing confirming its intention to conclude the formal process.

2.11 Where the Principal reports to the Board that the required improvement in teaching performance has not been brought about following the conclusion of the period allowed for this process, the Board will consider the matter further, as provided for below.

2.12 The teacher will be given an opportunity to provide an oral and written response to the Principal's report as part of the process of the board considering the matter.

2.13 Following consideration of the Principal's report and the teacher's response the Board may decide that

- Sufficient progress has been made by the teacher and that the procedure is being concluded
- The improvement plan should be modified
- the required improvement has not been brought about by the teacher

Stage 3 External Review

3.1 Where the Board of Management decides that the required improvement has not been brought the Board will request the Chief Inspector to arrange for a review of the work of the individual teacher. The teacher will be so informed by the Board of Management in such instances. The request for a review should include details of the nature of the Board's concerns, the supports offered to the teacher, the extent to which these supports were availed of by the teacher and the outcomes.

3.2 Before approving the review the Chief Inspector* will satisfy himself/herself that the appropriate support has been offered to the teacher by the school and that, despite this, the teacher's work is still considered to be unsatisfactory. The Chief Inspector may seek further information from the school as s/he deems necessary. Where a teacher has availed of the option at Stage 2 to invoke Stage 3 of the process the Chief Inspector will satisfy himself/herself of this fact before initiating the review.

3.3 All documentation provided by the Board of Management to the Chief Inspector shall also be furnished to the teacher by the Board of Management.

3.4 The function of carrying out an external review which is vested in the Chief Inspector is in consequence of this agreement and is separate from and without prejudice to the statutory function of the Chief Inspector as set out in Section 13 of the Education Act 1998.

3.5 Where the Chief Inspector agrees to the request, he/she may assign such and so many personnel to conduct the review as appears to him/her to be necessary. In assigning a person or persons to the conduct of this task the Chief Inspector will have regard to the requirement that any individual/s so assigned have a competence which is relevant to the review.

3.6 The review may involve a series of visits to the teaching and learning situation and will normally be carried out by a member/member of the Inspectorate. The person/persons assigned by the Chief Inspector will have whatever access to the teaching and learning situation as is necessary by them to provide a professional view on the competence of the teacher. There may be instances, having regard to the nature of a particular case, where the member/members of the Inspectorate may be accompanied by a person with expertise relevant to the issues of concern raised by the Board of Management. In all instances the review process will be led by a member of the Inspectorate.

3.7 The teacher, who is the subject of an external review, shall cooperate in full with the review process and any failure to so cooperate will, in itself, be a disciplinary matter. Any such lack of cooperation may also be considered when those conducting the review, on behalf of the Chief Inspector are formulating their conclusions.

3.8 The person/persons assigned by the Chief Inspector will present a report to the Chief Inspector who, in turn, will make this report available to the school's Board of Management and to the teacher. The report will set out the conclusions reached in relation to the concerns raised by the Board of Management.

3.9 The Board of Management will provide the teacher with an opportunity to make a written response to the Chief Inspector's report within 15 school days of receipt of the report by the teacher.

3.10 The Board of Management will meet to consider the report of the Chief Inspector and the written response from the teacher within 10 school days of receipt of the written response from the teacher. The Board of Management may decide:

that no further action is warranted
to proceed to a disciplinary hearing

Where it is decided that no action is warranted the teacher will be so informed in writing within five school days

*The reference to the Chief Inspector includes members of the Inspectorate to whom this function is delegated by the Chief Inspector.

Stage 4

Hearing

4.1 The teacher will be provided with an opportunity to attend at a meeting of Board of Management accompanied by a representative, normally his/her trade union representative/s, or a colleague subject to an overall maximum of two.

4.2 The teacher will be given at least 7 school days' notice of the meeting. The notice should state the purpose of the hearing and the fact that disciplinary action may be considered.

4.3 At the meeting the teacher will be given an opportunity to make his/her case in full and to challenge any evidence that is being relied upon for a decision.

4.4 Following the hearing the Board of Management will make its judgement on the matter. In formulating its judgement, the Board of Management will take account of the

conclusions set out in the report of the Chief Inspector, any other evidence, and the teacher's representations (if any) thereon.

4.5 Following the hearing, the Board will notify the teacher of its decision and any intended disciplinary action if that be the outcome of its deliberations.

4.6 If it is decided to take disciplinary action, the Board of Management may avail of any of the following range of sanctions:

- Final written censure
- Deferral of an increment
- Withdrawal of increments
- Suspension (for a limited period and/or specific purpose) with pay
- Suspension (for a limited period and/or specific purpose) without pay
- Dismissal.

The Board of Management will act reasonably in all cases when deciding on the appropriate disciplinary

action. The nature of the disciplinary action should be proportionate to the nature of the issue of professional competence.

Where disciplinary action short of dismissal is proposed the case will be reviewed by the Board of Management within a specified time to consider whether further disciplinary action, if any, is required

Stage 5

Appeal

5.1 It will be open to the teacher to appeal against the proposed action of the Board of Management. Such an appeal will be heard by an independent appeal panel appointed by the Board of Management.

Notification to Department of Education and Skills and the Teaching Council

The Board of Management will inform the Department of Education and Skills of the nature of the disciplinary action and will comply with any requirements of the Teaching Council in accordance with the provisions of Section 37 of the Teaching Council Act 2001

**Appendix B – Staff Appraisal: Annual Report to Inform Review
(0003/2018)**

Name of Teacher: _____

Tick level of post:

AP I _____

AP II _____

Outline of Roles, Responsibilities and Objectives fulfilled for the period XX to XX: (since date of appointment to present date)

Self-Review of progress in regard to these areas:

Teacher Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

Appendix C – Staff Code of Conduct

Teaching Council (2016) *Teaching Council Code of Professional Conduct*, 2nd Edition,
Dublin: Teaching Council

Available: <https://www.teachingcouncil.ie/en/publications/fitness-to-teach/code-of-professional-conduct-for-teachers1.pdf>

4. Teaching and Learning

5.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	7 th Jan 2022	29 th March 2022	2 Years

Policy Statement:

CCL is committed to delivering programmes of learning that develop maximum understanding of a subject, foster independent and critical thinking, encourage further independent enquiry and creates a framework for learners to build on new skills and knowledge. Teaching and learning happens in an active, collaborative and supportive learning environment. It is of key importance that learners can apply their learnt knowledge and skills to enhance performance in the workplace. It is core to this key objective to have a cohesive structure in place to gather feedback from all key stakeholders in the teaching and learning experience to continuously improve the quality of CCL's programme delivery.

5.2 Promotion of Learning

CCL caters for learners from a range of educational, cultural and socio-economic backgrounds. The learner-centred learning environment attends to the needs of the diversity of CCL's learners and promotes mutual respect between the learner and tutor and amongst peers and other staff members.

CCL aims to foster lifelong learning through the promotion of crucial skills including critical reflection, ability to make judgements and personal and professional development for both learners and staff. To support interactions between learners and staff, a learning platform is available through the Microsoft Teams platform. On the system, learners can access teaching and learning materials, submit assignments and receive feedback.

This cultivates a sense of learner autonomy, enabling learners to take responsibility for their own learning while having adequate guidance and support from tutors.

Different modes of delivery are considered with the appropriate pedagogical methods which are monitored and reviewed regularly. Constructive and timely feedback is regularly provided to learners.

5.3 Teaching and Learning Strategy

The teaching and learning strategy at CCL is designed to achieve learner-centred learning that empowers individual learners and ensures continuously evolving innovative approaches to teaching and learning.

The overall approach to teaching and learning is to:

- Acknowledge the prior experiences of the learner and integrate these experiences into the learning process
- Develop critical reflection skills as an integral part of the learning process
- Encourage learners to take ownership and responsibility for their own learning
- Provide formative assessment and feedback where learners will be given the opportunity to discuss their own performance and plan improvements for future efforts
- Establish a learner-centred culture where learners become active participants in their own learning
- Ensure fairness and consistency

5.3.1 Establishing a Learner-Centred Culture

CCL aims to equip learners with the knowledge, skills and competencies to be employable and to ensure that they are prepared for career flexibility and progression in their chosen field. CCL aims to cultivate a love of learning amongst learners and to work to ensure that learners are informed and supported in relation to progression opportunities.

5.3.2 Active Learning

Active learning is a central feature of each programme. On site skills simulation activities enable learners to carry out practical activities and skills mirroring those in the workplace. Learners work through multiple scenarios that are matched to learning outcomes and are further contextualised with the workplace skill they relate to. The hands-on activities allow learners to explore, engage and practice new skills so that

they are confident when they are out on Work Placement. During these practical activities peer-to-peer engagement is used. This enables learners to discuss their thought process on a problem with others thereby enriching the learning experience.

5.3.3 Self-Directed Learning

Self-directed learning activities are used to complement tutor led learning. Self-directed learning is supported by tutors who signpost additional resources and give learners access to a range of resources including interactive presentations, problem-based exercises, quizzes, reading materials and videos. They can also be integrated into instructor led sessions.

The learner has access to the self-directed activities on Microsoft Teams. These activities provide opportunities for learners to practice skills learned in the tutor led sessions, to revise for assessments and to identify their knowledge gaps so they can seek specific additional guidance from their tutor. The benefit of self-directed learning is that it gives learners the opportunity to review what they have learned at their own pace.

5.4 Teaching and Learning Environment

All classrooms are fitted with whiteboards and projectors to enhance programme content delivery. The college also has three IT suites, two learner printers, two science laboratories, a sports hall, a library, a canteen, and a wellbeing space. There are also laptops available as part of a loan scheme. The college has Wi-Fi available throughout for learners to access online resources using their own devices. Learner feedback allows the college to review the availability of resources and supports for learners.

5.4.1 Online Learning Platform

A wide range of applications, available through the Microsoft 365 Online Learning Platform, are used to support the learners learning experience. The platform allows tutors to create and share a wide variety of learning resources. The use of this platform provides learners with alternative learning pathways in a learner-centred environment that promotes self-directed learning.

The enhancement of digital skills for learners is considered a key factor in the provision of an enriched learning experience at CCL. As the use of digital technology increases across many people's lives, in particular their working life, preparing learners to be digitally aware and competent when entering the workforce starts with the development of their digital literacy skills in education. The provision of technology gives learners the opportunity to develop these skills. As part of the induction programme, all learners are provided with training on the Microsoft 365 Learning Platform to provide them with the skills necessary to engage online. For example; submitting assignments and downloading class notes.

While online learning offers a multitude of advantages to learners, it can be quite challenging for some. Learners are encouraged to communicate any difficulty that may arise with their tutors so support can be given. A range of support videos are also available to learners to support their use of Microsoft 365.

5.5 Learner Voice and Feedback from Learners

CCL is committed to monitoring, evaluating and improving on the quality of programmes and services it offers to learners in order to ensure its effectiveness. Self-monitoring is a vital feature of CCL's comprehensive Quality Assurance system.

We encourage the learners to play an active role in many of the day to day issues that arise in the college. This provides an opportunity for learners to engage in a structured partnership with all members of the college community. Providing learners with a voice can create a sense of purpose in the college.

We utilise both formal and informal avenues to gather feedback from our learners. Learners are encouraged to approach any member of staff at any stage to highlight areas of concern and/or give us feedback. Informal feedback is considered as valuable and is included in a learner feedback report.

Learners have an opportunity to have a say in issues that affect them as learners at CCL. There is a class representative from each programme on the student council. Members of the student council are elected by their peers. On behalf of their peers, they voice their opinions and share issues and concerns with tutors and management.

This allows learners to have a voice in their education. The student council embrace leadership roles for the betterment of the students they serve.

Learners are also given more formal means of voicing their opinions through early satisfaction surveys, early leaver feedback forms and end of year surveys. Learners are also advised of the complaints procedure and complaints log at their induction, again providing them with the opportunity to have a voice in their learning. There is also a learner representative on our Academic Board. All of these are an important component of our monitoring and review processes. Any serious issues that are flagged are addressed with learners immediately.

At the end of the year, a full analysis of learner feedback is collated by the QA Officer and is discussed at the annual Programme Review Meeting. Improvements are recommended and agreed upon. These agreed improvements are then implemented the following year.

5. Assessment of Learners

6.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	7 th Jan 2022	29 th March 2022	2 Years

Policy Statement:

CCL is committed to assessing learners in a fair and consistent manner and in line with awarding bodies. Significant importance is placed on ensuring assessment practices are well understood by all tutors and learners and are consistent across different programmes. Integrity of the assessment process is ensured through the use of appropriate security measures. CCL committed to providing clarity to learners about the scheduling and scope of assessments in advance. As well as summative assessments the college uses formative assessments throughout the programme to support the learning process, aid revision, give visibility on progress and enable targeted and timely feedback. Tutors deliver both formal and summative feedback on all aspects of assessments.

CCL assessment practices are consistent with the QQI assessment policy and are designed to meet the following QQI guidelines:

- *Quality Assuring Assessment, Guidelines for Providers, Revised 2013*
- *FETAC Guidelines for Internal Verification*
- *Quality Assuring Assessment Guidelines for External Authenticators*

6.2 Overview of the Assessment Process

Assessment

- Assessment policies and procedures are developed, implemented and agreed in line with the aforementioned QQI Guidelines
- The tutors assess, mark and grade the assessment evidence
- The tutors submit the required tutor pack (component specification, scheme of work, assessment briefs, examinations, marking schemes and sample answers) for the IV process. Tutors use a self-monitoring checklist to ensure the tutor pack is complete for the IV process, and subsequently the EA process.

Authentication

- The CCL Coordinator coordinates the IV process designed to ensure that the assessment procedures have been applied consistently across all assessment activities and that the assessment results are recorded accurately
- The CCL Coordinator appoints external authenticators
- The external authenticator moderates assessment results by sampling learner evidence according to CCL's sampling strategy (square root of the total exams plus one)

Results Approval and Issue

- The CCL Coordinator convenes meetings of the Results Approval Panel
- The Results Approval Panel reviews, approves and sign-off on assessment results
- The CCL Coordinator posts approved results to learners, and advises them of the appeals deadline and procedure and the date they should receive their QQI award certificate

Certification

- The CCL Coordinator submits learner results to QQI via the QBS
- Learners are allowed 10 working days to lodge an appeal
- The CCL Coordinator processes all appeals
- The Award Certificates are presented at graduation or made available for collection through the office

6.3 Planning Assessment

6.3.1 Assessment Guidelines for Learners

As part of learner induction the Programme Coordinator guides the learners through the online learner handbook on the website which contains all pertinent information relating to the assessment process. At individual module induction, the tutor addresses the assessment timetable including assessment deadlines. Upon the commencement of each academic year, tutors are requested to populate a shared spreadsheet with provisional assessment submission deadlines. This is finalised at a programme planning session, prior to learner induction to ensure that assessments are fairly distributed through the college year.

In addition, tutors provide learners with:

- Detailed Assessment Briefs (set of instructions outlining the requirements and assessment criteria for each piece of assessment). The brief is based on the assessment template provided by FESS. Marking Schemes are contained within the Assessment Briefs

Learner responsibilities around assessment and examination regulations are detailed in the learner handbook and are reinforced throughout the programme by the tutor.

- An Assessment Brief Template is included in the learner handbook. The tutor issues an assessment brief for each assessment event setting out assessment requirements, deadlines and submission procedures to the learners throughout the programme.

6.3.2 Assessment Guidelines for Tutors

At the tutor induction, the CCL Coordinator guides tutors through the Tutor Handbook on SharePoint containing all pertinent information relating to the assessment process.

The purpose of this handbook is to:

- Help ensure fair and consistent assessment of learners
- Detail the role and responsibilities of the tutor when acting as an assessor

- Present all the information tutors need to perform their role as an assessor to a high standard and in line with CCL's agreed quality assurance procedures
- Provide assessment templates to tutors to ensure consistency across programmes

All tutors are expected to be familiar with *QQI Quality Assurance Assessment Guidelines for Providers 2013* on which our QA procedures are based.

6.3.3 Submission of Assignments

In order to ensure fairness, all assessment items must be submitted on or before the dates set out on the assessment timetable (unless otherwise notified in advance by the tutor). CCL does not accept assignments received after the due date unless learners have been successful in applying for compassionate consideration. Supporting evidence must be provided e.g. a medical certificate.

6.3.4 Format and Presentation

On each assessment brief, learners are provided with guidelines on the format for presenting their submission. This may include: font style, font size, line spacing, use of headings, subheadings, paragraphs, page numbering and the use of a bibliography.

6.3.5 Marking and Grading

The Results Approval Panel monitors the standards of marking and grading. Marking and grading is addressed at tutor induction and in the tutor handbook. Tutors can request additional training from the CCL Coordinator.

Tutors must ensure that marking schemes are consistent with the relevant detail in the component specification, the assessment criteria, the learning outcomes mapped to the assessment technique/task in question and the assessment guidelines. It must also be consistent with the detail in the assessment instrument. In other words, the marking scheme must allocate marks to everything asked of the learner in the assessment instrument.

6.3.6 Formative and Summative Feedback

Formative and summative feedback is given throughout the programme to support the learning process, aid revision and inform learners on their progress.

Tutors give feedback on assessments and on learners' progress on a one-to-one basis and in groups at various stages throughout the programme. This feedback may include oral feedback on assignments, as well as written feedback on assignments, as well as on the comment sections on Microsoft Teams. In addition, we advise learners that they can approach tutors for advice and direction at any stage.

When providing feedback to learners, tutors are advised to: use positive language, identify learners' strengths, give objective and specific feedback, use examples or direct references, use assessment criteria and marking schemes to help to give objective feedback and to suggest areas for improvement.

In order for effective assessment for learning to take place, it is important to first develop explicit learning intentions and success criteria. This is done at the beginning of each class, and reviewed again at the end.

We use a range of assessment for learning strategies such as: classroom discussions, peer-assessment and self-assessment. More specific strategies used include: class quizzes and polls such as kahoot and mentimeter, think-pair-share, two stars and a wish, placemat activities, the jigsaw method, traffic lights, thumbs up/thumbs down, exit tickets and the KWL method – know, want to know and learned. This enables learners to monitor their own progress, and also provides tutors with an insight into how they are progressing, how tutors can improve and this in turn provides for an active, engaging and democratic classroom.

6.3.7 Outline Sample Solutions

Sample solutions are developed alongside an examination paper and its marking scheme.

Depending on the nature of the assessment, the outline sample answer may be:

- one answer
- a range of acceptable answers
- a list of minimum acceptable key points
- an indication/guideline of what form a response may take

6.4 Security and Integrity of Assessments

6.4.1 Authorship Statements

Learners must complete, sign, date and submit an authorship statement which their assessment brief confirming that the work is their own. The online submission via Teams records the time and date of submission. Tutors are requested to update their examination papers annually.

6.4.2 Academic Misconduct

If a learner is suspected of engaging in academic misconduct or cheating in an examination, the invigilator retrieves the evidence of cheating and completes a Misconduct Report Form, which is forwarded, with the alleged evidence, to the CCL Coordinator who meets with the learner and with the invigilator. If there is an unsatisfactory explanation from the learner, the matter is referred to the Chair of the Academic Board to review and decide on the penalty.

6.4.3 Examination Invigilation

All exams are invigilated by external invigilators, appointed by the Principal in consultation with the CCL Coordinator. All invigilators receive training in their role and must be familiar with and comply with the Invigilator Guidelines.

6.4.4 Storage of Examinations

All completed examinations are held in a secure location. Tutors are requested to treat all assessments with the greatest of care and to complete all corrections on site to avoid a data breach.

6.5 Academic Integrity

6.5.1 Internal Verification

CCL carries out internal verification in line with the QQI guidelines set out in the 'Quality Assurance Assessment Guidelines for Providers 2013 (pages 24 and 25)'. The Quality Assurance Officer verifies the college's assessment process and outcomes.

The IV checks a master folder submitted by the tutor which should contain:

1. Copy of component specification
2. Copy of validated programme module
3. Assessment plan available, <i>including examination timetable, if appropriate</i>
4. Assessment briefs
5. Examination papers
6. Marking schemes
7. Outline solutions
8. Correct number of assessment portfolios
9. All assessment portfolios in alphabetical order
10. Correct assessment techniques applied
11. Results are entered into the QQI Business System (QBS)

12. All evidence marked, marks totalled correctly, percentage marks calculated and grades awarded correctly
13. Completed learner marking sheet/s attached to each portfolio
14. Completed provisional results sheet/report
15. Marks transferred correctly to provisional results sheet/report
16. Integrated assessment evidence is clearly identified
17. Results entry procedures for exemptions (credits for other certification) applied correctly
18. Learner authorship statement signed
19. Deadline dates indicated on assessment brief
20. Learner feedback recorded on assessment brief
21. Results are amended on the QBS after IV and prior to the EA visit, if required

The Internal Verifier:

- Checks that tutors have adhered to CCL's assessment procedures and have applied them consistently across assessment activities
- Checks that the assessment results are calculated, transcribed and recorded correctly and accurately
- Highlights any irregularities or deviations from the normal distribution of marks
- Completes and signs the internal verification report including observations and recommendations for corrective action

The Internal Verifier provides a report to the CCL Coordinator. The CCL Coordinator takes corrective action if results and/or assessment evidence is missing: contacting the tutor, rechecking assessments and/or evidence for mislaid items, reviewing attendance registers and submission logs to ensure evidence was received

6.5.2 External Authentication

The CCL Coordinator, in consultation with the Academic Board, approves the EA for the external authentication of assessments as part of the quality assurance of assessment. The CCL Coordinator gives all EA's access to the IV reports, and learner assessment folders in order to carry out their work. Through a process of moderation, the authenticator verifies that learners have been assessed fairly and consistently, that the marking and grading is valid and reliable, and that the assessment evidence meets the national standard for the award.

Selection and Appointment of the External Authenticator

The CCL Coordinator sources suitably qualified external authenticators based on their match to our selection criteria and makes a recommendation to the Academic Board regarding their appointment.

The CCL Coordinator:

- Records evidence of the suitability of an appointment
- Liaises with the external authenticator and issues a contract and guidelines setting out what is involved and the expectations of the college
- Let's the tutors know about the arrangements for authentication and asks them to make themselves available if the authenticator needs to contact them
- Familiarises themselves with the *QQI Quality Assuring Assessment Guidelines for External Authenticators* and issues a copy to the authenticator
- Makes arrangements for the site visit
- Agrees payment and date for submission of the completed external authentication report
- Invites the authenticator to attend the results approval panel meeting to report on the outcomes of authentication and to help CCL to identify strengths, gaps and areas for improvement.
 - Submits an agenda and a copy of the Internal Verification Report to the external authenticator prior to the authentication visit.

CCL rotates the use of authenticators and does not contract the services of the same authenticator for more than a two year period. Both the authenticator and the CCL

Coordinator sign the external authenticator reports and the CCL Coordinator stores them securely electronically and holds them indefinitely on SharePoint.

6.5.3 External Authenticator Selection Criteria

- Member of national EA panel/QQI Masters panel
- Technical/subject matter expertise
- Competent to confirm that we are implementing our quality assurance policies and procedures
- Experience of external authentication and/or external examining
- Independent of CCL, its programme and tutors
- Every 2 years the EA has to be changed

6.5.4 Results Approval and Issuing of Results

A key element of quality assuring assessment is the approval and sign off of assessment results before they are submitted to QQI for certification. The Results Approval Panel (RAP), which operates under a documented terms of reference to formally review and approve results data, review the internal verification and external authenticators' reports and checks that the assessment results are fully quality assured and signed-off prior to submission to QQI for certification and before they are issued to learners. The Panel highlights any issues identified and improvements recommended and any need for corrective action.

The CCL Coordinator:

- Convenes a meeting of the Panel for each certification period
- Issues an agenda and supporting documents (internal verification and external authentication report) to members in advance.
- Prepares a report of the meeting which is signed by the Chair and retained for auditing and monitoring purposes.

6.5.5 Issue of Results and Certification

The final steps in the results approval process are the submission of results to QQI and the issuing of results to learners. The CCL Coordinator:

- Makes results available to learners in writing, as soon as possible, following RAP approval
- Completes the data entry, quality assurance and data edits
- Submits the results to QQI (at this point, the data can only be edited by QQI)
- Completes the signoff/declaration on the QBS that the data is ready for certification and confirming that CCL has implemented all elements of the authentication process and adhered to all agreed procedures
- Prints off the *Final Statement of Results* from the QBS (available after the certification date for the period)

6.5.6 Corrective Action

Corrective action is taken in the event that any error, omission and/or deliberate act on the part of a learner or tutor impacts, or potentially impacts, on the validity of the assessment process. The external authenticator is asked to identify any areas where s/he considers there is a need to instigate corrective action and/or to identify any irregularities. The external authenticator details their concerns in the external authentication report enabling the Results Approval Panel to make recommendations for corrective action. The Panel considers any issues identified and makes recommendations. The QA Officer records decisions regarding corrective actions and monitors the implementation of the agreed action and reports back to the Results Approval Panel. If the implementation of corrective action results in a delay in the issuing of results to a learner, the CCL Coordinator contacts the learner to explain.

6.5.7 Feedback to Tutors Following Results Approval

The QA Officer provides the relevant feedback from the external authenticator and the results approval panel to tutors and integrates it into programme review and development. The tutors and other members of the Programme Team use the learning from the results approval panel meetings to inform and improve future practice. The QA Officer monitors the implementation of the quality action plan on an ongoing basis and reports at the subsequent RAP meeting.

6.5.8 Issuing of Award Certificates

QQI issues award certificates for all results received, except those flagged as being under appeal, according to a pre-defined schedule at set assessment certificate dates. CCL receives the award certificates from QQI approximately 2 to 3 weeks after the Final Submission Date for the certification period.

On receipt of the award certificates, the CCL Coordinator checks the certificates to make sure the name and other details are correct and the certificates are issued at Graduation.

6.5.9 Rechecks and Appeals

The CCL Coordinator is responsible for coordinating appeals in accordance with CCL's documented procedure. If a learner is unhappy with the results of their assessment, they are advised to contact the CCL Coordinator who will explain how the assessment was marked and graded.

Grade Recheck

Grade Recheck is defined as the *“administrative operation of checking (again) the recording and combination of component scores for a module and/or stage”* (QQI, 2022). The recheck process shall be carried out by the CCL Coordinator in consultation with the relevant tutor and the learner concerned. The process normally involves establishing that all answers, part answers and/or other assessment materials have been assessed and totalled correctly. This involves checking the assessment again and, re-calculating the final scores, and where appropriate, modifying the results accordingly. Marks allocated can be increased or decreased.

A learner can apply for a recheck within five days of receipt of the statement of results by completing a Recheck and Review Application Form (Appendix G).

Grade Review

Grade Review is defined as *“the re-consideration of the assessment decision, either by the original assessor or by other competent persons”* (QQI, 2022).

For a Grade Review, “learners are required to state the grounds for the requested review. The grounds for review will normally be that the learner suspects that the assessment was erroneous in some respect” (QQI, 2022). A learner can apply for a review within five days of receipt of the statement of results by completing a Recheck and Review Application Form (Appendix G).

More information is available in Appendix G

If the learner then wishes to appeal this result, they can submit an appeals application form (Appendix C). This appeals procedure (Appendix B) is addressed with learners as part of their induction. The CCL Coordinator provides learners with an appeals deadline when they have been issued with their results. The deadline date for learners to return the completed appeal application is **10 working days** from the date of issue/postmark on the *Learner Statement of Results*.

Learners may lodge an appeal if they are not satisfied with the grade awarded and/or if they perceive that there was an irregularity within the assessment process itself. Learners should be both encouraged and facilitated during the programme to report any dissatisfaction with the assessment process at the time the issue arises. It is expected that most learner dissatisfaction in relation to the assessment process can be addressed internally by CCL informally.

The CCL Coordinator will review the learner appeal and this will be kept securely by the CCL Coordinator. An external review process must be initiated within 3 working days of the appeal being accepted. The learner’s assessment with the assessor’s comments and marking sheets are sent to an Independent External Reviewer as part of the grade appeal process. The original assessor has no part in the review. The Independent External Reviewer will process the grade appeal within 5 working days from receipt of materials from CCL. Once the Independent External Reviewer has reviewed the learner’s work, the result of the grade appeal is recorded and communicated to the learner by post and email.

The potential outcomes of the appeals process are as follows:

- Result upgrade or downgrade – the relevant accrediting body will be requested to amend the database and will issue new certificate accordingly
- No grade changes

In the event of an assessment process appeal, the application, supporting documents and any records relating to the original assessment decision will be reviewed against the relevant procedures and policy documents to confirm that the correct procedures have been followed. If the Academic Board finds in favour of the learner, CCL must facilitate the learner to resubmit evidence. A report from the Academic Board will be sent to the CCL Coordinator and will include the recommended outcome of the appeal with clearly stated rationale.

Appendices: Assessment of Learners

Appendix A – Examiner Invigilator’s Report

Examination Invigilation Report

Centre:			
Component/Module:			
Component Code:		Date:	__/__/__
Venue/Location:		Main (M) or Special (S) Centre:	
Scheduled Commencement Time:		Scheduled Conclusion Time:	
Actual Commencement Time:		Actual Conclusion Time:	

No	Candidate Name (Print)	Signature	I.D. Check	Out (During Exam)	In (During Exam)	Time Completed
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Use additional forms, as required, if number of candidates exceeds 20 per venue.

Total Number of Candidates in Attendance:	
Total Number of Answer Books Collected:	

SEATING PLAN

Where appropriate, complete a seating plan for the assessment being conducted identifying, by learner initials, where the learners are located during the assessment. This should be completed for directly supervised assessment techniques (for example written and practical examinations and some skills demonstrations) but are not required for assessment techniques such as portfolio and collections of work that are conducted over a period of time.

Seating plan (where required):

ASSESSMENT MALPRACTICE/IRREGULARITY DETAILS

Assessment Malpractice/Irregularities Occurred:

Yes No
If 'Yes', complete the following sections
If 'No' mark as N/A

Provide full details of the Incident/Occurrence/Irregularity:

Invigilator's Signature:

Date:

Appendix B – Appeals Procedure

APPEALS PROCEDURE		
Methods used to carry out the procedure	Who is responsible?	Examples of evidence generated
SECTION 1: GROUNDS FOR LEARNER APPEALS		
<p>1.1 Learners may lodge an appeal if they are not satisfied with the grade awarded and/or if they perceive that there was an irregularity within the assessment process itself.</p> <p>Learners should be both encouraged and facilitated during the programme to report any dissatisfaction with the assessment process at the time the issue arises.</p> <p>It is expected that most learner dissatisfaction in relation to the assessment process can be addressed internally by CCL informally.</p> <p>Where a learner is not satisfied with the outcome of the informal process, they should complete the Learner Complaints Form which must be retained in the CCL until the appeals process is completed.</p> <p><u>A grade appeal is:</u></p> <p>where the learner believes that the marks awarded are not representative of the quality of the work submitted. Only approved results can be appealed by the learner. No new assessment evidence can be submitted. The learner portfolio of evidence will be sent to an independent Appeals Examiner for review.</p> <p><u>An appeal of the assessment process is:</u></p> <p>where the learner believes that the assessment did not comply with assessment conditions, specifications or procedures and that the learner’s assessment performance was negatively</p>	<p>CCL Coordinator</p>	<p>Appeals Form</p>

impacted as a result. Learners may submit an appeal of the assessment process under the following areas of assessment:

- communications and information
- feedback to learners
- planning
- malpractice design
- marking and grading
- conducting and implementing an assessment
- internal verification
- deadlines and compassionate consideration
- authentication process
- reasonable accommodation
- appeals process
- security of the assessment materials, records
- results approval process and documentation

The CCL Coordinator will review the learner appeal.

<p>impacted as a result. Learners may submit an appeal of the assessment process under the following areas of assessment:</p> <ul style="list-style-type: none"> • communications and information • feedback to learners • planning • malpractice design • marking and grading • conducting and implementing an assessment • internal verification • deadlines and compassionate consideration • authentication process • reasonable accommodation • appeals process • security of the assessment materials, records • results approval process and documentation <p>The CCL Coordinator will review the learner appeal.</p>		
SECTION 2: ISSUING LEARNER APPEALS APPLICATION FORM		
<p>2.1 Issue each learner with the Learner Appeals Application Form. This must be included with the Learner Statement of Results. Both must be issued within 5 working days of notification of results approval to the CCL Coordinator.</p> <p>The deadline date for learners to return the completed appeal application is 10 working days from the date of issue/postmark of Learner Statement of Results.</p>	<p>CCL Coordinator Learner</p>	<p>Learner Statement of Results</p> <p>Learner Appeals Application Form</p>
SECTION 3: PROCESSING LEARNER APPEALS APPLICATIONS		
<p>3.1 When a learner submits an appeal (within the deadline), CCL will accept the completed Learner Appeals Application Form.</p> <p>Learner communications in relation to appeals must occur directly within CCL.</p>	<p>CCL Coordinator Learner</p>	<p>Learner Appeals Application Form</p>

3.2 Learners must submit payment. Learner instructions on how to complete this process is included in the sample Final Results letter	Learner	Record of Payment
3.3 Complete one Results Appeals Application Form per learner.	CCL Coordinator	Results Appeals Application Form
<p>3.4 Submit an appeals pack to the appeals examiner within 3 working days of receiving the Learner Appeals Application Form</p> <p><u>In the event of a grade appeal:</u></p> <p>The appeals pack must include the following:</p> <ul style="list-style-type: none"> a. Appeals Application Form b. the learner's assessment work, including any digital or practical artefacts a. the completed Learner Marking Sheet b. copies of the assessment instruments (briefs and examination papers) and related documentation, for example, marking schemes and outline solutions c. a copy of the relevant results sheets i.e.: QBS results sheet <p>Ensure that only the data relating to the learner who has lodged the appeal is visible on this results sheet i.e., redact all other learner data</p> <ul style="list-style-type: none"> d. a copy of the QQI component specification. This can be downloaded from the QQI website <p>In the event of an assessment process appeal, the appeals pack must also include the following:</p> <ul style="list-style-type: none"> a. Learner Appeals Application Form b. Any other documentation or evidence in support of this appeal 	CCL Coordinator	Appeals Pack
SECTION 4: PROCESSING OF LEARNER APPEALS		
<p>4.1 <u>In the event of a grade appeal:</u></p> <ul style="list-style-type: none"> • Secure the services of an Independent External Reviewer to review the grading of learner's work • The Independent External Reviewer will be a subject-matter expert who was not involved in the original assessment decision. Additionally, the Appeals 	CCL Coordinator	

<p>Examiner will have no conflict of interest with the learner or the assessor</p> <ul style="list-style-type: none"> • A report from the Independent External Reviewer will be sent to the CCL Coordinator and will include the recommended outcome of the appeal with clearly stated rationale within 5 days from receipt of the materials from CCL. • The report will be reviewed to ensure that it is comprehensive, constructive, clear, and based on evidence provided • Information will be sought from the Independent External Reviewer where further clarification is required 		
<p><u>4.2 In the event of an assessment process appeal:</u></p> <ul style="list-style-type: none"> • The Academic Board will meet • The application, supporting documents and any records relating to the original assessment decision will be reviewed against the relevant procedures and policy documents to confirm that the correct procedures have been followed • If the Academic Board finds in favour of the learner, CCL must facilitate the learner to resubmit evidence • A report from the Academic Board will be sent to the CCL Coordinator and will include the recommended outcome of the appeal with clearly stated rationale 	Academic Board	Appeals Report
SECTION 5: NOTIFICATION OF APPEAL OUTCOME TO THE LEARNER		
<p>5.1 Issue the learner with a letter indicating the outcome of the appeal, within 4 weeks of the learner submitting the appeal.</p>	CCL Coordinator	Letter to the Learner
SECTION 6: CONCLUSION OF THE APPEALS PROCESS		
<p>6.1 All appeals packs will be securely disposed of.</p>	CCL Coordinator	

Appendix C: Learner Appeals Application Form

IMPORTANT INSTRUCTIONS AND INFORMATION FOR LEARNERS

- Learners wishing to appeal the grade(s) awarded, the assessment process, or both must complete this form and return it to CCL. The deadline date for learners to return the completed appeal application is **10 working days** from the date of issue/postmark of Learner Statement of Results. Applications received after this date will not be processed
- An **administrative fee of €40** is payable in respect of each grade appeal. If you are only appealing the assessment process, the total payable is €40. Appeals will not be processed without payment. Fees must be paid electronically.
- The outcome of the appeal will be communicated to you **within 4 weeks** of submitting your appeal.

YOUR DEADLINE FOR SUBMITTING THIS APPEAL IS:

Learner Name: _____

Learner PPSN: _____

Learner Address: _____

FEE SUMMARY

No. of Grade Appeals		€
No. of Assessment Process Appeals		€
Total Amount attached in respect of this appeal application is		€

I confirm that I understand the appeals procedure:

Learner's Signature: _____

CCL Coordinator Signature: _____

SECTION 1: GRADE APPEAL

Learner believes that marks were not totalled correctly, were not correctly recorded or that the assessment was marked inconsistently (✓ as appropriate)

List each module you want to appeal separately:

MODULE CODE	MODULE TITLE	ORIGINAL GRADE	FEE INCLUDED (✓)
			<input type="checkbox"/> €40.00
			<input type="checkbox"/> €40.00
			<input type="checkbox"/> €40.00
			<input type="checkbox"/> €40.00

Note: For grade appeals the learner portfolio of evidence will be sent to an independent Appeals Examiner for review. **DO NOT COMPLETE SECTION 2 IF YOU ARE ONLY APPEALING THE GRADE**

SECTION 2: ASSESSMENT PROCESS APPEAL

Learner believes that the assessment did not comply with assessment conditions, specifications or procedures (✓ as appropriate)

An assessment process appeal is €40

For an assessment process appeal, you must clearly state your reason(s) for your appeal. Include all details that you think are relevant to this appeal e.g. details of your issue, dates, times, venue, Programme, module name, details of communications etc. You may also attach copies of any support evidence if you wish. Attach additional pages, if needed

Appendix D: Appeals Application Form (Office Only)

LEARNER NAME (PRINT): <hr/>	INDICATE ITEMS ENCLOSED ✓
LEARNER PPSN: <hr/>	<i>QQI component specification</i>
COMPONENT TITLE & CODE: <hr/>	<i>Learner marking sheets</i>
WAS THIS COMPONENT EXTERNALLY AUTHENTICATED? YES <input type="checkbox"/> NO <input type="checkbox"/> IF YES, NAME OF THE EXTERNAL AUTHENTICATOR <hr/>	<i>Assessment brief(s), as appropriate</i>
FEE PAID: <input type="checkbox"/> TOTAL AMOUNT PAID: € _____	<i>Examination paper(s) and outline solutions as appropriate</i>
NAME OF PERSON WHO WILL PROCESS THIS APPEAL APPLICATION <hr/>	<i>Portfolio of evidence / Learner answer book(s)</i>
CONTACT E-MAIL ADDRESS: <hr/>	<i>Marking scheme(s)</i>
CONTACT PHONE NUMBER: <hr/>	<i>Digital / practical / other learner evidence</i>
DATE: _____ <hr/>	<i>Learner Application Form - for process appeals only</i>
ORIGINAL RESULT: _____ ORIGINAL GRADE: _____	<i>Other:</i>
RESULTS SHEET ATTACHED: <input type="checkbox"/> Indicate on the results sheet the grade that is under appeal and redact all other learners	<i>Other:</i>
	<i>Other:</i>

Appendix E: Sample Final Results Letter to the Learner

Dear Learner

Please find enclosed a Statement of your Final Results from your programme that you completed with us.

You are entitled to appeal this grade and/or the assessment process. If you wish to appeal, please complete the enclosed Learner Appeals Application Form, and return it to: Central College Limerick no later than (insert date)

It is your responsibility to ensure that the form is fully completed and is received by the designated deadline above. Appeals received after this date will not be processed. If you have any queries regarding results or the appeals process, you should contact the college directly on 061-416446.

A €40 fee is payable in respect of each grade appeal. If you are appealing the assessment process, the total payable is €40. Fees must be paid at Central College Limerick. Please note that appeals will not be processed without payment by the deadline.

Yours faithfully

CCL Coordinator

Appendix F: Sample Letters from the College to the Learners relating to the Appeal of Results

Sample Letter from College to Learner in respect of a Successful Result Appeal

RE: APPEAL(S) OF ASSESSMENT RESULT

Dear Learner

Your appeal in respect of your result in «Module Title and Code» has been successful and a grade of «Amended Grade» has been awarded.

Your statement of results has been amended and you will be issued with a new certificate.

Yours faithfully

CCL Coordinator

Sample Letter from College to Learner in respect of an Unsuccessful Result Appeal

RE: APPEAL(S) OF ASSESSMENT RESULT

Dear Learner

I am writing to you in relation to an appeal of your result for «Module Title and Code» that you recently submitted.

Your coursework was submitted to an independent External Assessor for review. This appeal has been unsuccessful and there is no change in grade.

Yours faithfully

CCL Coordinator

Appendix G – Recheck and Review of Assessment

Policy Statement:

CCL recognises the right of students to query assessment decisions through three formal mechanisms which are Recheck, Review and Appeals. This policy outlines the re-check and review. In order to ensure fairness and consistency, grade recheck and review will be formulated and conducted in a reliable, transparent, valid and accurate way. Students should also be made aware that the outcome of either process may result in marks or grades being increased, decreased or upheld and that detailed information is available on the process and potential outcomes of that process.

Grade recheck and review is linked to a specified timeframe of **5 working days** after the student is notified of results to ensure time before the QQI Certification period. The relevant external examiner will be notified and consulted where necessary if any change in classification arises from a review or re-check. Re-checks will be managed directly by the responsible academic unit.

Scope:

Applies to all learners and staff at CCL.

Definitions:

Grade Recheck

Grade Recheck is defined as the *“administrative operation of checking (again) the recording and combination of component scores for a module and/or stage”* (QQI, 2022).

Grade Review

Grade Review is defined as *“the re-consideration of the assessment decision, either by the original assessor or by other competent persons”* (QQI, 2022).

For a Grade Review, “learners are required to state the grounds for the requested review. The grounds for review will normally be that the learner suspects that the assessment was erroneous in some respect” (QQI, 2022).

What does a recheck involve?

The recheck process shall be carried out by the CCL Coordinator in consultation with the relevant tutor and the learner concerned. The process normally involves establishing that all answers, part answers and/or other assessment materials have been assessed and totaled correctly. This involves checking the assessment again and, re-calculating the final scores, and where appropriate, modifying the results accordingly. Marks allocated can be increased or decreased.

There is no appeal process for a recheck.

Timeframe: Completed forms must be submitted to CCL within **five working days** of receipt of the results. Requests received by post must be postmarked within this five-day period.

How to apply: Applications for a Recheck must use Recheck and Review Application Form. Only a written signed request for a recheck from the learner concerned will be considered.

Applicable Fee: CCL will charge a fee of €25.00 per module for a recheck.

What does a review involve?

Review means the re-consideration of the assessment decision by the CCL Coordinator in consultation with the tutors concerned. A review will automatically include a recheck.

Learners are required to state the grounds for the requested review.

Timeframe: Completed forms must be submitted to CCL **within five working days** of the of receipt of the results. Requests received by post must be postmarked within this five-day period.

How to Apply: Applications for a Review must use a Recheck, Review and Appeals Application Form. Only a signed written request for a review from the learner concerned will be considered.

Applicable Fee: CCL will charge a fee of €40.00 per module for a review.

The recheck may result in one of the following outcomes:

- Grade remains unchanged
- Grade is increased
- Grade is decreased

Grounds for a review:

In completing Review Application Form, the learner must:

- Identify the specific element or elements of the assessment for which the review is sought.
- Specify clearly the grounds on which the review is sought and provide any other information which the learner requires to have taken into account in the review.
- The grounds for review should be specified under the following four headings. These are the only grounds on which a review will be permitted. Please provide documentary evidence to substantiate the claim that assessment regulations have not been properly implemented.
- Procedural irregularity – there is evidence of substantive irregularity in the conduct of the assessment process, including where this results in an inappropriate grade assessment. The irregularity is of such a nature as to create a reasonable possibility that a learner's result may have been different if it had not occurred

Recheck and Review Application Form

Personal Details

Name:	
PLC Number:	
Address:	
Home Telephone Number:	
Mobile Telephone Number:	

Module Details

Module Name:									
Module Code:									

Recheck or Review (please tick):

Recheck (€25.00)	
Review (€40.00)	

If you have ticked Review

Please clearly state the grounds on which the decision is being reviewed.

(Extra pages may be added)

Any other information which may be relevant to the review.

I have enclosed the relevant fee.

Signature:								
Date:	D	D	M	M	2	0	Y	Y

Office Use Only

Date Appeal received

D	D	M	M	2	0	Y	Y
---	---	---	---	---	---	---	---

Appendix H: Assessment Brief Template

Assessment Brief

Component Title and Code:

Level:

Teacher/Tutor Name:

Learner Group:

Assessment Technique:

Assignment Portfolio/Collection of Work Project Learner Record
 Skills Demonstration

Assessment Technique Total Weighting: _____%

Title of this Assessment Activity:

Weighting of this Assessment Activity (where appropriate): _____%

Learning Outcomes Assessed:

Assessment Activity Description and Instructions to Learner:

Refer to section 11c of the programme module. Ensure that information entered here corresponds to the learning outcomes covered by this assessment. Explain what you require the learner to do to complete this assessment activity.

Assessment Criteria:

Assessment Criteria	Maximum Mark
<i>Refer to the assessment criteria in the Learner Marking Sheet(s) of the programme module. You may wish to copy the assessment criteria directly from the Learner Marking Sheet and paste it into this table.</i>	

Issue Date:

Submission Date:

Learner's Receipt of Brief:

I confirm that I have received this brief.

Signed: _____ **Date:** _____

Learner

Learner's Authorship Statement:

I confirm that this is my own original work.

Signed: _____ **Date:** _____

Learner

Submission Statement (copy of signed statements below should be given to the learner):

I confirm that I have submitted work in line with the guidelines in this brief.

Signed: _____ **Date:** _____

Learner

I confirm I have received this work from the learner

Signed: _____ **Date:** _____

Teacher/Tutor (Assessor)

Appendix I: Repeats Policy

Central College Limerick Repeats Policy

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal CCL Coordinator QA Officer	1	31 st May 2022	7 th June 2022	2 Years

Document Title	Repeats Procedure
Purpose	The purpose of this procedure is to outline the rules governing repeats of QQI examinations for learners who have not achieved the minimum pass standard in a component ¹ .
Scope	<p>Subject to the necessary resources being available, this procedure covers all programmes offered by Central College Limerick (CCL) in respect of QQI Awards.</p> <p>This procedure deals with repeating examinations where the learner has failed the exam. The Academic Integrity Policy - Section Compassionate Consideration in Extenuating Circumstances deals with deferring examination due to unanticipated exigencies.</p>
Contents	<ol style="list-style-type: none"> 1. Introduction 2. Responsibility 3. Procedure Details- Grounds for Repeating Examinations 4. Application Process for Repeating Examinations 5. Operational procedures for policy/procedure development and review
Related Policies	CCL Academic Integrity Policy

Audience & Communication	Applicable to all staff and learners of CCL.
Policy/Procedure Owner & Implementation	The procedure owner is the Board of Management of CCL. It is the responsibility of the Principal, CCL Coordinator and QA Officer to ensure the procedure is implemented.
Monitoring, Evaluation and Continuous Improvement	The QA officer shall be responsible for keeping the procedure up to date and for ensuring that only approved versions of the procedure are accessible via the CCL website.
Revision History & Commencement Date & Date of Next Review	Commencement Date: September 2022 Date of next review: September 2024

Repeats

1. Introduction

The purpose of this procedure is to outline the rules governing repeats of QQI Examinations for learners who have failed the examination aspect of a module.

2. Responsibility

At the start of the programme CCL has a responsibility to communicate to learners as to whether they offer/do not offer learners an opportunity to repeat an examination during or immediately after completion of their course of study. There may be times when CCL may not be able to facilitate repeats of examinations due to time constraints or they may not have the necessary staffing and resources in place to support this.

In certain circumstances some students may be allowed to repeat modules or an entire programme in a subsequent year subject to; the same programme being run in the subsequent year; places being available on that programme; a successful application and interview process by the student.

Where such resources are available, CCL are responsible for informing learners of the possibility to repeat an examination where the required standard has not been attained and for facilitating the repeat assessment process. Assessors are responsible for making repeat examinations available.

Learners are responsible for making themselves aware of the policies and procedures relating to repeating examinations.

3. Procedure Details- Grounds for Repeating Examinations

Where a learner receives an unsuccessful grade in the overall component on a first attempt in an examination all learners can apply to repeat. Learners will be given the opportunity to repeat the examination on one occasion only.

A learner cannot repeat to improve their grade or if they do not pass only one element of the assessment for that component.

For example, if a learner fails an exam but because of the marks achieved in another assessment e.g., portfolio they achieve an overall pass grade for the component they cannot repeat the exam.

However, it may not be possible due to time and resources constraints to facilitate repeats of all examinations at CCL.

If CCL do not have the staffing and resources in place to facilitate repeats of examinations, every effort should be made to give constructive feedback to learners throughout the course through draft assessments for example. In certain circumstances CCL students may be allowed to repeat modules or an entire programme in a subsequent year subject to application, interview, and approval.

4. Application Process for Repeating Examinations

When learners receive their results, they are reminded of the CCL Appeals Procedure and Repeats Policy.

Learners must apply to repeat an examination 10 days of the issue of results and pay the specified fee of €70 per module. The Application to Repeat an Examination (attached) should be used.

CCL will:

- a. Process requests for repeats
- b. Make all necessary arrangements for repeat examinations.
- c. A different examination paper and brief must be used.
- d. Ensure that the repeat assessment process is conducted in accordance with CCL Assessment Procedures
- e. Record and communicate results arising from repeat examinations to the learner and process the certification on QBS.

5. Terms and Conditions

A learner who has been allowed to repeat an examination will have two options:

- (i) Submit the modules which have been passed into QBS for certification in June and the remaining modules to be repeated will be put through for certification in October
OR
- (ii) Wait until the next certification period to submit all 8 modules

Learners will need to sign a form confirming the option they wish to choose and the consequences of such.

Note: All minor awards are linked to a major award which allows learners the opportunity to build on their minor awards and work towards gaining a major award.

Submission of less than 8 modules consequences

I confirm that I understand the consequences of submitting the modules which I have passed into QBS for the certification period in June and submitting the remaining modules to be repeated at the next certification period in October.

I understand that I will not receive a full award in June by choosing this option as all 8 modules would not be submitted at once. However, all minor awards are linked to a major award which allows you the opportunity to build on your minor awards and work towards gaining a major award.

I understand that all 8 modules must be submitted in one certification period in June to receive a full award and progress through the CAO route to Third Level Education that year. However, once the remaining modules are submitted, a full award will be received in October, and you will be able to apply through the CAO in a subsequent year.

Print Name: _____

PLC Number: _____

Signed: _____

Date: _____

Consequences of waiting for the next certification period

I confirm that I understand the consequences of waiting until the next certification period to submit all 8 modules.

I understand that I will receive a full award by choosing this option as all 8 modules would be submitted at once and can progress through the CAO route to Third Level Education.

I understand that I will not be able to apply through the CAO or progress to Third Level Education until the CAO portal opens again in the following year.

Print Name: _____

PLC Number: _____

Signed: _____

Date: _____

Appendix J: Repeats Application Form

Repeats Application Form

Please complete this form, if you wish to apply to repeat an examination when the overall component has not been passed. A learner cannot repeat to improve their grade.

Learner Name:			
Address:			
Telephone No:			
Email address:			
Centre/College:			
Course:			
Component and codes:			
Date examination was first completed:			
Result in overall component:			
Learner Signature:		Date:	
Approved by:		Date:	

6. Supports for Learners

7.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	7 th Jan 2022	29 th March 2022	2 Years

Policy Statement:

In keeping with CCL's vision and values to promote excellence in learning and become a trusted educational partner for our learners, CCL is committed to providing learners with a range of integrated and coherent learner supports and resources throughout their learning journey. All learning resources and learner supports are designed to meet the needs of the programme and the learner profile and are monitored and reviewed on an ongoing basis. Learner supports can and do change in response to learner feedback, changes in programmes on offer and/or changes to programme assessment, programme evaluation and programme review. CCL's learner-centred ethos is realised in practice within the design of programmes and the provision of complementary support services. Key to ensuring an appropriate range of supports is that our Programme Coordinators network with each other to ensure a coherent approach.

CCL recognises the diversity of identities and experiences and treats each person with honesty, dignity, fairness, accountability, and integrity. CCL aims to provide education which is accessible to all learners including those individuals with additional or diverse needs or other non-standard learners insofar as this is possible and practicable. CCL has an Equality and Diversity Statement which clearly sets out the College's commitment to facilitating diversity and difference.

7.2 Responsibility

The Board of Management is responsible for ensuring that adequate resources are provided for supports for learners. The Academic Board maintains oversight and reports to the BOM.

All staff have responsibilities, directly or indirectly, in providing learner support.

- The Quality Assurance Officer monitors the adequacy and effectiveness of supports and reports them to the Academic Board who may recommend enhancements
- Tutors' monitor the supports and resources while delivering and bring any issues to the attention of the CCL Coordinator

7.2.1 Supporting Documents

- Request for Additional Supports
- Request for Reasonable Accommodations

7.3 Information for Learners

CCL let learners know about the full range of supports ensuring that they are visible and easily accessed by learners on the college website, in the learner handbook, on Microsoft Teams and at induction. They are also signposted throughout the teaching and learning process so that learners know what is available and how to request if and when they need them.

The CCL Coordinator visits each learner group at the beginning of term and outlines the content of the Learner Handbook and the various supports available to learners. The Quality Assurance Officer encourages learners to familiarise themselves with the contents of the pack and to talk to their tutor if they need additional information.

The Learner Handbook includes information on:

- Introduction to CCL (History, Mission, Equality Statement)
- Context
- Structure of Organisation
- Code of Behaviour and Discipline Procedure
- Complaints
- Learner Voice
- Teaching and Learning
- Work Placement
- Introduction to Microsoft 365
- Study Tips
- Assessment Process and Related Documentation
- Referencing
- Plagiarism
- Submission of Work
- Appeals
- Examinations
- Transfer and Progression
- Further Education and the National Framework of Qualifications
- Learner Wellbeing and Supports Available to Learners
- Health and Safety

7.3.1 Resources and Supports Available to Learners

- Comfortable, well-maintained, fit-for-purpose facilities which are conducive to learning with appropriate, high-quality equipment and resources
- Induction where learners are made aware of key information regarding coursework, learner supports, assessment dates and policies.
- Reasonable Accommodation
- Compassionate Consideration
- PA allocated hours, additional tuition exam supports and access to digital devices where the learner qualifies under the SOLAS Funds for Students with Disabilities

- Technical services to assist with any IT issues etc.
- Learner Representation
- Wellbeing Supports
- Career Guidance
- Information Sessions delivered by Higher Education Institutes
- Signpost learners to additional supports for example; text 50808

CCL aims to identify the diverse needs of learners at the application stage but also encourage learners to approach their tutor or other staff member at any point in a programme if they wish to highlight a specific need. CCL considers each request on a case-by-case basis. While every effort is made to accommodate special needs and non-standard learners, CCL can only respond to requests that are reasonable and practicable and applicants must meet minimum entry requirements for the programme. Equality and diversity training is provided as part of staff induction and on an ongoing basis to ensure staff are aware of equality and diversity issues and have the capacity to accommodate diversity.

Equality and diversity are addressed in the Learner and Tutor handbooks and at induction for learners and tutors.

7.4 Reasonable Accommodations

These are examples of situations which may qualify for reasonable accommodations. This list is not exhaustive and every effort is made to accommodate all learners presenting with any other support need as far as is practicable.

- Low vision/blindness
- Hearing loss
- Learning disability
- Mobility/motor impairment
- Speech impairment
- Chronic health condition

7.4.1 Examples of Reasonable Accommodations Provided

- Physical modifications to the training location such as seating arrangements or easier access
- Learning materials provided in accessible format
- Additional time, alternative formats and a reader/scribe for assessments
- Alternative assignments for oral presentations (such as written assignments or one-to-one presentation)
- Flexibility with in-class discussions
- Separate room/space for examinations or practical skills tests
- Additional time to complete assignments
- Allowance for breaks during assessment activities

7.4.2 Examples of Non-Qualifying Circumstances for Reasonable Accommodations

- English is not the first language of the learner
- Literacy ability which is not as a result of a specific learning difficulty
- Injuries/disabilities that do not have an impact on the learner's ability to demonstrate the required standard of knowledge, skill and competence

7.5 Compassionate Consideration

In order to ensure fairness and consistency across all assessment activities, learners may apply for compassionate consideration in relation to assessment where there are extenuating circumstances. This could include deferring an assessment activity or availing of an extension to an assessment deadline and is only granted in extenuating circumstances where supporting evidence/documentation is provided. In these circumstances, the learner must not be disadvantaged as a result of compassionate consideration or must not gain significant advantage when compared with other learners. Examples of circumstances where a learner may apply for compassionate consideration are:

- Serious accident or serious illness (self or close family member)
- Death of a family member or close friend

- Domestic crisis

This is not an exhaustive list and there may be other circumstances which will be considered. Each application is considered on its own merits.

7.5.1 Pastoral Care

In addition to providing educational supports, CCL also support learners' general wellbeing. Personal and emotional support is available too. The Programme Coordinator is responsible for inquiries about pastoral care issues and makes a referral to guidance where appropriate. The creating community CEIST value underpins CCL'S approach to pastoral care. The ethos of CCL is to act with care and compassion in all interactions with learners. The wellbeing space supports learners and provides a relaxation space and a venue to hold wellbeing talks.

7.5.2 Career Guidance

- Assistance and information are provided on potential career pathways, progression routes and the application process to third level institutes
- Learners may also be referred to adult guidance services provided by the local ETB which is available to CCL's learners

7.5.3 Academic Support Services

All learners have access to a range of academic supports such as:

- EBTI Digital Library
- Access to 3 Computer Suites
- Laptop Loan Scheme
- CCL Physical Library
- Online learning platform Microsoft 365 and a suite of online training materials available on the website and addressed at induction
- Induction addresses academic matters including referencing, plagiarism, and assessments (types, layout, submission)

- Access to learning supports offered under the SOLAS Funds for Students with Disabilities

7.5.4 English Language Support

Coláiste Nano Nagle/Central College Limerick are part of the Teaching English as an Addition Language (TEAL) Project. The TEAL project is an initiative of the TED (Transforming Education through Dialogue) Project, at Mary Immaculate College and is the first of its kind in Ireland. It is designed to increase teacher knowledge and confidence in the teaching of students whose first language is not English. More commonly known as EAL (English as an Additional Language), the project aims to maximise their potential in learning English as well as preserve their own heritage languages.

All tutors have been part of the TEAL network for a number of years, and have gained invaluable CPD on teaching learners whose first language is not English.

The concept of plurilingualism is something that has been learned about most recently and stresses the dynamic use of multiple languages and cultural knowledge in different social situations. Plurilingual strategies have been incorporated into the classroom and has helped bring new languages and experiences into the classroom to enhance teaching and learning.

Other strategies that have been put in place to help EAL learners include recording voice over PowerPoints with live captions, as learners often find it useful to listen back at their own pace and/or several times for a clearer understanding. Learners are also shown how to use other Microsoft 365 features such as immersive reader and dictating in Microsoft Word to help with their assignments. The Microsoft translator app has also helped when explaining key words and vocabulary in particular for more difficult vocabulary related to a vocational area. Tutors also use group work activities in class to help learners develop their social and language skills. Overall, tutors have become more culturally aware of all the backgrounds in their classes, and have incorporated examples into their own teaching e.g. when discussing religious beliefs and dietary

requirements in a nursing home. To further support our EAL learners we have also introduced a multicultural calendar and celebrate different cultural events each day over the intercom.

7.5.5 Monitoring and Evaluation of Learner Supports (Feedback Form)

CCL conducts early learner satisfaction and exit surveys which incorporates feedback on the learner's overall impression and of learner supports. Informally, learners are encouraged to provide feedback in person, over the phone, by email or through Microsoft Teams. This information is a vital component of CCL's self-evaluation process.

7.5.6 Class Representatives

The role of the class representative is to represent the views of learners as a class group and raise any issues that might impact on the class's learning experience. They maintain regular contact with their Programme Coordinators to discuss any issues as they arise during the programme and they meet formally with the CCL Coordinator once a term to highlight/discuss issues.

7.6 Learner Complaints

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	7 th Jan 2022	29 th March 2022	2 Years

Policy Statement:

CCL is committed to maintaining a positive learning environment for all, to open communication between staff, tutors and learners on issues of concern and to responding promptly when a grievance or complaint is raised by a learner. A forum to resolve learner complaints is provided in accordance with the principles of natural justice, fairness and equality. A learning environment is fostered where the informal resolution of issues is the norm and it is expected that the majority of grievances will be resolved at the informal stage. The aim is to ensure that grievances and complaints are resolved amicably, in so far as possible, and to the mutual satisfaction of both the complainant and the respondent. The tutor is the first contact point for discussion of any queries or concerns. It is recognised, however, that from time-to-time issues may arise which need more formal arrangements to ensure a satisfactory and effective solution. In such cases the learner is encouraged to use our formal learner complaints procedures.

7.6.1 Responsibility

The CCL Coordinator coordinates complaints and maintains the complaints register.

7.6.2 Scope

Applies to all learners.

7.6.3 Steps for the Implementation of the Complaints Procedure:

- Learners are informed about the complaints process, their right to complain and how to submit a complaint at induction and on CCL's SharePoint Platform. Anonymous complaints are not accepted.
- Learners are advised to raise an issue with their tutor in the first instance, unless the issue relates to the tutor, in which case it should be raised with by the CCL Coordinator by phone or email or at a face-to-face/virtual meeting.
- The tutor or the CCL Coordinator will discuss it with them and attempt to resolve it informally.
- The tutor records the details if s/he regards the complaint as significant and forwards the details to the CCL Coordinator who records it and adds it to the learner record on a password protected folder on SharePoint.
- If the complaint cannot be resolved locally or if the learner feels that s/he cannot make an informal complaint, s/he can submit details of the complaint in writing, with any supporting documents, to the CCL Coordinator using the Complaints Form.
- Learners are requested to submit details within **5 working days**, after the issue arises to the CCL Coordinator who records details on the Complaints Register, on the learner record and retains records of correspondence and details of the resolution reached.
- CCL aims to complete an investigation into a complaint within 20 working days of receipt of the complaint if possible. In situations where the investigation exceeds 20 days, the CCL Coordinator will contact the learner in writing.
- The CCL Coordinator investigates the complaint.

- Within 10 working days of the complaint, the CCL Coordinator will let the learner know that the complaint is being investigated in writing.
- If the CCL Coordinator deems the complaint to be serious (e.g. a safeguarding issue) s/he escalates the complaint to the Principal who investigates, decides on a course of action and responds within ten working days and depending on the severity will bring it to the Board of Management. The Principal will inform the Chair of the Academic Board where appropriate.
- If the learner is not satisfied with the decision, they can appeal it by submitting a request in writing to the Secretary of the Board of Management within ten working days. The Principal will inform the Chair of the Academic Board where appropriate.
- In the case of an appeal, the Chair of the Board of Management appoints an independent person who has no connection with any party involved to review the complaint, the investigation and the decision. The Chair of the Board of Management will inform the Chair of the Academic Board where appropriate.
- The independent reviewer submits a report to the Board of Management which makes a decision.
- The Chair of the Board of Management notifies the complainant of the decision in writing. This decision is final.
- The Secretary of the Board Management maintains a record of complaints and outcomes on the complaints register.
- The updated complaints register is reviewed as part of CCL's quality reviews and presented to the Academic Board at each meeting.
- CCL deals with complaints in the strictest confidence with access to details on a needs-only basis.

Appendices: Supports for Learners

Appendix A – Academic Integrity Policies and Procedures

Academic Integrity Policy and Procedures

1.0 Planning Assessment

1.1. Policy Statement

Central College Limerick adopts a holistic approach to planning for assessment. This means that each assessment instrument is designed to be mindful of the total assessment load of the learners across the various modules that they are undertaking. Integration of assessment, where possible, is considered good practice. Assessment relates to professional or occupational standards and learners are assessed through occupationally relevant tasks. Learners should be given adequate opportunity to generate the evidence to demonstrate the standards of knowledge, skill and competence required for the assessment.

1.2. Procedures of this Policy Area

Assessment for each individual module is planned by the Internal Assessor in advance of the commencement of the learning activity. The following matters are considered when planning assessment:

- The range of specific learning outcomes to be assessed
- Opportunities for integration of assessment
- Assessment techniques and instruments, including consideration of occupational context and learner needs
- What constitutes sufficient evidence to meet the standards for the award
- The timing and scheduling of assessment activities including deadlines and due dates
- How assessment criteria are applied
- How marking criteria are applied

The Assessment Team reviews assessments to ensure they are of a high quality and standard at the beginning of the college year before they are distributed to the learner.

The Assessment Calendar is then collated by the CCL Coordinator. The assessment calendar includes:

- All assessments associated with the programme across its duration

The Assessment Calendar is distributed to all learners.

Following distribution of the calendar, changes can only be implemented if the following criteria are fulfilled:

- The change does not disadvantage the learners in any way
- The relevant person (CCL Coordinator) is notified of the suggested changes in a timely manner
- The relevant person (CCL Coordinator) approves the suggested changes
- Changes do not affect the duration of time allowed for an assessment
- On approval, the Internal Assessor notifies the learners of the changes and distributes an updated calendar

All instructions pertaining to assessment, other than examinations, must be contained within an assessment brief. Therefore, an assessment brief may refer to an Assignment, a Project, Skills Demonstration etc., depending on the assessment method employed.

Assessment briefs include all the information that a learner will need to provide evidence in respect of the assessment. This includes the following:

- The learning outcomes for the assessment
- The percentage weighting or marks associated with the assessment
- Clear instructions of what task or activity the learner is expected to complete
- Clear details of the evidence required to successfully fulfil the requirements of the brief

- Other requirements as relevant e.g., format, word limits or guides that may apply
- A Declaration of Original Work that the learner will be required to sign on submission Briefs are issued for each assessment on the planned issue date.
- The deadline for submission

2.0 Internal Assessor

2.1 Policy Statement

The title Internal Assessor refers to the individual who sets an assessment for a learner or a group of learners. The Internal Assessor must ensure the fair and consistent assessment of learner evidence in line with the specific awards standards.

2.2. Role of the Internal Assessor

The role of the Internal Assessor is to:

- Provide opportunities for the learner to generate assessment evidence in accordance with the award specification
- Evaluate learner evidence in accordance with the marking scheme
- Make an assessment decision/judgment on whether the outcomes of knowledge, skill, or competence, as outlined in the Award Specification, have been achieved
- Report outcomes of assessment to the relevant personnel
- Always maintain the integrity of the assessment process

The Internal Assessor must have appropriate skills and experience regarding:

- The subject/technical area in which they are assessing
- The award standards (learning outcomes) being assessed
- Assessment processes including assessment design, delivery, marking, feedback, documentation, and the submission of results.
- The relevant awarding body assessment policy and guidelines

3.0 Assessment Deadlines

3.1 Policy Statement

It is the policy of CCL that deadlines are set for all formal assessment activities, that deadlines are communicated in advance and that all learners are expected to submit work by the deadline. The Compassionate Consideration Procedure details arrangements for those circumstances where a learner is unable to meet a deadline.

Learners must submit work on or before the deadline identified by the Internal Assessor unless an extension has been authorised under the Compassionate Consideration Procedure.

3.2 Assessment Deadlines

An assessment deadline is a final date and time on which evidence in response to an assessment brief must be submitted. The Internal Assessor sets the assessment deadline, having due regard to the overall schedule of assessment for the learner(s).

All assessment is subject to deadlines (final dates and times for submission). These include:

- Submission dates and times for projects and assignments
- Submission dates and times for scheduled practical events, performances, or demonstrations
- Dates, times, and duration of scheduled examinations

3.2.1 Assessment Calendar

All assessment deadlines are published as part of the Assessment Calendar.

3.2.2 Responsibility

It is the responsibility of the college and internal assessors to ensure that fair and consistent submission deadlines are set and communicated to the learner. It is also the responsibility of the college to ensure that the sanctions for non-compliance with deadlines are fair and proportional and communicated to the learner(s).

It is the learner's responsibility to ensure that they are aware of and comply with these deadlines.

3.2.3 Adherence to Deadlines

Internal Assessors may not accept evidence from learners after the deadline has passed unless an agreed extension has been authorised through the Compassionate Consideration process.

3.2.4 Approved Extension

Evidence submitted after the initial deadline with an approved extension (through the Compassionate Consideration process) will be marked and graded in accordance with the standards for the award. No penalty applies to work submitted after a submission deadline if an extension has been authorised unless this is a specific condition of the awarding body assessment protocols.

3.2.5 Declaration of Authenticity

A Declaration of Original Work forms part of the Assessment Brief and learners are required to declare the authenticity of submitted work. Material submitted for assessment must include a copy of the issued assignment brief with the Declaration of Original Work signed by the learner.

3.2.6 Format

Learners are required to submit work in the format prescribed on the Assessment Brief and adhere to the arranged mode of submission e.g., submission at a specific time, location and/or to a specific individual and/or online submissions.

4.0 Reasonable Accommodations

4.1 Policy Statement

In accordance with the Equal Status Act 2000 (Section 4), CCL will provide Reasonable Accommodation to meet the needs of learners who have a disability.

In the context of assessment, reasonable accommodation is the term for the adaptation of assessment, as necessary, to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair.

4.2. Procedures of this Policy Area

4.2.1. Reasonable Accommodation

Information regarding the procedures for accessing reasonable accommodation for assessment will be made available to learners at the point of application to a programme. Personnel with responsibilities in relation to reasonable accommodations will be identified as part of the college's information on procedures to learners.

4.2.2. Request for Accommodation

It is the responsibility of the learner to make a formal request for reasonable accommodation in assessment using a standard form. This is required to be submitted to the Internal Assessor at the start of the programme or at least 30 working days before the assessment is scheduled. This time is required to allow the reasonable accommodation request to be processed and arranged by the Internal Assessor.

4.2.3. Evidence

The formal request for reasonable accommodation must be supported by current, valid evidence of a disability or special educational need that warrants reasonable accommodation. This evidence must include one or more of the following:

- Medical/Consultant Report
- Educational Psychologist Report compiled within the last five years
- Occupational Therapist Report
- Previous evidence of support provided during a state exam within the last three years

The learner is informed of the outcome of a request for reasonable accommodation within five working days of receipt of the application by the Internal Assessor.

4.2.4 Adaptation of Assessment

Where reasonable accommodation involves an adaptation of the assessment, that adaptation should facilitate the learner to demonstrate their achievement of the standards without altering the standard of the award.

Adaptations may include the following, subject to learner eligibility and available resources:

- Modified presentation of assignment briefs/examination papers (e.g., enlargements)
- Appointment of scribes and/or readers
- Appointment of Sign Language Interpreters
- Appointment of Practical Assistants
- Rest periods and/or additional time
- Adaptive technology, equipment and/or software
- Use of approved assistive technology
- Oral or audio evidence
- Separate and/or adapted assessment/examination centres

5.0 Compassionate Consideration

5.1. Policy Statement

Compassionate Consideration is a process to support learners facing extenuating circumstances whose assessment opportunities or outcomes might otherwise be compromised. To ensure that learners who face extenuating circumstances are not disadvantaged, Central College considers applications for compassionate consideration.

5.2. Procedures of this Policy Area

5.2.1. Circumstances for Compassionate Consideration

The following are examples of circumstances under which CCL will consider granting compassionate consideration to the learner:

- A physical injury or emotional trauma occurring during a period of three weeks previously

- An incapacitating illness affecting the learner
- Certification, provided by a medical practitioner, must be submitted in respect of the above.

Other circumstances that may be given due consideration include:

- Bereavement of an immediate or close family member
- Domestic crisis
- Terminal illness of a close family member
- Other extenuating circumstances

5.2.2. Application for Compassionate Consideration

Compassionate consideration is applied where a learner is unable to complete an assessment task by the deadline or feels that their performance in the assessment will be seriously impaired due to extenuating circumstances. In such instances, the learner is required to make the application for compassionate consideration using the Compassionate Consideration Form. An extension on submission and new deadline date may be issued to learners in exceptional circumstances, and where the assessment mode and conditions of the programme accommodates such an extension.

The possible outcomes of the application for compassionate consideration are:

- Short term extension (maximum of 5 working days)
- Long term extension (maximum of 10 working days)
- Refusal

5.2.3 Application Submission

Application for compassionate consideration must be submitted to the CCL Coordinator in writing, using the Compassionate Consideration Form. An application should be submitted at the earliest possible opportunity and no later than one week after the assessment deadline has passed.

5.2.4 Adjudication on Application

The CCL Coordinator adjudicates on an application for compassionate consideration, having due regard to the grounds on which the application is made and the implications for the assessment process. In making this decision, he/she must consult with the Principal and/or the Internal Assessor.

5.2.5 Communication of Outcome

The CCL Coordinator communicates the decision in respect of an application for compassionate consideration to the learner within five working days.

5.2.6 Re-scheduled Examinations

Examinations may be re-scheduled for individual learners if compassionate consideration is authorised in respect of that examination. Examination papers devised for re-scheduled examinations must adhere to rules and recommendations issued by certifying bodies governing such situations.

5.3 Special Consideration in Specific Circumstances

5.3.1 Hospitalisation

A learner may complete an examination paper in hospital, provided appropriate resources and staffing are available.

5.3.2 Absence on the day of a scheduled examination due to special circumstances

If a learner is absent on the day of the examination due to an approved, special circumstance then they may sit the exam at the next available sitting if possible.

5.3.3 Illness or physical incapacity during the examination

If a learner is unwell or incapacitated on the day of, or during an examination, and this is considered an approved special circumstance, then they may sit the exam at the next available sitting if this is possible. Certification by a medical practitioner is required to support this.

6.0 Assessment Malpractice

6.1 Policy Statement

CCL considers Assessment Malpractice to be any act or omission which undermines the integrity and validity of assessment. Such acts damage the authority and reputation of those responsible for conducting assessment and certification. CCL will implement procedures to ensure that cases of suspected or actual malpractice are dealt with expediently, thoroughly, and effectively, and in accordance with the principles of fairness and natural justice.

6.2. Definitions

6.2.1 Assessment System Irregularity and Assessment System Malpractice

CCL recognises the distinction between assessment system irregularity and assessment system malpractice. Assessment system irregularities are typically accidental omissions or errors which are usually detected by mechanisms within the assessment system, are rectified, and which do not impact on the validity of the assessment. Typically, this involves test administration errors, omitted assessment detail, errors in transcription etc. Errors and omissions of this nature should be rectified when detected and noted in the programme review.

6.2.2 Assessment System Malpractice

Assessment system malpractice is any act or practice which brings into question, the integrity or validity of the assessment process and which are intentional rather than accidental in nature.

6.2.3 Learner Assessment Malpractice

Learner Assessment Malpractice is defined as intentional malpractice perpetrated by a learner during the assessment process. Within the scope of Learner Assessment Malpractice, CCL recognises two further sub-categories of plagiarism and unacceptable behaviour in relation to learner malpractice in assessment.

6.2.3.1 Plagiarism

Plagiarism is defined as the practice of learners submitting work for assessment that is not their own original work but work that has been copied from published work, online sources, other learners' work and/or other sources and not referenced as such. Plagiarism in assessment may include practices that involve, but are not limited to:

- Copying work from any source or medium without reference (i.e., website, book, journal article)
- Representing as their own, work completed by and/or authored by another person, including other learners
- Procuring work from a company or external source including the internet
- Submitting work that was previously submitted for assessment by another learner
- Passing off a design or an idea as one's own without acknowledging the original source
- Submitting collaborative work as one's own without acknowledging the contribution of others

CCL expects all work submitted by learners for assessment to be accompanied by a copy of the relevant Assessment Brief, with the Declaration of Original Work. All suspected cases of plagiarism will be investigated in accordance with these procedures if the work has been signed and deemed as authentic by the learner.

6.2.3.2. Unacceptable Behaviour in Relation to Assessment

Unacceptable behaviour in assessment may include but is not limited to:

- Engaging in behaviour that undermines the integrity of the assessment event or process
- Violent, disruptive, or offensive behaviour in relation to assessment
- Impersonation of another person for the purpose of completing an assessment

- Fabrication or falsification of data, results, or evidence for the purpose of assessment
- Unauthorised removal of assessment material from the assessment location
- Deliberate tampering, interference with, damage to or demolition of assessment related materials including those of other learners
- Unauthorised use of electronic communication technology or other materials during the assessment
- Unauthorised assisting of other learners during the assessment
- Any form of unauthorised communication with other learners during an assessment event such as an examination
- Collusion with other learners on an assessment, beyond what is authorised
- Engaging in unsafe practices in assessment
- This list is not exhaustive.

6.3. Procedures in this Policy Area

6.3.1 Malpractice in Relation to Assessment Events (i.e., examinations, skills demonstrations)

Suspected learner malpractice in an assessment event e.g., examination or skills demonstration, will be dealt with promptly by the Examination Invigilator.

These instances must be recorded and where applicable, evidenced on the Examination Invigilation Report. Material that forms the basis for the suspicion of malpractice will be confiscated. The learner will be permitted to continue and complete the examination or skills demonstration.

6.3.2 Malpractice in relation to coursework (i.e., assignments, projects, collection of work)

The Internal Assessor may be able to check learner evidence in respect of assessment as it progresses or develops. This may include draft submissions of work in progress. Where the Internal Assessor is not able to directly observe or verify the work in progress, he/she may employ several approaches designed to enhance the reliability of the evidence and discourage/detect malpractice. These include:

- Learner's Declaration of Original Work (Mandatory)

- Personal diaries/logs/statements
- Independent testimony from third parties
- Peer reports (for group assessments)
- Questioning/Interviewing
- Use of plagiarism detection software

Cases of suspected Assessment Malpractice involving coursework (assignment, project, collection of work) must be reported by the Internal Assessor who has detected the malpractice and is unable to verify the reliability of the evidence.

6.4 Reporting and Investigation Process

6.4.1. Initial Referral

If an Internal Assessor suspects assessment malpractice and is unable to verify the reliability of learner evidence with confidence, then s/he is required to report the suspected malpractice to the CCL Coordinator. It is recommended that the CCL Coordinator should receive a report within 24 hours of the detection of the Assessment Malpractice by the Internal Assessor.

The CCL Coordinator having considered the evidence, may consult with the learner and the Internal Assessor who has reported the alleged malpractice. If the learner acknowledges that malpractice has been perpetrated, the potential sanctions are as follows:

- The learner evidence for that element of the assessment is awarded 0 marks
- Re-submission is not permitted
- A written warning is issued to the learner if it is a first offence
- Additional sanctions will apply where it is not a first offence

This process is concluded within three working days from the receipt of the initial notification.

6.4.2. Referral for Investigation

If the issue remains unresolved, i.e., the learner denies that malpractice has been perpetrated, then the CCL Coordinator must refer the matter for further investigation.

6.4.3 Conducting the Investigation

The learner under investigation must be notified in writing, by post or email, that an allegation of assessment malpractice has been received and that the matter has been referred for investigation. The CCL Coordinator has responsibility for organising this notification and must provide the learner with the salient information in relation to the terms of reference and how the investigation will be conducted. This notification must be provided to the learner within three (3) working days of the receipt of a report alleging that malpractice has occurred.

6.5 Notification of outcome of Investigation

The outcome of the investigation is recorded, and a report will be created. The report outlines the individuals consulted and documentation reviewed as part of the investigation.

7.0 Secure Storage

7.1 Policy Statement

CCL ensures that adequate provision is made for storing all assessment materials securely. CCL ensures that all assessment, verification records and documentation are available both for internal verification and external authentication in line with the relevant awarding body's criteria.

The security of assessment materials remains the responsibility of the Internal Assessor while it is in their possession for marking.

7.2 Procedures of this Policy Area

7.2.1 Submission of Learner Evidence

CCL ensures that procedures exist to confirm the submission of work by a learner to an internal assessor i.e., Record of Submission Sheet.

Specific procedures relate to evidence that is submitted electronically as follows:

- Where learner assessment evidence is submitted via e-mail, e-mail receipts are provided by the internal assessor
- Where learner assessment evidence is submitted electronically via an online platform which automatically generates a confirmation notification (e.g., Microsoft Teams), the internal assessor is not responsible for confirming receipt of this learner assessment evidence

7.2.2 Security of Assessment Material prior to Scheduled Examinations

Examination papers are stored securely in a locked safe by the CCL Coordinator in advance of the examination date.

7.2.3 Post-Assessment

On completion and submission of an examination or assignment, all learner assessment evidence together with relevant assessment documentation must be stored securely, with authorised access only. Any breaches to the integrity of assessment evidence, e.g., loss or damage must be disclosed to the CCL Coordinator immediately.

7.2.4 Learner Assessment Evidence: Hard Copy and Practical/Artefact

CCL provides a secure room with authorised access, to facilitate the storage of all hard copy learner assessment evidence. All evidence must be held securely over the course of the programme and until all QA Assessment Procedures have been completed.

7.2.5 Learner Assessment Evidence: Soft Copy

CCL must provide storage for learner assessment evidence on a computer network or online platforms (with backup capacity) which is accessible to the CCL Coordinator and Internal Assessors. The learner assessment evidence is then made available for the Internal Verifier and the External Authenticator. Appropriate security should be in place for networks and online platforms and login details made available for the IV and

EA with live/active accounts that can be accessed even after the programme has ended.

7.2.6 Marking and Grading

Space is made available for Internal Assessors to mark and grade assessment evidence in a secure location within the college. The Internal Assessor is responsible for assessment evidence until the evidence is signed back in.

7.2.7 Security of Evidence during Internal Verification

Prior to and during the Internal Verification process, the CCL Coordinator must ensure that learner assessment evidence is tracked using a tracking process (evidence of the signing in and out of assessment evidence).

7.2.8 Security of Evidence during External Authentication

On completion of Internal Verification, the learner assessment evidence is moved into the allocated storage facilities with authorised access for a relevant programme in preparation for External Authentication. During the External Authentication process, only authorised staff should have access to the allocated rooms/storage facilities. On completion of External Authentication, learner assessment material should be moved to the appropriate secure storage space. All learner evidence and associated assessment material are stored in such a way as to facilitate ease of access in the event of learner appeals.

7.2.9 Duration of Storage

All learner evidence submitted for assessment is retained until after the appeals process concludes (unless stated otherwise by the relevant awarding body) after which it will be disposed of securely (e.g., shredded/deleted from the relevant drive). All learner evidence must be retained for the maximum term in line with current legislation and GDPR (General Data Protection Regulation). Learners are encouraged to maintain copies of work submitted for assessment.

7.2.10 Assessment Process Material

All assessment process materials, such as Invigilation Reports, will be retained until after the appeals process concludes unless stated otherwise by the awarding body or due to a funding requirement or an on-going investigation into Assessment Malpractice, after which it will be disposed of securely (e.g., shredded/deleted from the relevant drive) by the college. All records retained must be retained in line with current legislation and GDPR (General Data Protection Regulations).

8.0 Examinations

8.1 Policy Statement

The fair and consistent assessment of learners, in line with award standards, is a central principle of a quality assured assessment system. CCL is committed to ensuring that learners are provided with the opportunity to demonstrate that they have achieved the required standards of knowledge, skill, and competence for the relevant award. CCL plans, conducts, concludes, and corrects all assessment, including examinations, in a manner that adheres to the fundamental underpinning principles of validity, reliability, fairness, quality and transparency.

8.2 Procedures in this Policy Area: Examination Planning

8.2.1 Communication

Central College Limerick publishes and communicates examination dates to learners. Where it applies, dates of commencement and conclusion of examinations will form part of the Assessment Calendar. Where examinations are organised outside of this schedule, learners are provided with at least one month's notice of the scheduling of an examination.

8.2.2 Notice of Examinations

The period of notice must be at least one calendar month in advance of the scheduled date of the examination. This notice is published on Microsoft Teams and learners will also be reminded in class. Learners will be given information with details of examination regulations and the responsibility of learners regarding examinations.

8.2.3 Information related to the Examinations

In publishing notice of an examination, CCL ensures that the following information is included:

- Title of examination (or module/minor award to which it pertains)
- Day and date
- Commencement time
- Duration of examination
- Venue/centre
- The operation of a designated seating plan, if necessary

8.3.4 Submission and Security of Examination Papers

Internal Assessors are required to submit copies of the examination paper(s) to the CCL Coordinator at least two weeks in advance of the date of the examination. Examination papers must be submitted in a sealed envelope labelled with the particulars of the examination. In the case of some awarding bodies, these will arrive pre-sealed and labelled.

In the case of assessor-prepared examinations, sufficient examination papers for the number of candidates scheduled to take the examination must be prepared in advance by the designated nominee (or the assessor) and maintained under secure conditions.

8.3.5 Examination Venue Preparation

It is the responsibility of CCL to provide adequate facilities for conducting examinations. All venues designated as examination centres are prepared in advance of the date of commencement of examinations to ensure that they are fit for purpose. It is the responsibility of the CCL Coordinator to ensure that the following arrangements are in place:

- Adequate space for the number of learners scheduled to take the examination
- Fit-for-purpose furniture
- Adequate space between desks to maintain assessment integrity
- Adequate lighting, heat, and ventilation

- All posters or wall signs which may impact the validity of the specific assessment or constitute a distraction must be removed
- A designated, secure storage area for bags and personal belongings
- Appropriate, examination-relevant signage will be posted in each examination centre prior to the date of commencement of examinations. A copy of the regulations is prominently displayed within the examination centre. A notice prohibiting the use or display of mobile phones is posted in each centre
- A functioning clock, reading the correct time, is visible from everywhere in the examination centre
- A sign is placed on all doors to the examination centre. The sign will display the date, day, commencement and finishing time of the examination.

8.3.6 Designated Seating

Exam centres or individual assessors may opt to use designated seating for learners for examinations. If designated seating is to be employed, these arrangements are included as part of the communication of specific information to candidates.

8.3.7 Examination Resources

All resources required for the examination, e.g., answer booklets, graph paper, printer paper, personal computers, Internet access, are checked by the CCL Coordinator in advance of the examination.

8.4 Procedures in this Policy Area: Conducting Examinations

8.4.1 Collection of Examination Materials

On the day of the examination, the CCL Coordinator ensures that the invigilator has access to all the materials required for the examination. This includes the Invigilation Report Form, examination papers, answer booklets and other materials relevant to the examination.

An Examination Invigilation Report Form is made available to the invigilators for every examination. Invigilators have a responsibility to ensure that the Examination Invigilation Report is completed accurately and returned after the conclusion of the examination.

The invigilator signs out the examination materials and brings the materials to the examination centre. The invigilator should arrive at the examination venue no later than 20 minutes prior to the commencement of the examination.

8.4.2 Learner Identification

In some cases where they are not known to the invigilator, candidates may be asked to verify identity. Examples of acceptable candidate identification include but are not limited to:

- Photographic Identification e.g., passport, driving license, public services card, student card)

8.4.3 Examination Materials Check

If materials such as logbooks have been authorised for candidate use, the materials must be submitted to the invigilator for checking prior to the commencement of the examination.

8.4.4 Reasonable Accommodation

If reasonable accommodation has been authorised e.g., candidates completing the examination in separate centres, care must always be taken to ensure the integrity of the assessment/examination. Invigilators appointed to separate centres are required to collect and sign out the relevant examination materials from the main examination centre prior to proceeding to the designated separate centre. Attendance registers must clearly indicate where candidates take the examination in any location other than the main examination centre.

8.4.5 Designated Seating Plan

If designated seating is required, candidates must adhere to the plan. The invigilator ensures that candidates are seated according to the pre-arranged plan. This is recorded on the Examination Invigilation Report Form.

8.4.6 Mobile Phones/Internet-Enabled Devices/Miscellaneous Materials

Unless specifically necessitated by the examination and authorised by the Awarding Body, mobile devices must be powered off and out of reach of candidates for the duration of the examination. Possession of a powered-on device constitutes a violation of examination regulations. The CCL Coordinator ensures that there is adequate, secure space designated for the storage of all devices or materials that could jeopardise the integrity of the examination or constitute an obstruction or a tripping hazard in the examination centre.

8.4.7 Attendance Register

The invigilator has responsibility for distributing an attendance register and ensuring that all candidates sign it. This may be conducted in conjunction with the identification check should that be relevant. Where a seating plan is not required, the attendance register should be completed in such a way as to provide a guide to the seating of candidates. The attendance register forms part of the Invigilation Report Form and must be returned to the CCL Coordinator with the examination materials at the conclusion of the examination.

8.4.8 Opening of the Examination Envelope and Distribution of Examination Papers

The opening of the examination envelope is performed by the invigilator and witnessed by two candidates, both of whom sign as witnesses. The invigilator co-signs the examination envelope. Answer books, if required, are distributed face-down by the invigilator.

Candidates are not permitted to commence the examination, which includes reading the instructions, until instructed to do so by the invigilator. In the case where personal

computers are used, they may be powered on and the candidate is permitted to be logged- on prior to the commencement of the examination.

8.4.9 Commencement of the Examination

It is the responsibility of the invigilator to manage the pre-commencement procedures and ensure that the examination commences at the designated time. The invigilator should verbally provide the following information to all candidates immediately prior to commencement:

- The start time
- Duration
- Time at which the examination will end
- The significant points of the examination regulations (e.g., leaving the examination venue) The assessment starting time is noted on the Invigilation Report

8.4.10 Conduct during the Examination

Invigilators are required to remain vigilant for the duration of the examination. No candidate is authorised to enter the examination after thirty (30) minutes from the time at which the examination began. No candidate is authorised to leave the examination until after at least thirty (30) minutes from the time at which the examination began.

No learner is permitted to leave the examination in the final ten (10) minutes of the examination. Strict silence must be observed during the examination. Due to the nature of some specific events e.g., oral assessments, some practical assessments, this guideline may not apply.

8.4.11 Candidates Seeking to Leave the Examination while in Progress

A candidate is not permitted to leave the examination centre and return while the examination is in progress unless the invigilator is satisfied that the need to leave the examination is genuine e.g., illness, urgent need to use the toilet. A candidate who leaves the examination venue while the examination is in progress will not be re-admitted unless the candidate has been under the supervision of a representative of the centre. In the case where the candidate is permitted to leave, his/her examination

paper and all examination materials must be handed to the invigilator for the duration of their absence from the venue. The time of departure and return is noted on the attendance sign-in section of the Invigilation Report.

A candidate cannot be compensated for time lost due to a temporary absence from an examination centre.

8.4.12 Occurrence of Unexpected Events during Examinations

If an unexpected event occurs during an examination e.g., fire alarm, medical emergency, the Invigilator must ensure that integrity of the examination is maintained. Any unexpected events should be noted in the Examination Invigilation Report. In some instances (e.g., critical illness, fire, etc.) the examination may need to be abandoned.

8.5 Procedures in this Policy Area: Concluding Examinations

8.5.1 Notice of Conclusion of an Examination

The Invigilator will provide candidates with a verbal notice when ten (10) minutes remain to the end of the examination. At this stage, candidates must remain in their seats until the assessment concludes. At the designated time, the Invigilator is required to advise all candidates that the examination has concluded and instruct them to stop working.

8.5.2 Conclusion of an Examination

At the end of the examination, candidates are reminded to ensure that all scripts are signed. Candidates must remain in their seats until all assessment materials have been collected by the Invigilator. Once all assessment materials have been collected, learners are permitted to leave the centre. The Invigilator should check the completed answer books against the attendance section of the Examination Invigilation Report to ensure that all candidates have submitted. The invigilator must complete all sections of the Examination Invigilation Report and enclose with the examination material.

The Invigilator is responsible for the collection and packaging of all examination material in the manner required by the centre and transportation of it to the designated member of staff for safe and secure storage.

8.6. Correcting Assessments

It is the responsibility of the Internal Assessor to correct the learner's work. The Internal Assessor should demonstrate fairness and consistency and observe objectivity, confidentiality and avoid conflicts of interest.

When correcting the assessment material, the Internal Assessor should reference the learner evidence against the assessment criteria and award an appropriate mark. This mark should be recorded on the marking sheet and, where possible, on the learner's evidence. It is considered good practice for the Internal Assessor's marks and comments to be distinguishable from any other text. Where possible, the internal assessor should clarify why marks are being deducted to allow for structured feedback to learners.

8.6.1 Consistency of Marking and Standards

To provide a fair and consistent assessment process, several checks and protocols are in place in relation to consistency of marking and standards, including the following:

- Induction and ongoing continuous development opportunities for staff involved in assessment processes
- Cross checking of assessments internally by the internal verification process
- Moderating and checking of assessments externally by the external authentication process
- Opportunity to highlight and discuss issues identified as part of the results

Appendix B - Reasonable Accommodation Application Form

Reasonable Accommodation Application Form

Part A – To be completed by the learner

Use this form if you need to request reasonable accommodations, to support you in completing your assessment to the best of your ability.

Learner Name:	
Learner ID:	

Course/Programme:	
Programme Coordinator Name:	

Please name the assignment/assessment for which you require reasonable accommodation – please ensure that you complete all details.

	Assessment Title	Assessor/Tutor	Due date
1			
2			

Please outline what reasonable accommodations you require and why you require reasonable accommodations for your assessment. All information will remain confidential.

Have you provided relevant evidence/documentation in support of your application for reasonable accommodations (e.g., medical certificate)? Yes No
Please give details of documents you are providing in support of your application for reasonable accommodations or please outline evidence you are providing in support of your application.

Learner Signature		Date	
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Please return the completed form to the CCL Coordinator

Part B – To be completed by the CCL Coordinator and returned to the Learner within 5 working days

Date application received:	
Decision in respect of application:	Approved <input type="checkbox"/> Rejected <input type="checkbox"/>
Details of approved reasonable accommodation:	

Signed by Internal Assessor: _____

Date: _____

Date notified to learner: _____

Part C – When an application for Reasonable Accommodation is rejected the learner can appeal this decision by requesting that this application be sent to the Principal. The learner may be required to submit additional evidence in support of their appeal. This application to appeal should be completed within 3 working days of the initial decision.

I am appealing the decision, signed by the learner:	
Date appeal submitted by learner:	
Decision in respect of the appeal by the Principal (within 2 working days):	Approved <input type="checkbox"/> Rejected <input type="checkbox"/>

Signed by CCL Coordinator: _____

Date: _____

Date notified to learner: _____

Appendix C – Compassionate Consideration Application

Compassionate Consideration Application

Part A – To be completed by the learner

Learner Name:	
Learner ID:	

Course/Programme:	
Programme Coordinator Name:	

Please name the assignment/assessment for which you require Compassionate Consideration – please ensure that you complete all details.

	Assessment Title/Reference	Assessor/Teacher	Due date
1			
2			

Please outline the reasons why you are applying for compassionate consideration for assessment deadline date. All information will remain confidential.

Have you provided relevant evidence/documentation in support of your application for compassionate consideration (e.g., medical certificate)? Yes No

Please give details of documents you are providing in support of your application for compassionate consideration or please outline evidence you are providing in support of your application for compassionate consideration.

Learner Signature			Date	
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Part B – To be completed by the CCL Coordinator

CCL Coordinator Name:		
Date the application was received:		
Internal Assessor Decision (within two working days of receipt of application)	Please select one option only:	Revised Assessment Date / Due Date:
Granted - Short Term Extension	<input type="checkbox"/>	
Granted - Long Term Extension	<input type="checkbox"/>	
Decline	<input type="checkbox"/>	
Please outline the basis for your decision:		

I can confirm that:

- *There is sound evidence to grant or decline the application for Compassionate Consideration*
- *If granted, the granting of Compassionate Consideration will not give the learner in question an unfair assessment advantage over other learners undertaking the assessment*
- *I will inform the learner in writing of the decision regarding Compassionate Consideration*

Internal Assessor Signature:		Date:	
CCL Coordinator Signature:		Date:	

Appendix D – Examination Guidelines

Responsibilities of the Internal Assessor (Prior to the Examination)

The Internal Assessor has the following duties/responsibilities pertaining to examinations.

- Preparation of the examination paper in accordance with the relevant guidelines and all requirements provided in the provider's validated programme descriptor
- Preparation of a marking scheme and outline solutions
- Examination papers should be proof-read to ensure that they are free from errors. It is recommended that this process incorporates a peer review of examination materials. It is the responsibility of the assessor to ensure that the integrity of the examination is preserved at all times throughout this process
- Ensure that all learners receive adequate information regarding examinations. While this will form part of the college's approach to ensuring adequate communication regarding assessment, the assessor should seek to clarify salient details relating to the scheduling and structure of examinations with class groups
- Ensure that candidates are supplied with a copy of the assessment regulations prior to examinations. All learners should be made aware of the consequences of a violation of these regulations
- Assessors are required to submit copies of the examination paper(s) to the CCL Coordinator or their nominee at least two weeks in advance of the date of the examination. Examination papers must be submitted in a sealed envelope labelled with the particulars of the examination. In the case of some awarding bodies, these will arrive pre-sealed and labelled
- In the case of assessor-prepared examinations, sufficient examination papers for the number of candidates scheduled to take the examination must be prepared in advance by the designated nominee (or the assessor) and maintained under secure conditions

- Assessors are responsible for adhering to arrangements for the collection of completed examination scripts and ensuring the security of all examination materials while in their possession
- Assessors must submit marks/grades in accordance with the procedures operated by the college
- Assessors must ensure the safe return and storage of all examination related materials in accordance with college regulations

Examination Venue Preparation

It is the responsibility of each college to provide adequate facilities for conducting examinations. All venues designated as examination centres shall be prepared in advance of the date of the commencement of examinations to ensure that they are fit for purpose. It is the responsibility of the CCL Coordinator or his/her nominee to ensure that the following arrangements are in place.

- Adequate space for the number of learners scheduled to take the examination
- Fit-for-purpose furniture
- Adequate space between desks to maintain assessment integrity
- Adequate lighting, heat and ventilation
- All posters or wall signs which may impact the validity of the specific assessment or constitute a distraction must be removed
- A designated, secure storage area for bags and other materials
- Appropriate, examination-relevant signage will be posted in each examination venue prior to the date of the commencement of examinations. A copy of the regulations will be prominently displayed within the examination venue. A notice prohibiting the use or display of mobile phones will be posted in each venue
- A clock will be placed in each examination venue. Clocks must be checked to ensure that they display the time correctly, are functioning and are visible from everywhere within the examination venue
- If centres or examining teachers require designated seating, they will have to make these arrangements in advance and communicate the particulars to learners. An invigilator may request that candidates sit in alphabetical order to facilitate the collection of scripts

Designated seating may be a specific requirement of some awarding bodies

- A sign must be placed on all doors to the examination venue. The sign should display the date, day, commencement and finishing time of the examination and be placed in such a way as to discourage unauthorised entry while the examination is in progress

Responsibilities of the Examination Invigilator/Supervisor

The Invigilator appointed to an examination has the following duties/responsibilities.

- Inspect the examination venue in advance of the examination and report any issues that require attention. (Venue layout, signage, clock etc.)
- Bring the package of examination papers, answer booklets and other supplementary materials as required to the examination venue, arriving at least 20 minutes in advance of the starting time of the examination
- Ensure that an adequate number of answer booklets, if applicable, are brought to the examination venue
- Ensure that an Invigilator's report which contains the attendance sheet is brought to the examination venue and the attendance sheet is completed by all candidates
- Ensure that all candidates who are present sign the attendance sheet in his/her presence prior to the commencement of the examination. This includes candidates appointed to a special venue prior to them proceeding to the special venue
- Ensure adherence to all examination regulations including the correct commencement and finishing times
- Where a candidate has permission to use a *Bilingual Translation Dictionary*, the invigilator should conduct a check of the dictionary to ensure that it does not contain material impermissible in the examination
- The invigilator must remind candidates of the start time and duration of the examination prior to commencement. The Invigilator will remind candidates when there are ten (10) minutes remaining and that all candidates should remain in the venue until the assessment concludes. The invigilator must not issue unnecessary instructions that could potentially interfere with the concentration of candidates during the examination
- If a candidate seeks to temporarily leave the examination during the examination and the Invigilator deems the reason to be appropriate, the invigilator must seek the assistance of the corridor Supervisor to accompany

the candidate while absent. The Invigilator must take charge of all the candidates' materials in their absence and note the time of departure and return on the attendance register within the Invigilator's Report

- It is essential that invigilators do not engage in any activity that compromises their ability to provide diligent supervision of the candidates in the examination venue
- Diligent supervision of the examination will minimise opportunities for and incidence of malpractice. For example, if an invigilator suspects that a candidate is attempting to view or copy another candidate's work, the issue can be solved by standing in proximity to the suspect or providing obvious and overt supervision. In the case of serious breaches of examination regulation (e.g. the invigilator finds evidence of notes or 'cheat sheets'), the candidate is advised to refrain and to surrender any materials that threatened the integrity of the examination. The candidate will be permitted to complete the examination. A full report of the incident and all materials form part of the Invigilator's Report
- The invigilator must complete an Invigilator Report for every examination. The form must be filled in immediately following the examination and returned to the designated person
- Collect all completed examination scripts and materials and re-package along with papers and attendance register to the designated person/place. Examination papers and/or booklets that have been unused must not be left in the examination venue. All such materials should be returned as part of the submission following the examination
- Where candidates are appointed to special venues, the invigilator of the main examination must liaise with the invigilator(s) in the special venues to ensure that the booklets/scripts of all candidates are re-sealed in the envelope and returned to designated person/place. Under no circumstances should examination booklets/scripts be passed onto a third person for returning to the appointed place

Examination Regulations for Candidates

1. It is the responsibility of candidates to note carefully the days, starting time, duration and locations of all scheduled theory and practical examinations and skill demonstrations.
2. Candidates are required to be in attendance at the examination centre at least 15 minutes prior to the commencement of the examination. Candidates may be required to provide proof of identification. All candidates are required to sign an attendance register before the commencement of the examination.
3. A candidate is not allowed to have a mobile phone or other electronic device (with the exception of a non-programmable electronic calculator where this is required) on their person during an examination. All such devices should be stored with their personal belongings and powered OFF.
4. No candidate will be permitted to enter the examination after thirty minutes from the time at which the examination began. No candidates will be permitted to leave the examination until after at least thirty minutes from the time at which the examination began.
5. Candidates will not be permitted to leave the examination centre during the final ten minutes of the examination.
6. Candidates may not be allowed to leave the examination venue and return during the examination period unless the invigilator is satisfied that the candidate's need to leave is genuine. A candidate who leaves the examination venue will not be re-admitted during the period unless the candidate has been in the care of a representative/attendant of the centre.
7. The candidate who has received permission to leave the examination venue must hand the examination paper, answer book and all related examination

materials to the invigilator on leaving the examination centre; the invigilator will record the time(s) of absence and reasons for absence on the attendance register and the Invigilator's Report.

8. The time lost by the candidate during an absence will not be compensated for at the end of the examination.
9. Candidates who leave the examination centre, with the intention of not returning, must surrender the examination paper/answer book and all related materials to the invigilator.
10. A candidate should raise a hand to attract the attention of the invigilator during an examination.
11. A candidate must enter all details required e.g. name, examination number examination/module title and class code on the answer booklet provided.
12. A candidate shall not write on the examination paper unless it is required as part of the examination. Where answers are required to be recorded on the examination paper this should be stated under the heading of 'instructions' on the examination paper.
13. A candidate shall not remove from the answer booklet any page or part of a page. Errors should be crossed out with a single diagonal line.
14. The candidate shall not take out, or attempt to take out of the examination venue, any answer booklets or examination papers, whether used or unused.
15. A candidate shall not bring into the examination venue or have in their possession or under their control, or within reach within the examination centre any book, paper (except those supplied by the invigilator), memorandum or notes.

16. A candidate shall not, while in the examination venue;
- use or attempt to use, any book, memorandum, notes or paper (except the examination paper and such answer booklets etc. as shall have been supplied by the invigilator)
 - aid or attempt to obtain aid from another candidate
 - communicate or attempt to communicate, in any way, with another candidate
17. The use of dictionaries is not permitted. Bilingual Translation Dictionaries may be used where prior permission has been granted.
18. The use of non-programmable electronic calculators is permitted where this is a requirement of the examination.
19. A candidate is not permitted to use any guide, dictionary, language translation dictionary or thesaurus without prior permission from the CCL Coordinator or his/her nominee, following consultation with the assessor.
20. At the conclusion of the examination, as directed by the invigilator, candidates should immediately stop writing and remain in their seats until all materials have been collected by the invigilator.
21. In the case where the examination is taking place in a computer room, candidates shall not access files on a computer or computer network which are not part of the examination nor shall they access any other candidate's files.
22. Candidates shall, in all matters relating to the examination, submit to and comply with the directions of the invigilator.

23. Candidates may be expelled from the examination centre if their behaviour, in the opinion of the invigilator is such as to jeopardise the integrity of the examination.

Guidelines for the Role of Reader for Written Examinations

- A reader has responsibility for reading the examination paper to the candidate and reading back answers to the candidate as requested. The reader can repeat the reading of the paper or individual questions as often as the candidate requires
- The reader should ensure that they read all instructions to candidates that precedes the examination questions, exactly as it is written in the relevant section of the paper
- The reader should read through the entire examination paper at the start of the examination in order to allow the candidate to get an overview of the paper. When the candidate has decided and communicated what question they wish to answer, they can ask the reader to re-read this question and subsequent questions in whatever order the candidate chooses
- The reader must not choose part of the examination paper for repetition without the direction of the candidate
- The reader is only permitted to read the wording of the examination paper or on the candidate's answer booklet. They are not permitted to add extra words, provide explanation of words or terms or advise the candidate on how to answer the question or structure their answer
- The reader should not advise the candidate on the sequence in which they should answer questions
- The reader should ensure that they read the paper aloud in a clear voice and pronounce all words correctly
- The reader should ensure that they communicate clearly any words or terms that have been emphasised on the paper. i.e. words or terms that appear in **bold**, *italics* or CAPITALS. The reader is permitted to indicate to the candidate words or terms that are thus emphasised

- The reader should not place their own emphasis on words where this does not apply
- In multiple choice questions the reader must ensure that they place equal stress on each answer
- Where a paper is likely to contain technical terms with which the reader is unfamiliar, provision shall be made by the college to ensure that the reader is made aware of these terms beforehand
- The reader is permitted to spell words that appear on the examination paper if requested to do so by the candidate
- The reader must not interpret or re-phrase questions, they must not give the meaning of words or expand on what is written on the paper
- When working with a visually impaired candidate the reader may assist the candidate using tactile graphs or tables to obtain the same information as a sighted person has access to
- The reader should indicate on the front of the examination booklet/script that he/she has acted as a reader by writing; **I acted as reader and read the examination paper to the candidate.** They should sign their name accordingly

Guidelines for the role of Scribe for Written Examinations

- A scribe writes down the answer provided/dictated by a candidate in an examination
- The scribe should write legibly and record the exact text as dictated by the candidate
- The scribe should not add their own words, embellish answers or write any text other than that dictated by the candidate
- The scribe is not permitted to provide explanation of words or terms or advise the candidate on how to answer the question or structure their answer
- The scribe should not advise the candidate on the sequence in which they should answer questions

- There should be no communication between the scribe and the candidate during the examination except for that necessitated by the candidate in dictating their answer and/or the request for repetition or clarity on the written answers
- The scribe may read back the answers that they have recorded if requested by the candidate but they are not permitted to read the examination paper or provide clarity on examination questions unless they are also acting in the capacity as a reader. (The candidate must be granted this accommodation)
- The scribe is permitted a five minute rest break per hour of the examination and this time is added to the duration of the examination
- The scribe should indicate on the front of the examination booklet/script that he/she has acted as a scribe by writing; **I acted as scribe and wrote down the answers provided by the candidate.** They should sign their name accordingly

Appendix D - Complaints Form

COMPLAINTS FORM

NAME OF COMPLAINANT: _____

ADDRESS: _____

TEL. NO: _____

DETAILS OF COMPLAINT:

SIGNED: _____ **DATE:** _____

RECEIVED BY: _____ **DATE:** _____

Appendix E – Learner Disciplinary Procedure

Central College Limerick Disciplinary Procedure

Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal CCL Coordinator	1	24 th October 2022	TBC	2 Years

Purpose

The purpose of this procedure is to serve a dual purpose in that it provides a framework, which enables all staff to maintain satisfactory standards in work and conduct, while providing learners access to a procedure whereby alleged failures to comply with standards may be fairly and sensitively addressed.

Scope

This procedure applies to learners registered at Central College Limerick.

General Principles

All matters shall be dealt with in accordance with the general principles of natural justice and fairness and in a manner that protects the dignity of the learner concerned.

In this regard, the following principles shall apply:

- every effort will be made by all parties to resolve issues at the informal stage;
- details of any allegations or complaints are put to the learner concerned;
- the learner will be advised in writing, in advance of a disciplinary meeting, of the precise nature of the matters concerned and will be given copies of all relevant documentation;

- the learner concerned is given the opportunity to respond fully to any such allegations or complaints;
- the learner concerned has the right to examine and challenge all evidence available and to call witnesses on their behalf, if required;
- the learner concerned is given the opportunity to be accompanied during the procedure by a class representative or fellow learner(s);
- the learner concerned has the right to a fair and impartial determination of the issues concerned, taking into account any other relevant or appropriate evidence, factors, or circumstances;
- any disciplinary action arising should be reasonable and proportionate;
- there may be occasions where a learner's work, conduct or other such issue is satisfactory throughout the review period only to lapse soon thereafter. Where such a pattern emerges, the learner's previous conduct and pattern of behaviour may be considered as a whole in a future disciplinary procedure;
- all matters relating to the disciplinary procedure are strictly confidential to the parties and their representatives;
- Nothing, however, shall prevent management from holding a disciplinary meeting/hearing and imposing disciplinary sanction(s) at a more advanced stage of the procedure appropriate to the nature of the conduct/behaviour.

While it is anticipated that learners will co-operate fully with this disciplinary procedure, any failure to co-operate will not prevent the processing of a complaint to conclusion. In the case of suspected or alleged gross misconduct, immediate precautionary suspension may apply pending an immediate investigation.

Informal Stage

Where a CCL staff member has a concern in respect of a learner, a meeting is to be arranged to discuss the issues of concern. The learner should be verbally informed that this discussion(s) is taking place within the informal stage of the disciplinary procedure. The CCL staff member will discuss with the learner:

- any unsatisfactory performance or conduct and inform them of the improvements required;

- possible methods of correction and an indication of acceptable time scale for such correction;
- any support that might be provided to the learner;
- that unless the necessary improvement is made within a reasonable period, the matter will proceed to the formal disciplinary procedure.

Formal Stage

Stage 1— Formal Verbal Warning

Where unsatisfactory performance or conduct has not improved through the informal procedure, the matter shall be referred by the CCL staff member to the Principal. A meeting is to be arranged with the learner to discuss the issues of concern. The learner should be informed in writing that this discussion(s) is taking place within the formal stage of the disciplinary procedure. If not already provided, the learner concerned should be given a copy of the CCL Disciplinary Procedure and be advised to familiarise themselves with the various stages of the procedure that may be invoked and the range of sanctions available. The CCL Coordinator will discuss with the learner:

- any unsatisfactory performance or conduct and inform them of the improvements required;
- having considered all matters, the CCL Coordinator will decide on whether or not a verbal warning is warranted. Correspondence confirming the decision (whether to issue a verbal warning or not) will be sent to the learner as soon as possible from the Stage 1 meeting;
- where a verbal warning is issued, it should state the improvement required, the timescale for improvement, and any support that might be provided to the learner. It should also state that the warning constitutes the first stage of the disciplinary procedure and failure to improve may result in progression to Stage 2 (or higher as may be appropriate) of the disciplinary procedure;
- if, in the opinion of the CCL Coordinator, there is no basis for the issuance of a verbal warning then they may decide that no further action should be taken in relation to the issue. This decision will also be communicated to the learner.

Note: A record of the Verbal Warning will be retained in the learner's file.

Stage 2 — Formal Written Warning

Where unsatisfactory performance or conduct has not improved, the matter shall be escalated to the Principal. The Principal shall review the file and determine an appropriate course of action which will be communicated in writing. This communication will also inform the learner that the matter is now at Stage 2 of the disciplinary procedure. Where deemed necessary, a meeting may be arranged with the learner to discuss the issue(s) of concern. The Principal will discuss with the learner:

- any unsatisfactory performance or conduct and inform them of the improvements required;
- having considered all matters, the Principal will decide on whether or not a formal written warning is warranted. Correspondence confirming the decision, will be sent to the learner, as soon as possible;
- where the Principal issues a formal written warning, it should state the improvement required, the timescale for improvement, and any support that might be provided to the learner. It should also state that the warning constitutes the second stage of the disciplinary procedure and failure to improve may result in progression to Stage 3 (or higher as may be appropriate) of the disciplinary procedure;
- if, in the opinion of the Principal, there is no basis for the issuance of a written warning then they may decide that no further action should be taken in relation to the issue. This decision will also be communicated to the learner.

Note: A record of the Formal Written Warning will be retained in the learner's file.

Stage 3 — Suspension / Expulsion

Where unsatisfactory performance or conduct has not improved, the matter shall be reviewed by the Principal; however, if the learner's behaviour is such to cause immediate concern in respect of the learner's presence on the course and/or on the CCL Campus, the Principal may suspend the learner for a period of time. In such

instances, the Principal will notify the learner in writing of the duration of the suspension.

- a meeting of the Principal and the learner shall be convened as soon as practical after the Principal notifies the learner of their intention to make a recommendation for expulsion;
- In the meeting, the Principal will review the matters presented and allow representations to be made by the learner to reach a decision;
- if, in the opinion of the Principal, there is no basis for expulsion, however, there are concerns in respect of performance or conduct, the Principal may consider alternative sanctions available under the procedure;
- the decision of the Principal shall be communicated in writing outlining the rationale for the decision;
- the decision of the Principal may be appealed to the Board of Management

Note: A record of the Suspension and/or Expulsion will be retained in the learner's file

Stage 4 — Appeals Process

Where a learner appeals the decision of the Principal the learner shall:

- set out in writing to the Board of Management, the rationale for the appeal enclosing a copy of the decision of the Principal;
- the Principal shall be requested by the Board of Management to forward the statement of facts as presented;
- a meeting with the learner and the Principal shall be convened by the Board of Management as soon as practical on receipt of the appeal;
- the Board of Management shall review the matters presented, allow representations to be made by the learner and the Principal;
- if, in the opinion of the Board of Management there is no basis for expulsion, however, there are concerns in respect of performance or conduct, the Board of Management may consider alternative sanctions available under the procedure;

- the decision of the Board of Management shall be communicated in writing outlining the rationale for the Board of Management's decision;
- the decision of the Board of Management shall be final.

Note: A record of the Suspension and/or Expulsion will be retained in the learner's file

Gross Misconduct

Gross misconduct is a serious breach of Central College Limerick's rules and procedures, or of recognised and accepted standards and behaviour, which results in a breakdown of the relationship of trust and confidence between CCL staff and the learner. Gross misconduct, if proven, will justify disciplinary action set out in this document including where appropriate, expulsion, without recourse to giving a verbal, first written or final written warning. In all cases of alleged gross misconduct an investigation will be carried out. The learner may be suspended, pending the outcome of such an investigation. Suspension is a precautionary measure and not a disciplinary sanction.

- Where a complaint is raised which may be considered as gross misconduct, the Principal shall designate the CCL Coordinator to investigate the matter.
- On completion of an investigation, the CCL Coordinator shall furnish the Principal with a report of the findings of fact with a recommendation as to whether there is a case to answer or not.
- The Principal on consideration of the report shall make a decision on the appropriate intervention required, which may include referral to the disciplinary procedure up to and including expulsion.

Examples of gross misconduct include, but are not limited to:

- Breach of the terms of Child Protection Guidelines/Procedures; a Theft, fraud, embezzlement, misappropriation of funds;
- Deliberate falsification of data (manual or automated);
- Serious/gross negligence which causes unacceptable loss, damage or injury;

- Refusal to comply with legitimate instructions resulting in serious consequences;
- Incapability through alcohol or being under the influence of illegal drugs or misuse of prescribed medication; possession and/or sale of illegal drugs;
- Serious breach of Health & Safety rules;
- Serious abuse/misuse of the CCL's property/equipment/materials; Deliberate damage to CCL property ;
- Serious bullying, inappropriate behaviour, sexual harassment or harassment against a staff member, learner, parent/guardian or party with whom the CCL conducts business; Violent/threatening/disruptive behaviour;
- Serious breaches of the CCL's email, internet, ICT policies;
- Manual or automated posting or circulation of offensive, obscene or indecent messages whether by email, text, social networking sites or any other form of communications' device; downloading/disseminating pornographic material;
- Persistent non-attendance

Appendix F – Learner Attendance Policy

Learner Attendance Policy

Introduction:

The Learner Attendance Policy has been developed as part of Central College Limerick's commitment to providing a supportive learning environment which enables all learners to achieve their full potential. Attendance is a key component in learner retention, progression, achievement and employability. Regular attendance and academic achievement are closely linked.

CCL expects all our learners to have full attendance in order to successfully complete their course. Attendance which falls below 80%, where there are no extenuating circumstances, is not acceptable. Every course requires a commitment to attend all parts of the programme fully and punctually. Attendance is recorded on VSWare for each class.

Where a learner has been absent without satisfactory explanation for 10 consecutive working days, CCL will assume the learner has opted out of the course. Re-affirmation of enrolment can occur only by appointment with the Principal.

Objectives of Policy:

The objectives of this policy are to establish guidelines for the attendance of classes in CCL. It is to encourage compliance and to lay out a roadmap for learners and staff to follow when implementing the policy.

Attendance Policy:

- Learners are expected to attend all of their timetabled classes punctually
- Learners must arrive at the start of the class properly equipped and prepared for the lesson
- A tutor has the discretion not to admit a learner into their class in person or online if they are late and class has already commenced
- A daily record of attendance for each class is recorded on VSWare. If a learner is absent for any class in the morning, this is recorded as a half day absence. Similarly, if a learner is absent for any class after lunch, this will also be recorded as a half day absence. Two half days are deemed to be a full day of absence
- Learners are expected to email the office before 9.00am on the morning of the absence explaining the reason for the absence and the expected number of days they will be absent
- Any period of absence of **three consecutive days** must be supported by medical documentation
- Learners must schedule medical and other appointments out of college hours where possible
- For those learners in receipt of the SUSI grant, payment is made subject to satisfactory attendance on the course. Learners absent for **5 days or more in a monthly period (which may be aggregated to include partial absence)** without satisfactory explanation will not receive a grant payment
- For those learners on Back to Education Allowance, a minimum of 80% attendance is required in all timetabled activities and classes. Learners who have been absent without satisfactory explanation for **10 consecutive timetabled days** will be deemed to have self-opted out of their programme and their Back to Education Allowance payment will be terminated
- Any learner who has missed **10 consecutive timetabled days** will be deemed to have self-opted out of their course.

- The CCL Coordinator communicates with the learner to advise them of their status, and that a meeting must occur with the Principal to discuss re-admission.

Medical Certificates:

Across the course of an academic year, **a maximum of four weeks' medical certificates** may be allowed under exceptional circumstances at the discretion of the College. Medical Certificates must be provided within the first week of absence for absences in excess of **three consecutive timetabled days**. Medical Certificates must be signed and stamped/be on headed paper by a duly qualified medical practitioner and must cover a period of up to but no more than one week.

Medical Certificates which are undated, backdated, illegible or outside the acceptable guidelines will not be accepted by the college.

Learner Responsibilities:

Learners are expected to:

1. Attend 100% of their timetabled classes punctually
2. Report any absence due to illness or other reason to the Administration Office
3. Do everything possible to avoid unnecessary absences by making medical appointments outside class time unless it is an emergency
4. Avoid going on holiday during term time
5. Provide medical evidence to the Administration Office for absences of more than 3 consecutive days. Please note that medical certificates should be provided to the college not later than two weeks after the period of absence began
6. Give prior notification to the Administration Office in the event of foreseen authorised absence.

Central College Limerick Responsibilities:

Central College Limerick will record, monitor and report on the attendance of all learners for all their timetabled classes.

- Payment of maintenance grants is administered by SUSI
- BTEA payments are made by the Department of Social Protection.

All of the above payments are subject to Central College Limerick confirming 80% attendance.

There are regular reviews of learners' progress on their programme, including attendance, completion of assessment requirements and academic achievement. Appropriate action is taken to support learners in achieving their academic aims.

Unsatisfactory Attendance:

Where a learner's attendance is unsatisfactory, the following steps will be taken:

- CCL staff will contact the learner to seek an explanation for their unsatisfactory attendance
- Learners will be invited to meet the CCL Coordinator to discuss how their attendance can be improved and any support that they may require to achieve this
- If attendance does not improve, learners will be issued with a verbal warning about their attendance
- If a learner fails to improve their attendance after a verbal warning they will be required to enter into a formal Attendance Agreement
- Learners who breach the terms of their Attendance Agreement will be given a formal written warning.
- If attendance does not improve the learner will be asked to leave the course.

Where a learner has missed a significant amount of time, authorised and unauthorised combined, which will result in their being unable to participate effectively on the course, the learner may be advised against resuming their place on the course in the current year. In this regard, a period above 20 days would be regarded as a significant.

Disclosure:

Attendance records will be made available to:

- Individual Learners and/or parents/guardians if a Learner is under 18
- Statutory authorities with the right to access to such information on receipt of a valid request for such information

Appeal of Termination:

A learner who receives notice of termination of their course place has the right to appeal this decision with the Board of Management at Central College Limerick.

Such appeals must be made in writing and submitted to the CCL Coordinator within 5 working days of the decision. The Learner may be invited to present their rationale appealing their termination to the CCL Coordinator.

7. Information and Data Management

8.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	10 th January 2022	29 th March 2022	2 Years

Policy Statement:

CCL is committed to compliance with all relevant European Union and Member State laws in respect of personal data, and the protection of the “rights and freedoms” of individuals whose information CCL collects and processes in accordance with the General Data Protection Regulation (GDPR). CCL has established requirements for the protection and privacy of personal data, which are outlined in CCL’s policies, processes, mechanisms, and procedures.

CCL is responsible for annually reviewing the GDPR register of processing, as well as any review that may be required in the event of any changes to CCL’s activities (as determined by changes to the mapping of the life cycle of personal data / the management’s review(s)) as well as to any additional requirements identified by means of the Data Protection Impact Assessment. This policy applies to all CCL’s staff. Any breach of the GDPR will be dealt with by CCL and may also be a criminal offence, in which case the matter will be reported, as soon as possible to the appropriate authorities.

Any person working with or for CCL and who have or may have access to personal data, will be expected to have read, understood and to comply with this policy.

No authorised third party may access personal data held by CCL without having first entered into a data confidentiality agreement, which imposes on the third-party obligations no less onerous than those to which CCL is committed, and which gives CCL the right to audit compliance with the agreement.

8.2 Information Management System

All information is securely stored on the Microsoft 365 Platform SharePoint and VS Ware. Access is only granted to authorised persons with password requirement. The information retained is used to generate reports for data analysis and formal consideration of these reports takes place at the various committee meetings for reviews and monitoring that helps to inform decision-making by the Board of Management. The Principal and CCL Coordinator have access to all the details stored on the system including:

- the date
- the time
- who accessed the system
- the actions performed

8.2.1 Schedule of Reports Presented to Governance Units

Governance Units

1. Board of Management
2. Academic Board
3. Results Approval Panel

Report Title	To:/From	Frequency	Presented by
Quality Report	To the Board of Management and the Academic Board	Annually	
Programme Reports	To the Academic Board	Annually	
Risk Register Complaints/Appeals/ Accidents and Incidents Registers	To the Board of Management and the Academic Board	At each meeting	
Self-Evaluation Reports/Programmatic Reviews	To the Academic Board	Every 5 years	
New Programme Proposals	To the Academic Board and BOM	As they arise	

Applications for Validation/Validation Manuals	To the Academic Board and BOM	As they arise prior to submission to QQI	
Results Approval Panel (RAP) reports	To the Academic Board	Following each RAP meeting	
External monitoring reports and implementation / action plans arising	To the Academic Board and BOM	As they arise	
External Authentication reports	To Results Approval Panel (RAP)	Each certification period	
Internal Verification reports	To Results Approval Panel (RAP)	Each certification period	
Academic Board Reports	To the Board of Management	Following each meeting	

8.2.2 Learner Records

A learner record encompasses all records, files, documents and other materials that are directly related to a learner. Data included on the learner record include:

- Name
- Home Address
- Email
- Contact telephone number/s
- PPSN (removed/destroyed when successfully registered on the QBS)
- Attendance records
- Tutor
- Education details
- Employment details
- Social Welfare recipient (Y/N)
- SUSI Grant recipient (Y/N)
- Details of reasonable accommodation provided (if any)
- Assessment results

- Complaints/Appeals
- Disciplinary issues
- Fees paid
- Date of results notification
- Date of certification
- Date of issue of award certificate.

8.3 Information for Further Planning

CCL is committed to compliance with the General Data Protection Regulation (GDPR). Data in relation to learners is helpful in further planning for both the academic and operational aspects of the college. The data is statistically reviewed to monitor and estimate trends and assist in future projections of various facets of the college. The analysed data provided through feedback and surveys helps to identify stakeholder requirements which can be used to carry out risk analysis by the Board of Management.

8.4 Completion Rates

Completion rates are crucial data indicators in the ongoing provision and development of quality programmes. Analysis of completion rates are carried out by the CCL Coordinator for self-evaluations as part of bench-marking exercises which helps to inform decisions made by the Academic Board and Board of Management. This indicator may also be used by external academics to review the college's performance and progress in order to provide advice on academic matters. The CCL Coordinator compares our completion rates to those nationally using QQI infographics.

8.5 Data Collection and Sources

CCL collect and hold a wide range of data which is captured within our Microsoft 365 Platform and VS Ware. These can be used for relevant analysis and reporting within all functional areas. The data which is captured can be organised into the following 5 categories.

- Personal data (tutors, learners, and staff – queries, learner admission and assessment information)
- Programme-specific
- Assessment
- Financial and operational
- Learner feedback

Data is collected through various methods such as booking forms, enquiry forms, telephone conversations, emails, registration forms and other appropriate means.

Information is stored in adherence with the Retention Schedule as set out by the ACSS.

8.6 Policy & Procedure for Data Protection

8.6.1 Introduction

The General Data Protection Regulation 2016 replaces the EU Data Protection Directive of 1995 and supersedes the laws of individual Member States that were developed in compliance with the Data Protection Directive 95/46/EC. Its purpose is to protect the “rights and freedoms” of natural persons (i.e., living individuals) and to ensure that personal data is not processed without their knowledge, and, wherever relevant, that it is processed with their consent.

The Irish Data Protection Act 2018 came into force on the 24th and 25th May 2018 except for Sections 7(3), 25, 30, and 176(b). The Data Protection Act 2018 was enacted to:

Establish the Data Protection Commission and to give further effect to Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016, on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and to repeal Directive 95/46/EC (*General Data Protection Regulation*); To give effect to Directive (EU) 2016/680 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data by competent authorities for the

purposes of the prevention, investigation, detection or prosecution of criminal offences or the execution of criminal penalties, and on the free movement of such data, and to repeal the Council Framework Decision 2008/977/JHA; (*Directive*); To give further effect to the Convention for the Protection of Individuals with regard to Automatic Processing of Personal Data done at Strasbourg on the 28th day of January 1981; To amend the Data Protection Act 1988; to provide for the consequential amendment of certain other enactments; and to provide for related matters.

8.6.2 Definitions

‘Personal data’ – any information relating to an identified or identifiable natural person ('data subject'); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.

‘Special categories of personal data’ – personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade-union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation.

‘Data controller’ – the natural or legal person, public authority, agency, or other body which, alone or jointly with others, determines the purposes and means of the processing of personal data; where the purposes and means of such processing are determined by Union or Member State law, the controller or the specific criteria for its nomination may be provided for by Union or Member State law.

‘Processor’ means a natural or legal person, public authority, agency, or other body which processes personal data on behalf of the controller.

‘Data subject’ – any living individual who is the subject of personal data held by an organisation.

‘Processing’ – any operation or set of operations which is performed on personal data or on sets of personal data, whether by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure, or destruction.

‘Profiling’ – is any form of automated processing of personal data intended to evaluate certain personal aspects relating to a natural person, or to analyse or predict that person’s performance at work, economic situation, location, health, personal preferences, reliability, or behaviour. This definition is linked to the right of the data subject to object to profiling and a right to be informed about the existence of profiling, of measures based on profiling and the envisaged effects of profiling on the individual.

‘Personal data breach’ – a breach of security leading to the accidental, or unlawful, destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored, or otherwise processed. There is an obligation on the controller to report personal data breaches to the Supervisory authority and where the breach is likely to adversely affect the personal data or privacy of the data subject to the data subject.

‘Data subject consent’ - means any freely given, specific, informed, and unambiguous indication of the data subject's wishes by which he or she, by a statement or by a clear affirmative action, signifies agreement to the processing of personal data.

‘Third party’ – a natural or legal person, public authority, agency, or body other than the data subject, controller, processor, and persons who, under the direct authority of the controller or processor, are authorised to process personal data.

‘Filing system’ – any structured set of personal data which are accessible according to specific criteria, whether centralised, decentralised or dispersed on a functional or geographical basis.

8.6.3 Data Protection Principles

All processing of personal data must be conducted in accordance with the data protection principles as set out in Article 5 of the GDPR (fair, lawful, transparent, specific purpose, adequate, limited, accurate, retained for no longer than is necessary, and appropriate integrity & confidentiality). CCL’s policies and procedures are designed to ensure compliance with these principles.

Personal data must be processed lawfully, fairly, and transparently.

‘Lawful’ – identify a lawful basis before you can process personal data. These are often referred to as the “conditions for processing”, for example consent.

‘Fairly’ – for processing to be fair, the data controller must make certain information available to the data subjects as practicable. This applies whether the personal data was obtained directly from the data subjects or from other sources.

The GDPR has increased requirements about what information should be available to data subjects, which is covered in the ‘Privacy Notice’.

‘Transparently’ – the GDPR includes rules on giving privacy information to data subjects in Articles 12, 13 and 14. These are detailed and specific, placing an emphasis on making privacy notices understandable and accessible. Information must also be communicated to the data subject in an intelligible form using clear and plain language.

CCL’s Privacy Notice is set out on its website www.centralcollegelimerick.ie

The specific information that must be provided to the data subject must, as a minimum, include:

- the identity and the contact details of the controller and, if any, of the controller's representative
- the contact details of the GDPR Controller
- the purposes of the processing for which the personal data are intended as well as the legal basis for the processing as well as the obligation to provide personal data.
- Sharing of personal data
- the period for which the personal data will be stored
- product and service-related data
- the existence of the rights to request access, rectification, erasure restriction, portability or to object to the processing, withdrawal of consent, to lodge a complaint and the conditions (or lack of) relating to exercising these rights, such as whether the lawfulness of previous processing will be affected
- Security of personal data
- Risks and safeguards
- Rules in relation to the processing of personal data
- The categories of personal data concerned
- The recipients or categories of recipients of the personal data, where applicable
- Where applicable, that the controller intends to transfer personal data to a recipient in a third country and the level of protection afforded to the data
- Any further information necessary to guarantee fair processing.
- Contact details of CCL
- Provision of the contents of the Privacy Notice orally
- Effects on personal data from browsing, and the use of cookies the website of CCL at <http://centralcollegelimerick.ie/>
- Automatic decision making (Profiling)
- Account management, market research or surveys
- Email communications policy
- Links
- Notification of changes

Personal data can only be collected for specific, explicit, and legitimate purposes. Personal data obtained for specified purposes must not be used for a purpose that differs from those that applied and were specified in the Privacy Notice at the time of collection of the personal data.

Personal data must be adequate, relevant, and limited to what is necessary for processing.

The Controller is responsible for ensuring that CCL does not collect information that is not strictly necessary for the purpose for which it is obtained.

All data collection forms (electronic or paper-based), including data collection requirements in the case of new information systems, must include a fair processing statement or link to Privacy Notice and be approved by the Controller.

The Controller will ensure that, on an annual basis, all data collection methods are reviewed to ensure that the collected data continues to be adequate, relevant, and not excessive (Data Protection Impact Assessment procedure to be utilised as required).

Personal data must be accurate and kept up to date and erased or rectified without delay where it is found to be inaccurate.

Data that is stored by the data controller must be reviewed and updated as necessary. No inaccurate data should be retained unless efforts are in motion to have it rectified.

The GDPR controller is responsible for ensuring that all staff are trained in the importance of collecting accurate data and maintaining it.

It is also the responsibility of CCL to request a data subject to ensure that data held by CCL is accurate and up to date. Completion of any registration, application or other form by a data subject should include a statement that the data contained therein is accurate at the date of submission.

Staff/Learners/Parents/Guardians or others should be required to notify CCL of any changes in circumstance to enable personal records to be updated accordingly. It is the responsibility of CCL to ensure that any notification regarding change of circumstances is recorded and acted upon.

The Controller is responsible for ensuring that appropriate procedures and policies are in place to keep personal data accurate and up to date, considering the volume of data collected, the speed with which it might change and any other relevant factors.

On an annual basis, the Controller will review the retention dates of all the personal data processed by CCL by reference to the data inventory and will identify any personal data that is no longer required in the context of the registered purpose. This data will be securely deleted/destroyed in line with the Disposal and Destruction Policy.

The Controller is responsible for responding to requests of rectification from data subjects within one month (Subject Access Request Procedure). This can be extended to a further two months for complex requests. If CCL decides not to comply with the request, the Controller must respond to the data subject to explain its reasoning and inform them of their right to complain to the Supervisory authority and seek judicial remedy.

The Controller is responsible for making appropriate arrangements, where third-party organisations may have been passed inaccurate or out-of-date personal data, to inform the third party that the information is inaccurate and/or out of date and that it will not be used to inform decisions about the individuals concerned; as well as passing any correction to the personal data to the third party where this is relevant.

- Personal data must be kept in a form such that the data subject can be identified for only as long as is necessary for its processing.

- Personal data processed, will be minimised, and encrypted where applicable when stored to protect the identity of the data subject in the event of a data breach.

- Personal data will be retained in line with the Personal Data Retention Policy and, once its retention date is reached, its purpose of retention must be assessed and either have its expiry date amended or else have it securely destroyed or deleted.

- The GDPR Controller must specifically approve any data retention that exceeds the retention periods defined in Personal Data Retention Policy and must ensure that the justification is clearly identified and in line with the requirements of the data protection legislation. This approval must be in writing.

- Personal data must be processed in a manner that ensures appropriate security, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures (integrity and confidentiality).

The Controller will carry out a risk assessment taking into account all the circumstances of CCL controlling or processing operations.

In determining appropriateness, the GDPR controller should also consider the extent of possible damage or loss that might be caused to individuals (e.g. staff or learners, parents / guardians) if a security breach occurs, the effect of any security breach on CCL itself, and any likely reputational damage including the possible loss of learners, parents / guardians trust.

When assessing appropriate technical measures, the GDPR controller should consider the following:

- Password protection access control
- Automatic locking of idle terminals
- Removal of access rights for USB and other memory media as well as the secure disposal of personal data stored in storage media

- Virus checking software and firewalls
- Role-based access rights including those assigned to temporary staff
- Encryption of personal data stored on devices that leave the organisations premises such as laptops
- Security of local and wide area networks
- Identifying appropriate international security standards relevant to CCL.

When assessing appropriate organisational measures, the GDPR Controller should consider the following: (Governance)

- The appropriate training levels for staff throughout CCL
- Measures that consider the reliability of employees (such as references etc.)
- The inclusion of data protection in employment contracts
- Consideration of disciplinary action measures for data breaches
- Monitoring of staff for compliance with relevant security standards
- Physical access controls to electronic and paper-based records
- Adoption of a clear desk policy
- Secure storing of paper-based data
- Restricting the use of portable electronic devices outside of the workplace
- Monitoring/Restricting the use of employee's own personal devices being used in the workplace
- Adopting clear rules about passwords
- Making regular backups of personal data and storing the media off-site
- The imposition of contractual obligations on the importing organisations to take appropriate security measures when transferring data outside the EEA.

Selection of controls to be based on identified risks to personal data, and the potential for damage or distress to individuals whose data is being processed.

The controller must be able to demonstrate compliance with the GDPR's other principles (accountability). The GDPR includes provisions that promote accountability and governance to complement the GDPR's transparency requirements. The

accountability principle in Article 5(2) requires demonstration with these principles. CCL demonstrates compliance with the data protection principles by implementing data protection notice, policies, implementing technical and organisational measures/mechanisms, as well as implementing data protection by design and default, Data Protection Impact Assessments, and Data Breach Notification Policy.

The appropriate technical and organisational measures implemented for the protection of personal data shall be reviewed yearly unless required to be reviewed sooner.

8.6.4 Rights of Data Subjects

Data subjects have the following rights regarding data processing, and their personal data that is recorded:

- To make subject access requests regarding the nature of information held and to whom it has been disclosed.
- To prevent processing likely to cause damage or distress.
- To prevent processing for purposes of direct marketing without consent.
- To be informed about the mechanics of any automated decision-taking process that will significantly affect them.
- To not have significant decisions that will affect them taken solely by automated process.
- To sue for compensation if they suffer damage by any contravention of the GDPR.
- To take action to rectify, block, erase, including the right to be forgotten, or destroy inaccurate data.
- To request the Supervisory authority to assess whether any provision of the GDPR has been contravened.
- To have personal data provided to them in a structured, commonly used, and machine-readable format, and the right to have that data transmitted to another controller.
- To object to any automated profiling that is occurring without consent.

CCL ensures that data subjects may exercise these rights:

- Data subjects may make data access requests as described in Data Subjects Rights Policy and CCL will ensure that its response to the data access request complies with the requirements of the GDPR.
- Data subjects have the right to complain to CCL in relation to the processing of their personal data, the handling of a request from a data subject and appeals from a data subject on how complaints have been handled in line with the complaint's procedure.

8.6.5 Security of Data

All staff are responsible for ensuring that all personal data that CCL holds and for which they are responsible, is kept securely and is not under any conditions disclosed to any third party unless that third party has been specifically authorised by CCL, and subject to the data subject's consent to the sharing of personal data (where applicable), as well as the third party having entered into a contract/ confidentiality agreement as required by GDPR and Data Protection Acts.

All personal data should be accessible only to those who need to use it, and access may only be granted in line with the Data Security Policy. All personal data should be treated with the highest security and must be kept:

- in a secure location with controlled access; and/or
- in a secure drawer or filing cabinet or other secure location; and/or
- if computerised, password protected in line with business requirements in the Data Security Policy: and/or
- stored on (removable) computer media and encrypted in line with the Disposal and Destruction Policy.

Care must be taken to ensure that computer screens and terminals are not visible except to authorised Employees/Staff of CCL. All staff are required to enter into a Confidentiality Agreement before they are given access to organisational information of any sort, and in particularly in relation to personal data.

Manual records may not be left where they can be accessed by unauthorised personnel and may not be removed from the college premises without explicit authorisation. As soon as manual records are no longer required for day-to-day learner support, they must be removed and secured in line with the personal data retention policy.

Personal data may only be deleted or disposed of in line with the Disposal and Destruction Policy. Manual records that have reached their retention expiry date are to be shredded and disposed of as ‘confidential waste’. Hard drives of redundant PCs are to be removed and destroyed in accordance with the instructions of the Principal before disposal, where personal or special category data cannot be securely deleted before disposal.

In order to determine the “Appropriate Technical & Organisational Measures” required to be implemented, the controller or processor shall where relevant have regards to the following:

- a. the nature of the personal data concerned
- b. the accessibility of the data
- c. the nature, scope, context and purpose of the processing concerned
- d. any risks to the rights and freedoms of individuals arising from the processing concerned
- e. the likelihood of any such risks arising and the severity of such risk
- f. the state of the art and the cost of implementation
- g. guidelines, recommendations and descriptions of best practice issued by the Commission or the European Data Protection Board

8.6.6 Disclosure of Data

CCL must ensure that personal data is not disclosed to unauthorised third parties. All staff should exercise caution when asked to disclose personal data held on data subjects to a third party. It is important to bear in mind whether disclosure of the information is relevant to, and necessary for, the conduct of CCL’s purpose.

All requests to provide data for one of these reasons must be supported by appropriate paperwork and all such disclosures must be specifically authorised by the Controller.

8.6.7 Retention and Disposal of Data

CCL shall not keep personal data in a form that permits identification of data subjects for longer a period than is necessary in relation to the purpose(s) for which the data was originally collected and processed.

CCL may store data for longer periods if the personal data is to be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes, subject to the implementation of appropriate technical and organisational measures to safeguard the rights and freedoms of the data subject.

The retention period for each category of personal data will be set out in the Personal Data Retention Policy along with the criteria used to determine this period, including any statutory obligations that CCL must adhere to in relation to the retention of the personal data.

CCL's personal data retention policy and Disposal and Destruction Policy applies in all cases.

Personal data must be disposed of securely in accordance with the principle of the GDPR – processed in an appropriate manner to maintain security, thereby protecting the “rights and freedoms” of data subjects. Any disposal of data will be done in accordance with the Disposal and Destruction Policy.

8.6.8 Responsibilities of Employees

All of CCL's Board of Management, Principal, Deputy Principal, Assistant Principals, CCL Coordinator, Programme Coordinators and staff have the responsibilities as set out in this Data Subject's Rights Policy.

The protection of personal data is the role and responsibility of Board of Management, Principal, Deputy Principal and staff of CCL.

8.7 Personal Learner Data Protection

8.7.1 Grounds for Processing

Under the Data Protection Acts and the GDPR, CCL are required to provide data subjects with the legal grounds or lawful basis that we are relying on for processing personal data.

The legal grounds for processing personal data are as follows:

- Consent
- Performance of a contract
- Legal obligation
- Vital interest
- Public interest; or Legitimate interests

Explicit consent is required where special categories, also known as sensitive personal data are being processed.

CCL may be able to rely on a number of legal bases for collecting personal data. For example, as employers, CCL can justify processing an employee's personal data as necessary for the performance of a contract and as part of a statutory requirement. As a service provider CCL relies on legal obligation as well as the performance of a contract to process personal data.

If there is no justification for retaining personal information, then that information should be routinely deleted. Information should never be kept "just in case" a use can be found for it in the future. If CCL wishes to retain information about staff, learners, parents/guardians, etc, to help it to provide a better service to them in the future, it must obtain their consent in advance unless there is some other lawful basis for processing such data as described above.

8.7.2 Further Processing

Further retention of personal data will be lawful only when it is compatible with the purposes for which it was originally collected. In a case where no separate legal basis is required - it may be relied on where it is necessary, for exercising the right of freedom of expression and information, for compliance with a legal obligation, for the performance of a task carried out in the public interest or in the exercise of official authority vested in the data controller, on the grounds of public interest in the area of public health, for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes, or for the establishment, exercise or defence of legal claims.

8.7.3 Right of Erasure by the Data Subject

CCL shall erase the personal data of a data subject who requests the erasure of personal data concerning him or her without undue delay or will ensure the erasing of personal data without undue delay where one of the following grounds apply:

- a) the personal data are no longer necessary in relation to the purposes for which they were collected or otherwise processed
- b) the data subject withdraws consent on which the processing is based according to point (a) of Article 6(1) 'Lawfulness of Processing' or point (a) of Article 9(2), 'Processing of special categories of personal data' the existence of the right to withdraw consent at any time, without affecting the lawfulness of processing based on consent before its withdrawal; and where there is no other legal ground for the processing
- c) the data subject objects to the processing pursuant to Article 21(1) 'Right to Object' and there are no overriding legitimate grounds for the processing, or the data subject objects to the processing pursuant to Article 21(2) 'Direct Marketing'
- d) the personal data has been unlawfully processed
- e) the personal data has to be erased for compliance with a legal obligation in Union or Member State law to which the controller is subject

- f) the personal data have been collected in relation to the offer of information society services referred to in Article 8(1) 'offer of information society services directly to a child'.

A record of erasing the data subject's personal data shall be recorded in the "Data Subject Rights Request Record".

8.7.4 Document Retention Procedure

As a college, CCL is required to retain certain records, usually for a specific amount of time. The accidental or intentional destruction of these records during their specified retention periods could result in the following consequences:

- Fines and penalties
- Loss of rights
- Obstruction of judicial process
- Contempt of court charges
- Serious disadvantages in litigation

CCL must retain certain records because they contain information that:

- Serves as CCL corporate memory.
- Have enduring business value (for example, they provide a record of a business transaction, evidence of CCL's rights or obligations, protect its legal interests or ensure operational continuity).
- Must be kept in order to satisfy legal, accounting or other regulatory requirements.

CCL must balance these requirements with its statutory obligation to only keep records for the period required and to comply with data minimisation principles.

8.7.5 Types of Documents

This policy explains the differences among records, disposable information, personal data and confidential information belonging to others.

Records

A **record** is any type of information created, received or transmitted in the transaction of CCL's business, regardless of physical format. Examples of where the various types of information are located are:

- Appointment Diary, sign-in/out records and calendars
- Audio and video recordings
- Computer programs
- Contracts
- Electronic files
- E-mails
- Handwritten notes
- Invoices
- Letters and other correspondence
- Memory in mobile phones and PDAs
- Online postings, such as on Facebook, Twitter and other sites
- Performance reviews
- Voicemails

Therefore, any paper records and electronic files, that are part of any of the categories listed in the ACCS Records Retention Schedule must be retained for the amount of time indicated in the Records Retention Schedule.

A record must not be retained beyond the period indicated in the Record Retention Schedule, unless a valid business reason (or a litigation hold or other special situation) calls for its continued retention.

If a staff member is unsure whether to retain a certain record s/he should contact the Principal.

CCL's Data Protection Monitor's contact is: Sinéad Moloney Principal, who may be contacted at moloneys@cnnlimerick.ie

8.7.6 Disposable Information

Disposable information consists of data that may be discarded or deleted at the discretion of the user, once it has served its temporary useful purpose and/or data that may be safely destroyed because it is not a record as defined by this policy. Examples may include:

- Duplicates of originals that have not been annotated
- Preliminary drafts of letters, memoranda, reports, worksheets and informal notes that do not represent significant steps or decisions in the preparation of an official record
- Books, periodicals, manuals, training binders and other printed materials obtained from sources outside of CCL and retained primarily for reference purposes
- Spam and junk mail

8.7.7 Personal Data

Personal Data is defined as any data which can identify an individual either on its own or when combined with other data which CCL possesses. Some examples of personal data include names and addresses, email addresses, CVs, details of previous employment, medical records and references. CCL has specific obligations relating to personal data as set out in the Data Protection Act and the GDPR.

8.7.8 Confidential Information Belonging to Others

Any confidential information that an employee may have obtained from a source outside of CCL, such as a previous employer, must not, so long as such information remains confidential, be disclosed to or used by CCL. Unsolicited confidential information submitted to CCL should be refused, returned to the sender where possible and deleted, if received via the Internet.

8.7.9 Role & Responsibilities in relation to Records Management

The Board of Management, together with the Principal are responsible for identifying the documents that CCL must or should retain, and determining, the proper period of retention. These responsibilities include:

1. Arranging for the proper storage and retrieval of records.
2. Handling the destruction of records whose retention period has expired.
3. Planning, developing and prescribing document disposal policies, systems, standards and procedures.
4. Monitoring departmental compliance so that employees know how to follow the document management procedures while ensuring legally that CCL's records are controlled.
5. Ensuring that the Board of Management and the Principal are aware of their departments' document management responsibilities.
6. Developing and implementing measures to ensure that the Board of Management and the Principal know what information CCL has and where it is stored, that only authorised users have access to the information, and that CCL keeps only the information it needs.
7. Establishing standards for filing and storage equipment and record keeping supplies.
8. In cooperation with the school management team, identifying essential records and establishing a business backup plan to ensure maximum availability of CCL's records and re-establish operations quickly and with minimal interruption and expense.
9. Determining the practicality of and, if appropriate, establishing a uniform filing system and a forms design and control system.
10. In conjunction with the Board of Management, periodically reviewing the records retention schedules and legislation to determine if CCL's document management Programme and its Records Retention Schedule is in compliance with the regulations and legislation.
11. In conjunction with the Board of Management, informing the various department heads of any laws and administrative rules relating to college records.
12. In conjunction with the Board of Management explaining to all members of staff their duties relating to the document management program.
13. Ensuring that the maintenance, preservation, micro filing, computer disk storage, destruction or other disposition of CCL's records is carried out in accordance with this policy, and our legal requirements.

14. Planning the timetable for the annual records destruction exercise and the annual records audit, including setting deadlines for responses from departmental staff.
15. Evaluating the overall effectiveness of the document management program.
16. Reporting annually to the Board of Management on the implementation of the document management programme in each department.

8.7.10 How to Store and Destroy Records

Storage

CCL's records must be stored in a safe, secure and accessible manner. Any documents and financial files that are essential to its operations during an emergency must be duplicated and/or backed up regularly and maintained off site through its server, Cloud Storage service and encrypted.

Destruction

CCL is responsible for the continuing process of identifying the records that have met their required retention period and supervising their destruction. The destruction of personal data, confidential, financial and personnel-related records must be conducted by shredding. The destruction of electronic records must be coordinated with advice from IT Post Holder /Principal.

The destruction of records must stop immediately upon notification from the Board of Management that a litigation hold is to begin because CCL may be involved in a litigation or an official investigation. Destruction may begin again once the Board of Management lifts the relevant litigation hold.

8.8 Data Protection and Freedom of Information

Central College Limerick endeavours to comply with all relevant data protection regulation, respecting rights and freedom of individuals. Personal data of the learners including their name, contact details, PPS number, date of birth, programme of study, attendance and results are gathered and maintained on the Microsoft 365 Platform in order to adequately fulfil its commitment to contracts and the delivery of quality services. This data is collected and used throughout the duration of learners' programmes to support efficient delivery of service.

Appendices: Information and Data Management

All policies are available upon request in an Information and Data Management Folder.

9 Public Information and Training

9.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	10 th January 2022	29 th March 2022	2 Years

Policy Statement:

CCL recognises that good communication with its staff, management, external organisations and learners is needed for a highly efficient and effective service. CCL is committed to a communication policy that allows diverse and transparent communication with its learners. CCL recognises the importance of providing information to prospective and current learners, staff and other stakeholders. The following processes and procedures outline CCL's approach to this making sure that information published is clear, accurate, objective, up to date and easily accessible for all stakeholders.

CCL also recognises the importance of obtaining and acting upon information and feedback from all learners, staff, and key stakeholders to maintain and improve the quality of its service.

9.1 Communication with Learners

CCL obtains learners' perceptions, both in an individual capacity and in the learning group, on their experiences of the programme and services. CCL is committed to providing communications with learners that facilitate:

- Provision of accurate and updated information about its programmes and services to interested agencies, learners, and potential learners
- Access to inclusive, clear, and concise information to ensure easy comprehension

- Encouragement of constructive feedback from learners in both a formal and informal manner about improvement of services
- Development of procedures to promote ongoing communications between the staff and learners throughout the duration of the programme
- All learners are made aware of the Learner Handbook and additional information that is available on Microsoft Teams

9.2 Communication with Staff

Staff are encouraged to communicate with management as well as amongst each other to provide a quality service. Communication structures are in place to develop an internal communications system to ensure that staff can contribute fully to the college. This is done at weekly Coordinator meetings and termly staff meetings.

Structures put forward to ensure quality of service including emails sent to staff with important notices, regular planning and review meetings and an open-door policy with management. The Tutor Handbook signposts the most relevant policies.

CCL also recognises the importance of the following:

- Promoting greater co-operation and motivation by clearing misunderstandings and solving problematic issues that may arise in the workplace amongst staff
- Ensuring that all staff members appreciate and represent the mission of the organisation to the learners and relevant stakeholders

Meetings occur regularly with various CCL staff members for example:

- Coordinator Meetings
- Quality Assurance review meetings to discuss the functioning of the quality system of the college
- Academic meetings to review ongoing academic processes

9.3 Communication with Stakeholders

CCL aims to be able to provide relevant and up-to-date information and reports on the standards of service, quality and cost effectiveness of its programme and QA procedures to all its stakeholders. Communication is primarily through the college's website and on social media platforms.

CCL recognises that the performance of the overall programme needs to be carefully monitored on an ongoing basis and facilitates communication with external stakeholders who have an interest in accessing the services provided. Information is provided to external stakeholders via:

- Prospectus/Brochure
- Website
- Education fairs
- Social Media
- Local Media – Newspapers/Radio

The Board of Management is ultimately responsible for approving all communications to ensure that they are clear, accurate and up to date. The Academic Board ensures the accuracy of communications in relation to all academic related content. CCL is committed to publishing QA policies and procedures on its website.

9.4 Publication of Quality Assurance Documents and Evaluation Reports

We publish our quality assurance manual and key findings from quality assurance evaluation reports in an easily accessible format and location on our website as soon as practicable after the evaluation event and in line with QQI requirements, after they have been considered and approved for publication by the Academic Board and the Board of Management.

9.5 Information Related to QQI

As a provider recognised by QQI, we comply with QQI's requirements regarding the provision of QQI information. We are aware that if we provide enrolled learners with information which is false or misleading in any material respect, we are committing an offence. The CCL Coordinator ensures that references to QQI and the NFQ that we publish are correct and accurate and that we use only the current versions of the NFQ graphic and the QQI award brand. As part of our programme review process, we review the information about us on the Irish Register of Qualifications and contact QQI with regard to any changes or errors. We also review and update our organisational chart annually as required and inform QQI of any organisational changes that may impact on our relationship with QQI. The CCL Coordinator is our main point of contact with QQI and is responsible for distributing communications from QQI to other members of the programme team and governance units.

Appendices: Public Information and Training

Appendix A – Public Information and Communications Policy

Public Information and Communications Policy

1.0 Policy Statement

Central College Limerick recognises that good communication with its staff, management, external organisations and learners is needed for a highly efficient and effective service. CCL is committed to a communication policy that allows diverse and transparent communication with its learners.

CCL recognises the importance of providing information to prospective and current learners, staff and other stakeholders that is clear, accurate, objective, up to date and easily accessible for all stakeholders. The following processes and procedures outline CCL's approach.

CCL also recognises the importance of obtaining and acting upon information and feedback from all learners, staff and key stakeholders to maintain and improve the quality of its service.

1.1 Scope

This policy applies to all staff and relates to all types of internal and external communications. Communications should always be clear and carried out in a timely, appropriate and effective manner. This policy is informed by QQI's Core Statutory Quality Assurance Guidelines which requires CCL to ensure that:

- Information published is clear, concise, accurate, objective, up to date and easily accessible
- Information published in respect of programmes of education and training complies with the spirit and requirements of the 2012 Act, including the

requirements specified on preparing and reporting on quality assurance procedures

1.2 Definition of Communication

Communication is the process of sharing information both internally and externally.

- Internal communications may include, but are not limited to: Staff Intranet, staff newsletters, emails, meetings, minutes of meetings, presentations, noticeboards, posters, staff meetings, evaluations, feedback and reports.
- External communications may include, but are not limited to: CCL website, social media platforms, presentations, radio and newspaper interviews, noticeboards, posters, careers fairs, meetings, evaluations, feedback and reports.

2.0 Policy Implementation

This policy and related procedures have been developed by the QA Team and approved by the BOM as a response to the recognition that clear communication can both protect and enhance the effectiveness of its work and the value of its role both within the county and nationally. CCL is committed to:

- Transparent and respectful communication that is inclusive of its diverse range of learners and stakeholders
- Developing and improving provision through feedback from learners, staff and key stakeholders to maintain and improve the quality of its service
- Dissemination of information about activities and events
- Responding to information in a timely and effective manner

CCL strives to communicate in a variety of formats to reflect the diversity of its stakeholders. Forms of communication include:

- **Verbal:** Interpersonal communication, learner/staff communications within learning environments, announcements, meetings, phone calls
- **Written:** Letters, notes, memos, calendars of events, reports
- **Meetings:** Staff meetings, programme department meetings, Coordinator meetings, steering committees
- **Electronic:** Emails, Microsoft Teams, SharePoint, text messaging
- **Digital:** CCL Website and social media platforms

2.1 Responsibility

Effective communication is the responsibility of all staff and relates to all types of internal and external communications. Furthermore, all members of staff have a responsibility to treat all information in compliance with the General Data Protection Regulation (GDPR) and CCL's policy on Data Protection.

This policy recognises:

- Internal communications as meaning both verbal and written communications with staff and learners
- External communications as meaning both verbal and written communications for and with the general public, including learners and external stakeholders

All staff have a responsibility to:

- Maintain courteous and professional relationships with colleagues, learners, external stakeholders and the public at all times
- Communicate effectively within their staff teams and within areas of responsibility
- Actively create a culture that ensures a two-way communications process
- Ensure a flow of positive and current information that reflects the excellence of delivery of the service by maintaining clear and open communication channels

- Ensure that all information, including statistical data, that contributes to reports, social media, website, notices, press releases and evaluations are accurate
- Ensure the security of all recorded communications is in compliance with GDPR
- Exercise caution in respect of security of information when relaying information verbally
- Treat all communications with respect and confidentiality where appropriate

3.0 Central College Limerick's Procedures on Public Information and Communication

These procedures describe how CCL will implement the Public Information and Communication policy and the processes within it.

No.	Procedures and Processes	Responsibility
1	Communication with Learners	
	<p>1.1 Website</p> <p>Central College Limerick's website (www.centralcollegelimerick.ie) will be used to outline Programmes and share information with learners and potential learners.</p>	CCL Coordinator QA Officer POR - Marketing
	<p>1.2 Programmes on FETCH</p> <p>Further Education and Training Programme Hub will be used to publish programmes offered by CCL. Information published on programme details will be clear, concise, accurate, objective, up to date and easily able (www.fetchcourses.ie)</p>	CCL Coordinator
	<p>1.3 Prospectus</p> <p>The prospectus provides information on the programmes that are available for the academic year and is circulated to:</p> <ul style="list-style-type: none"> • Potential learners in local Secondary Schools • Local Youthreach Centres • Local Unemployment Centres • VTOS (Vocational Training Opportunities Scheme) • Community Training Organisations 	CCL Coordinator QA Officer Principal
	<p>1.4 Social Media</p> <p>Learners will be communicated with through the following social media channels:</p> <ul style="list-style-type: none"> • Facebook (@Central College Limerick) • Twitter (@CCLAdultEd) • Instagram (@centralcollegelimerick) • You Tube (Central College Limerick) 	CCL Coordinator QA Officer Principal POR - Marketing
	<p>1.5 Learner Induction</p> <p>At induction, learners will be provided with:</p> <ul style="list-style-type: none"> • Information on policies and procedures and expected behaviour • Programme Timetable • Calendar of Events • Learner Handbook 	CCL Coordinator Programme Coordinators

<p>1.6 Teaching and Learning</p> <p>Teaching and learning will involve:</p> <ul style="list-style-type: none"> • Clear instructions and guidelines • Two-way communication 	<p>Principal CCL Coordinator Programme Coordinators Programme Tutors</p>
<p>1.7 Information on Assessment</p> <p>Learners will be provided with the following information on assessment:</p> <ul style="list-style-type: none"> • Assessment schedules • Assessment techniques within the assessment schedule • Feedback on draft assessments 	<p>Principal CCL Coordinator QA Officer Programme Coordinators Programme Tutors</p>
<p>1.8 Feedback from Learners</p> <p>The following methods will be used to gain feedback from learners:</p> <ul style="list-style-type: none"> • Early Satisfaction Surveys • Programme Reviews <p>Learner feedback will be used to inform:</p> <ul style="list-style-type: none"> • Programme Programmes and reviews • QA Reports 	<p>CCL Coordinator QA Officer</p>
<p>1.9 School Visits and Open Days</p> <p>Information relating to CCL Programmes will be delivered by way of information briefings to internal and external stakeholders. Information will be communicated as follows:</p> <ul style="list-style-type: none"> • Briefings and presentations in post primary schools with questions and answer sessions • CCL tours for local schools 	<p>Principal CCL Coordinator Programme Coordinators</p>

No.	Procedures and Processes	Responsibility
2	Communication with Staff	
	<p>2.1 Staff meetings Formal staff team meetings will take place on a regular basis. Agenda and minutes will provide arecord of these meetings.</p>	Principal CCL Coordinator
	<p>2.2 Written and Verbal Communications The following methods of communication are usedon a regular basis by staff:</p> <ul style="list-style-type: none"> • Email • Teams Announcements • SharePoint • Reports • Letters • Text Messaging 	Principal CCL Coordinator
	<p>2.3 Staff Recruitment and Development Vacancies will be advertised on www.educationposts.ie</p>	Principal
	<p>2.4 Staff Induction Staff induction will include:</p> <ul style="list-style-type: none"> • Information on policies and procedures 	CCL Coordinator Principal
	<p>2.5 Feedback from Staff The following methods may be used to gain feedback from staff:</p> <ol style="list-style-type: none"> 1. Staff team meetings 2. Questionnaires <p>Staff feedback will be used to inform:</p> <ul style="list-style-type: none"> • Continual Improvement of Programmes • Quality Assurance and Self-Evaluation Reports 	All Staff
	<p>2.6 Handbooks Staff will have access to copies of:</p> <ul style="list-style-type: none"> • Tutor Handbook • Quality Assurance Handbook 	Principal CCL Coordinator
	<p>2.7 Website, Intranet and Social Media Communication with staff will include the use of CCL’s website to share information and to provide updates. Information will also be shared via social media platforms:</p> <ul style="list-style-type: none"> • Facebook (@Central College Limerick) • Twitter (@CCLAdultEd) • Instagram (@centralcollegelimerick) • You Tube (Central College Limerick) 	CCL Coordinator QA Officer Principal POR - Marketing

10 Other Parties Involved in Education and Training

10.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	10 th January 2022	29 th March 2022	2 Years

Policy Statement:

CCL is committed to creating and maintaining relationships with other organisations and stakeholders in the education and training sector who can assist it in achieving its mission to achieve the very best standard of teaching and learning.

10.2 Partnerships and Second Providers

CCL does not require the use of second providers for any of its programmes. It is the intention of the college not to subcontract any of its programmes. Appropriate QA procedures including due diligence on the reputation, legal status and obligations (such as GDPR, Health & Safety, Protection for learners, etc) are in place should there be any such need with formal approvals from the Board of Management in order to finalise any partnership.

10.3 External Evaluator

CCL selects an External Evaluator. This selection is based on their match to the stated selection criteria and CCL's assessment of their ability to make a positive contribution to the formal review of its QA system every 5 years (See Section 11).

11. Self-Evaluation, Monitoring and Review

11.1 Policy Statement

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	Frequency
BOM	Principal	2	10 th January 2022	29 th March 2022	2 Years

Policy Statement:

We continually monitor and evaluate our programmes, the quality of provision and the learning and teaching environment in order to ensure high quality programmes and to identify opportunities for development and improvement. Ongoing monitoring and regular review and evaluation is essential if we are to ensure that we are meeting the requirements of learners, staff, tutors, QQI and other stakeholders and that our programmes are updated and regularly refreshed. Review and self-evaluation differ in frequency and scale. Programme review is on-going and typically focuses on specific indicators. Formal self-evaluation has a broad, systemic focus and is conducted at specified intervals. To ensure effective and thorough self-evaluation we take the views of all stakeholders; learners, graduates, staff, tutors, employers, QQI, external authenticators and governance units into account and regard them as central to the processes. We regard the selection of a suitable external evaluator who is competent to make a positive contribution to the process and to future plans for the programme as being key to the success of the self-evaluation exercise. The outputs of all our review and evaluation processes is reported to the Board of Management and used to implement change and improve, helps us to identify best practice and stay abreast of developments that impact on our programmes.

11.2 Ongoing Monitoring and Evaluation

Record	Detail	Responsibility	Frequency
Learner Feedback	Learner feedback and suggestions for improvement are encouraged on an ongoing basis through the various channels. The Learner Feedback Form is completed by learners at the end of every year. Early Satisfaction Surveys will be used as an additional opportunity for learner feedback. Learners will also have the opportunity to share their feedback through their class representative at bi-weekly meetings.	<ul style="list-style-type: none"> • CCL Coordinator 	On-going
Internal Verification Reports	The Internal Verifier confirms that assessment procedures have been applied consistently across all assessment activities and that assessment results are recorded accurately. Issues and commendations are recorded in the Internal Verification report.	<ul style="list-style-type: none"> • CCL Coordinator 	Each QQI Key Assessment Date
External Verification Reports	Assessments are externally authenticated as part of the assessment process. This provides independent confirmation that CCL has assessed the learners fairly and consistently, that the marking and grading is valid and reliable and meets the national standard for the award and that CCL is compliant with the requirements for the award. Issues and commendations are recorded in the External Verification Report.	<ul style="list-style-type: none"> • CCL Coordinator • Quality Assurance Officer 	Each QQI Key Assessment Date
Results Approval Panel Report	A Results Approval Panel formally reviews and approves results data. The panel confirms that assessment results	<ul style="list-style-type: none"> • CCL Coordinator 	Each QQI Key Assessment Date

	are fully quality assured and signed-off prior to submission to QQI for certification and prior to issuing results to learners.		
Attendance Records	The tutors complete learner attendance records on VSWare. These records inform CCL about one aspect of learners' engagement. Poor attendance may be an indicator of the level of quality and effectiveness of a programme. The CCL Coordinator reviews the attendance records monthly and follows up with learners as needed. If issues with a programme are the reason for poor attendance, the CCL Coordinator will bring the matter to the relevant person (Principal /QA Officer/ Programme Coordinator/Tutor).	<ul style="list-style-type: none"> • Tutors • CCL Coordinator 	On-going
Completion, Retention and Drop-out Rates	Analysis of completion, retention, and drop-out rates of learners throughout Programme modules, checking for patterns of attendance, stage of drop-outs or any areas for concern. Poor completion rates or drop-outs may be an indicator of the level of quality and effectiveness of a module. Going forward drop-out surveys will be used to better understand why a learner has left a Programme. The CCL Coordinator liaises with the QA Officer to form an Early Leavers Report. The QA Officer brings this report to the Academic Board.	<ul style="list-style-type: none"> • CCL Coordinator 	On-going (after each module)
Appeals	Appeals can be requested by the learner upon submission of the Appeals Form within a set period after the results have been released.	<ul style="list-style-type: none"> • CCL Coordinator 	On-going (after Results are released)
Complaints Log	Monitored monthly by the CCL Coordinator to ensure that any issues	<ul style="list-style-type: none"> • CCL Coordinator 	Monthly

	raised are resolved and closed off. Any recurring issues will be brought to the QA Officer who will bring it to the Academic Board. Any complaints of a serious nature are brought to the Principal.	<ul style="list-style-type: none"> • Quality Assurance Officer • Principal 	
Adequacy of facilities and resources	Monitored on an ongoing basis by the CCL Coordinator to ensure that any issues raised are resolved and closed off. Any recurring issues will be brought to the QA Officer who will bring it to the Academic Board. Any complaints of a serious nature are brought to the Principal.	<ul style="list-style-type: none"> • CCL Coordinator • Quality Assurance Officer • Principal 	Ongoing
Review any changes to Risk Assessment document.	The Health & Safety Officer will organise a quarterly meeting of the Risk Assessment Team and review changes to the Risk Assessment Documentation.	<ul style="list-style-type: none"> • Risk Assessment Team 	Quarterly

11.2.1 Learner Feedback

We use a range of mechanisms to gather feedback from learners. We encourage them to give us feedback by completing early satisfaction surveys and end of year feedback forms. They also give us informal feedback through meetings with tutors or any member of the programme team and through their class representative at bi-weekly meetings. There is also a learner representative on the Academic Board. Occasionally we may use structured group discussions/focus group meetings. This is primarily done as part of our self-evaluations. The feedback forms are designed to elicit honest feedback about the programme content, tutors, learner supports, teaching and learning methodologies, the quality of the facilities, and any other matters relevant to the learner and ask for both qualitative and quantitative feedback. The tutors emphasise to the learners the benefits of providing feedback at induction and during the programme.

11.2.2 Tutor Feedback

Collecting, analysing and acting on tutor feedback is an essential element of our monitoring. All tutors must submit a completed evaluation form at the end of the programme. This allows issues to be identified and responded to appropriately, as well as further supports to be put into place, if needed.

11.2.3 Feedback from Early Leaver Forms

We pay particular attention to learners who exit early/do not complete a programme and consider feedback from early leavers when reviewing and evaluating our programmes and supports. If the learner who has decided to leave a programme contacts us, the CCL Coordinator discusses the reasons with them and records details. If it is an issue we can help with, we put whatever supports we can in place. If the learner does not contact us, the CCL Coordinator contacts the learner to confirm if they have exited the programme, discusses the reasons for the early exit and asks if there is anything we can do to help or support them.

11.3 Reviewing and Maintaining Programmes

Our Programme Team review and critically re-appraise programmes every two years and make modifications within the bounds of validation. Programme reviews are also forward looking, and we use the review data to inform the development of the programme. The Programme Team is made up of all those who are directly involved in all aspects of the programme. The Principal is responsible for convening the meetings and managing the documentation. The QA Officer brings the programme Review Report to the Academic Board.

11.3.1 Programme Review Procedure

- The QA Officer plans the review and confirms the outline of the Programme Review Report and a timeline
- The key members of the Programme Team produces a draft programme report based on the agreed headings in the Programme Review Report

- The Programme Team meet to discuss the findings/recommendations in the draft programme report and agree an action plan for programme enhancement.
- The QA Officer presents the draft programme report/action plan to the Academic Board for review, comment and approval.
- The QA Officer updates the programme content after every review and highlights the changes to the tutors at Programme Team meetings
- The QA Officer and Principal monitors the implementation of the action plan and documents progress. The action plan is viewed a living document which is regularly referenced, edited and updated
- The QA Officer reports on progress at programme team meetings and highlights any gaps

11.3.2 Monitoring the Quality of Work Placement

The Work Placement Tutor is responsible for monitoring the quality of Work Placements and reporting on it to the QA Officer. This information is stored on the Work Placement Database. The tutor monitors the following:

- Feedback from the Work Placement supervisors
- Quality of the Work Placement journals
- Feedback from the learners on placement and the external authenticator
- Assessment results for the work experience module

11.3.3 Programme Review Report

The Programme Review Team reflect on the following when forming their annual report:

- Data on learner enrolments, retention, completion and progression is extracted from our learner record system
- The curriculum content/programme materials and resources – are they up to date, reflect best practice and in line with current thinking and regulation?
- The assessment strategy

- Adequacy of learner materials and supports, premises, equipment and facilities
- programme staffing, management and administration
- Data from ongoing monitoring and evaluation
- Grade analysis and benchmarking
- Authentication reports
- Views of employers and other stakeholders e.g. Work Placement supervisors
- Overall learning experience and success of the programme

11.4 Self-Evaluation

Policy

“The self-evaluation by a provider of its programmes and services is a fundamental part of its quality assurance system. It is a way of developing the programme through constructive questioning leading to positive recommendations and improvement planning. It should be viewed as a process primarily for the benefit of the programme, its current and future learners and the staff working on it.” (QQI 2016)

The Self-evaluation of a programme or a related group of programmes is a collaborative, reflective process of internal review and external evaluation which we undertake every five years in line with revalidation. The process is enhancement-based and focuses on identifying improvements to programmes, policies, structures and processes. It is a wide-scale comprehensive review of all aspects of a programme and the quality assurance processes that underpins it. Equally important, it is forward looking, and we use the data produced to inform the development and future planning for the programme (if we decide to continue with the programme). The findings of our self-evaluations are detailed in a self-evaluation report (SER) which articulates our vision and plans for the programme. The SER is published on our website and submitted to QQI after it has been approved by the Academic Board.

11.4.1 Aims of Self-Evaluation

- To provide the data to make an informed decision to retire or revalidate the programme and help us plan for the future of the programme
- To give programme teams an opportunity to systematically look at how they deliver the programme, the quality of the programme and the quality assurance processes that support provision
- To examine how the programme is innovating and adapting to change and how it is competing in the market
- To examine the governance and management of the programme
- To identify the strengths and weaknesses of a programme and areas needing improvement
- To develop a quality improvement plan
- To further embed a quality culture
- To identify current gaps and priorities for improvement in the context of QQI statutory QA guidelines

11.4.2 Process of Self-Evaluation

The process involves evaluation, reflection, review and reporting on the quality and effectiveness of a programme/s using quality assurance data collated during the 5-year period being addressed by the evaluation. We group modules leading to a major or special purpose award, where there is significant overlap in terms of content and focus, for evaluation.

The Principal establishes a self-evaluation team (SET) and appoints the QA Officer to coordinate. The SET membership comprises of a representation of Programme Tutors and Programme Coordinators, the Principal, the CCL Coordinator, the QA Officer, a recent graduate, an employer/industry representative and an independent evaluator.

11.4.3 Learner Involvement in Self-Evaluation

- A learner/recent graduate is a member of the SET
- Feedback from learner focus group meetings and learner evaluations recorded on an ongoing basis feed into self-evaluation
- The external evaluator consults with current and past learners and those who have left before without completion as part of the external evaluation process

11.4.4 Selection and Appointment of the External Evaluator

Selection Criteria for External Evaluator

- Independent of our organisation and the programme
- Able to provide objective feedback
- Experienced in programme evaluation
- Have broad subject matter expertise and a recognised qualification
- Capable of comparing the quality of programmes being evaluated with that of similar programmes
- Competent to contribute to the development and enhancement of the programme(s) being evaluated
- Familiar with qualifications frameworks and the National Framework of Qualifications (NFQ) in particular

The Principal sources a suitable external evaluator and obtains CVs, details of professional qualifications and relevant experience confirming the suitability of the appointment. The appointment is approved by the BOM. The evaluator is selected based on their match to the stated selection criteria. The BOM approve the external evaluator and set out the details of the arrangements in a contract which is signed by the external evaluator and the chairperson of the BOM. We use peer reviewers whenever possible (i.e., a person from another provider who can give an informed view on the success of the programme and able to contribute to its improvement)

What we consider and evaluate

- The views of the Board of Management, the Academic Board, current and past learners and those who have left before completion, tutors, employers/industry, work placement supervisors (if applicable) and other stakeholders, all members of programme team and of an independent evaluator
- The current and future demand for the programme
- Similar programmes being offered by other providers
- Financial viability of the programme
- The relevance of the programme to the sector/learner profile it was designed for
- A review and critical analysis of the QA system which facilitates the achievement of the programme aims and objectives
- Programme strengths and weaknesses
- Performance of learners including grade profiles and trends, progression and completion rates, retention, withdrawal rates
- Curriculum and assessment processes
- Resources required to deliver the programme including human resources and the levels of training and assessment skills required
- The success of the teaching, assessment, and learning strategy
- Links with employers, industry, the business and wider community
- Transfer and progression pathways
- Findings from programme reviews
- Findings of QQI monitoring reports
- Legislative/regulatory changes which impact on the programme
- Changes in QQI requirements
- Suitability and appropriateness of the physical facilities and anticipation of changing needs in the future
- Suitability and appropriateness of the IT resources and infrastructure which supports the programme
- Minimum entry requirements and their appropriateness for the current context

11.4.5 Outcomes of the Self-Evaluation Process

- Self-Evaluation Report (SER) and a programme improvement plan based on the recommendations approved by the Academic Board
- Updates and modifications to our QA system/revised QA documentation
- SER submitted to QQI following approval
- Relevant and useful feedback is conveyed to tutors and other relevant stakeholders

11.5 Improvement and Enhancement

To continually develop a culture which focuses on the quality of the learner experience, CCL regularly engages in dialogue with learners, tutors, employers, staff and other stakeholders. CCL is committed to ensuring that all on-going self-evaluation activities result in a detailed improvement plan which is regularly reviewed by the QA Team.

Appendices: Self-Evaluation, Monitoring and Review

Appendix A: Learner Feedback Form

Programme Title: _____

1=Strongly Disagree, 2= Disagree, 3 = Unsure, 4 = Agree, and 5 = Strongly Agree

	1	2	3	4	5
1. The expected outcomes of the programme were clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The programme was well organised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I had access to sufficient materials to support my learning (handouts, books, laptop, Teams etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received feedback on my performance to help me improve my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The modules were well prepared and easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The tutors were patient in explaining difficult concepts and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The tutors/coordinators were approachable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The programme work, assessment and learning activities matched the learning outcomes set out by the tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How difficult (overall) did you find this?					
easy <input type="checkbox"/>	fairly easy <input type="checkbox"/>	fairly difficult <input type="checkbox"/>	difficult <input type="checkbox"/>		
10. What did you like about this programme?					

11. What suggestions can you offer that would help make this programme a more valuable learning experience for you?

12. Would you recommend this programme to a friend? Why/Why not?

13. Where did you hear about Central College Limerick before starting here?

14. Any other comments which you may feel are relevant.

Appendix B: Early Satisfaction Survey

Early Satisfaction Survey

1. What programme are you currently studying in CCL?
2. Overall, how would you rate your CCL experience so far?
3. What has been your favourite part about your CCL experience to date?
4. What has been your least favourite part about your CCL experience to date?
5. Is there anything hindering your learning experience at the moment? (e.g., access to digital devices, books etc.)
6. Are you happy with all the facilities available to you? If no, what facilities would you improve?
7. Where did you hear about CCL?
8. Would you recommend CCL to a friend?
9. Has the programme matched up to your expectations? Why/Why not?
10. Any other comments.

Appendix C: Peer Observation Form

Peer Observation Form

Date:

Observer:

Class Cohort:

Module:

1. Introduction: Learning objectives clear? Structure of class outlined? Recap?

2. Organisation: Class begins and ends on time, evidence of planning for learner involvement, resources engage learners.

3. Delivery and Pace: Well-paced, time given for explanations, time given for learner Q&A and activities.

4. Content: Good subject knowledge, appropriate to age and ability, content linked to learning outcomes.

5. General: Voice, positioning, enthusiasm, rapport, safe learning environment.

6. General Feedback and Targets:

Appendix D: Self-Evaluation Checklist

Self-Evaluation Checklist (In line with the FESS Self Evaluation Handbook)	
Is there a clear summary of the programme? Is the evaluation methodology clearly set out in the report?	
Was the evaluation methodology appropriate for the programme(s) and related services?	
Are strengths, areas for improvement and recommendations set out for each of the areas?	
Have conclusions been made in respect of achievement of programme objectives?	
Is there evidence that staff and Learners participated in the review?	
Were the grades consistent with the evidence as presented in the checklist? Were the detailed findings (i.e., strengths and areas for improvement) justified by the evidence stated/data?	
Would the recommendations listed lead to an improved programme? Are the recommendations realistic?	
Is there an implementation plan?	
Are there control measures built into the implementation plan i.e. milestones, feedback etc.? Has responsibility been assigned and timelines?	

Appendix E: Early College Leaver Form

1. Overall, how do you rate your CCL experience?
2. What was favourite part about your CCL experience?
3. What has been your least favourite part about your CCL experience?
4. Was there anything that hindered your learning experience?
5. What programme were you studying in CCL?
6. Did the programme match up to your expectations? Why/Why not?
7. Why did you choose to leave the programme before completion?
8. Was there anything CCL could have done to improve your learning experience?
9. Any other comments that might help us understand why you choose to leave the programme early.

