QQI Quality Assurance

Policy & Procedure

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CEO

Northridge House Education & Research Centre

Part of St Luke's Charity Cork

Castle Road, Mahon, Cork
021 4536551

info@northridgehouse.ie

Provider Number 38973F

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The Context of Quality Assurance within Northridge House Education & Research Centre at St. Luke's Home

Background

Northridge House Education & Research Centre at St. Luke's Charity Cork, is a state-of-the-art training facility situated in Mahon looking out over the River Lee in Cork. It is located within the grounds of St. Luke's Home, a long established and well-respected long term residential care home for the Older Person. St. Luke's Home, having charitable status, is 150 years old.

Northridge House Education & Research Centre at St. Luke's Charity Cork, hereafter referred to as the Centre, was established as a dedicated vocational training centre to enhance the quality, consistency, and relevance of education to individuals and institutions committed to the Care of the Older Person, both in the public and private sector. "Enhancing our Caring by Ongoing Training" is the primary vision of the Centre. The Centre has been a FETAC provider since November 2011. Regular accredited in-house and off-site education and training courses are offered. The Centre offers healthcare courses at QQI Level 5 and Level 6 that are geared towards the needs of those who provide Care for the Older Person, either within a Residential Care Centre, Hospital or Home Setting. QQI Level 6 Management courses are also provided by the Centre that address the needs of those in management or supervisory positions in both healthcare and business sectors. Our training courses are provided by experienced and qualified facilitators from within the residential care, hospital, care of the older person and business sectors.

In addition to providing courses the Centre offers opportunities to businesses, associations, government bodies, societies, charities, and clubs to avail of the Centre. WIFI and Audio-Visual Facilities are provided. The Centre was officially opened in 2012 by President Michael D Higgins.

The Centre has three permanent staff: - Director of Education, Practice Development Lead Tutor and Administrator. There are 4 contacted QQI Tutors with additional contract tutors involved in non QQI Courses. The Centre provides accredited courses under the auspices of Irish Heart Foundation and NMBI. In addition, the Centre is accredited by All Ireland CPE Centres Accreditation Board (AICAB) and provides an annual programme of Clinical Pastoral Education – the prime modality for healthcare chaplaincy training.

The Centre has one large Conference Room which can accommodate 100 participants and three training rooms all with integrated Wi-Fi and audio-visual equipment.

How we Deliver Training & Education

The Centre currently offers an extensive range of accredited training programmes, with a focus on the healthcare sector. The business model continues to develop new course offerings and regularly updates existing programmes to ensure that all learners can develop the skills required to reach their career goals and meet new mandatory training requirements.

The Centre's policies are updated regularly. Please note that policies and procedures are revised and updated in compliance with the following:

Qualifications and Quality Assurance (Education and Training) Act 2012

QQI Core Statutory Guidelines 2016

General Data Protection Regulation (GDPR) 2018

Safety, Health and Welfare at Work Act 2005

Employment Equality Acts 1998–2015

Equal Status Acts 200-2015

Core Values of Northridge House Education and Research Centre for our Learners

"Enhancing our Caring by Ongoing Training" is the primary vision of the Centre which underpins regular accredited in-house and off-site education and training reflecting the Centre's mission Statement:

Mission Statement

The Centre is committed to excellence in vocational training and education and seeks to ensure that all our learners receive appropriate high-quality support. The Centre is committed to identifying and meeting the requirements of our learners and is constantly monitoring and improving our practices and policies to deliver quality in further vocational education and training.

The Centre's goals are to provide:

- A caring and supportive atmosphere providing a safe and pleasant place to learn.
- A quality service which is open and promotes learning for all.
- Friendly and helpful staff, trainers and tutors who will treat all with dignity and respect,
- Quality facilitation and/or teaching from well-trained and suitably qualified staff, trainers, and tutors.
- Accurate and accessible information about our courses and services.
- Easy and accessible enrolment procedures.
- The guaranteed delivery of a programme once it has commenced.
- Programmes to start and end on time.

- Notification at the earliest opportunity of any re-scheduling, postponement, or cancellation of classes
- Learning material that are relevant and appropriate.
- Confidentiality, when appropriate, in all dealings with staff, trainers or tutors
- That staff, trainers and tutors will respond as quickly as possible to any difficulties communicated to the Centre.

Purpose and Scope of the Quality Assurance System

The Quality Assurance system at the Centre supports and underpins the development and delivery of services for our learners and other stakeholders, including staff, potential learners, and external authenticators.

Management has taken steps to embed a quality assurance culture within the organisation, covering both corporate activities and academic domains.

Management and Academic leaders within the Centre monitor and review quality through both formal and informal channels. These initiatives are described within this QQI Quality Assurance System Policy which has been designed to be the primary source of information pertaining to Quality Assurance Policies and Procedures as they relate to QQI programmes.

While every staff member has a role in Quality Assurance, the primary activities are carried out by the Academic Committee and the Governance Committee. Both Committees were established in 2020 by the Board of Directors of the Charity providing both independence and external representation. All activities of the Centre are guided by its vision, as outlined previously, and the guidelines for the activities of the organisation are enumerated in policies and procedures

The Centre is also accredited by other awarding bodies, such as the Irish Heart Foundation (IHF), Irish Nurses and Midwifery Board (INMB), and the All Ireland CPE Centres Accreditation Board (AICAB), for the delivery of training and education programmes. Therefore, the specific requirements of these training and collaborative education partners have also influenced the way the Centre's Quality Assurance regime has evolved. Moreover, the Non QQI Courses have benefitted from the initiatives required by our QQI QA system.

The scope of this Quality Assurance (QA) system covers 11 main policy areas, informed by:

- Core Statutory Quality Assurance Guidelines published by QQI (April 2016).
- Sector Specific Quality Assurance Guidelines – Independent/Private.

https://www.qqi.ie/Articles/Pages/QA-Guidelines.aspx

The QA system has been designed as a comprehensive, integrated system, which meets the requirements of learners, QQI and other stakeholders in the delivery of the Centre's services.

Section 1: Governance and Management of Quality

Organisational Structure

The Board of Directors (BOD) of St. Luke's Charity CLG, has primary responsibility for the oversight of the business strategy and operations of the Centre, ensuring the sustainability of the organisation as a business. Many of the functions of the BOD are derived from legal and insurance obligations and others which will ensure the efficient and effective operation of the business. The BOD at all times must maintain the ethos of the company and ensure that principles of equality and the right of learners and staff are respected. The Board meet quarterly but may convene additional meetings as necessary in discharge of its duties. The CEO has devolved responsibility from the BOD for the daily operation of the organisation for the Centre's human resource management and financial resources. In the day to day running of the Centre, the CEO devolves responsibility to the Director of Education (DOE) who has a direct reporting responsibility to the CEO and the Board of Directors. Subsequently, the DOE's core tasks are to facilitate the delivery of services to meet learners' needs, whilst, meeting all stakeholder and legal requirements. In the overall daily running of the Centre, the DOE oversees four main functional areas. These are Training and Education, Sales & Marketing, Business Operations and Recruitment.

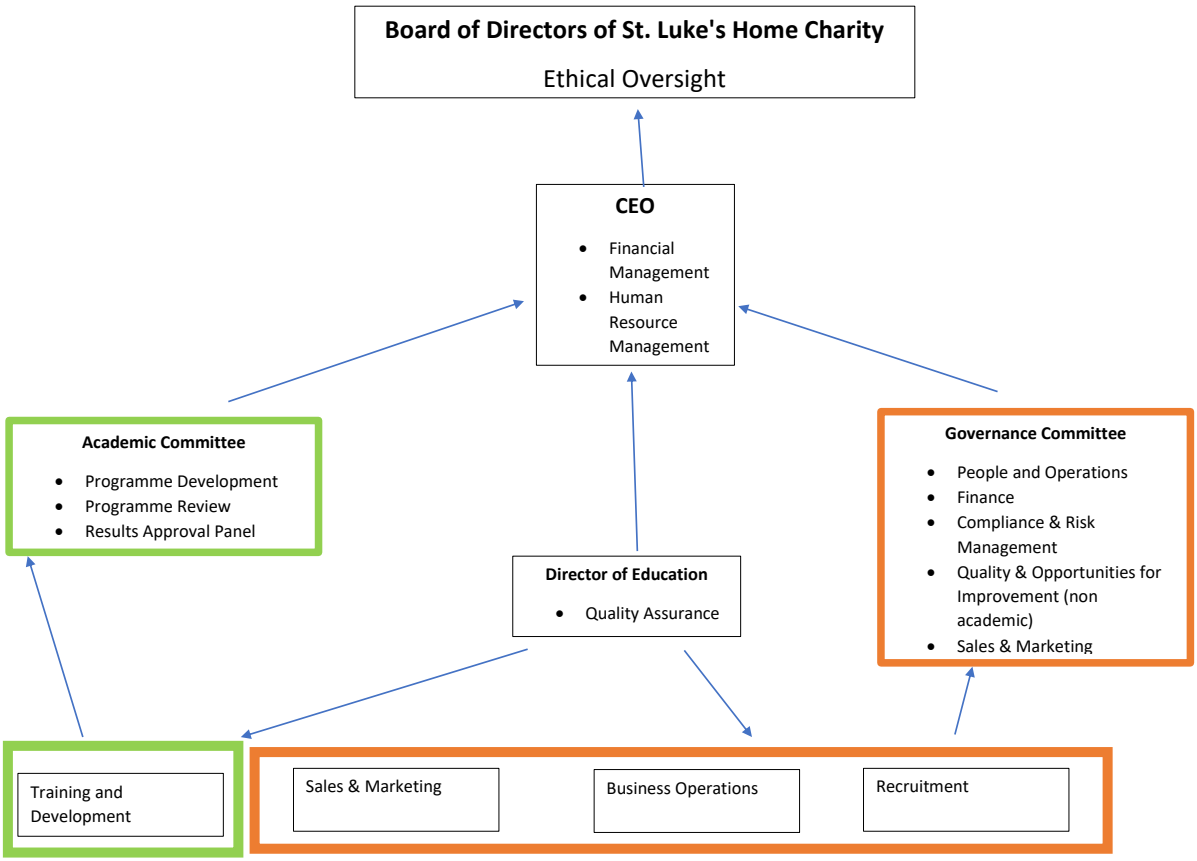
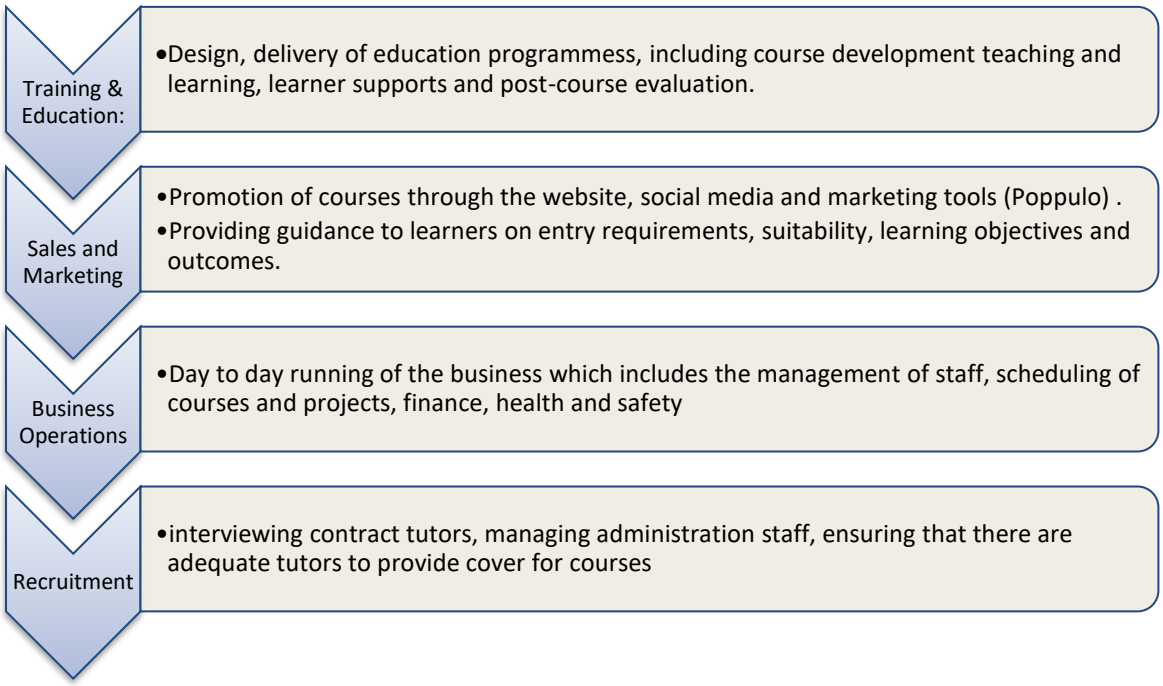


Figure 1 ***Organizational Structure***

See Appendix 1 for Current Board of Directors List

The function of each of these areas is outlined as follows:



The Academic and Governance Committees operate under delegated authority from the BOD. The Academic Committee oversees (within its Terms of Reference) all QQI teaching, and education and the Governance Committee (within its Terms of Reference) oversees the business functions of the Centre. This ensures that key decision-making in relation to training and education matters is independent of any commercial considerations. (See Figure 1). Both the Academic and Governance Committees are authorised to seek any information they require from the BOD or other Centre employees to enable them carry out their necessary duties.

Externality is demonstrated and practised by the presence of independent chairs and independent members and by weighting voting in favor of external members of both committees (See Terms of Reference of Academic and Governance Committees. See Appendix 2 & 3 for current members)

At a corporate level the CEO has oversight for the Centre, human resource management and financial resources and reports directly to the BOD.

Service Delivery and Governance

Our Governance and Organisational hierarchical structure provide the Centre with the platform upon which the Centre monitors, reviews, updates and gives oversight (including externality) to the financial, ownership and regulation of the courses offered. It outlines the Board of Directors function in ethical oversight of the Charity. The Centres functions are underpinned by its mission statement and supported by its policies and procedures and standard operating procedures. The graphic representation (Figure 5, Section 3, Page 22) outlines the internal and external processes, QA

roles and committees involved in both the QQI Validation/Revalidation and QQI Certification within the centre.

The Governance of the Centre is managed by the Board of Directors of St. Luke's Charity CLG. Their role is, in an overall capacity, to provide strategic guidance and to monitor the activities and effectiveness of the management of the Centre; additionally, the Board of Directors also has a statutory requirement to ensure that the charitable mission is safeguarded and carried out in accordance with the *Charities Act 2009*. The Board of Directors constructively supports the CEO, the Director of Education and the two decision-making bodies within the Centre, the Academic Committee, and the Governance Committee.

The DOE and the CEO have formal fortnightly meetings, with a fixed agenda, to discuss the work of the Centre. Both the Academic and Governance Committees send reports through the CEO quarterly to the Board of Directors. Additionally, as required information is shared with the Board at all Board meetings. These Committees have defined responsibilities listed below in Figure 2, which are published in their Terms of References.

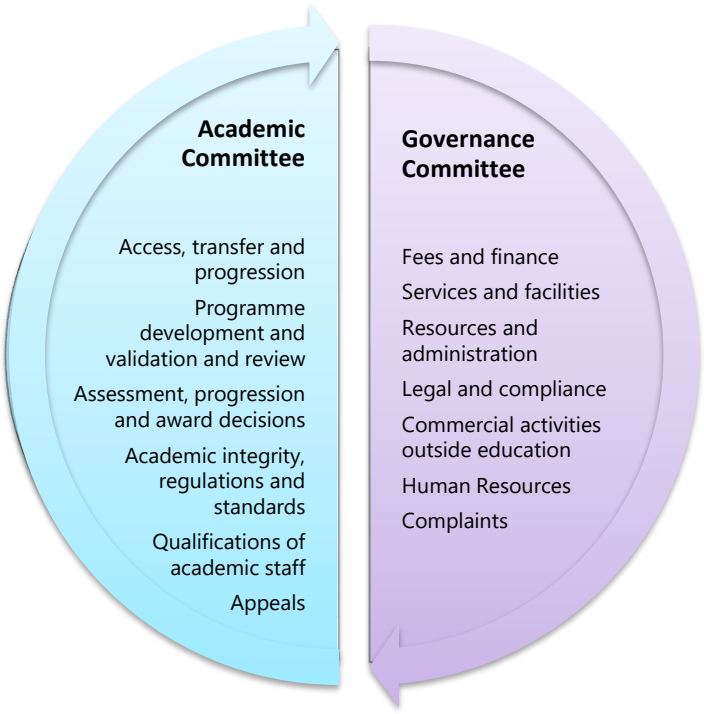


Figure 2 ***Governance Domain within The Centre***

Overall Quality Assurance quality of education, training and support activities are overseen by a governance structure consisting of two committees. Both the Academic and Governance Committees act as independent committees. The Academic Committee provides independent

oversight of teaching and learning activities. The Independent Chairperson may attend Governance Committee meetings if desired.

Governance Committee

The Governance Committee supports the Director of Education and the CEO in making decisions about corporate governance within the Centre and the Board of Directors of St. Luke's Charity CLG are responsible for the overall delivery of quality to stakeholders (see Figure 1). The Governance Committee comprises: External Independent Chair, CEO, Company Financial Advisor, Independent Advisor and Board Secretary, with a reporting requirement for Operations Management and Finance functions. In addition, further input from HR management takes place as required.

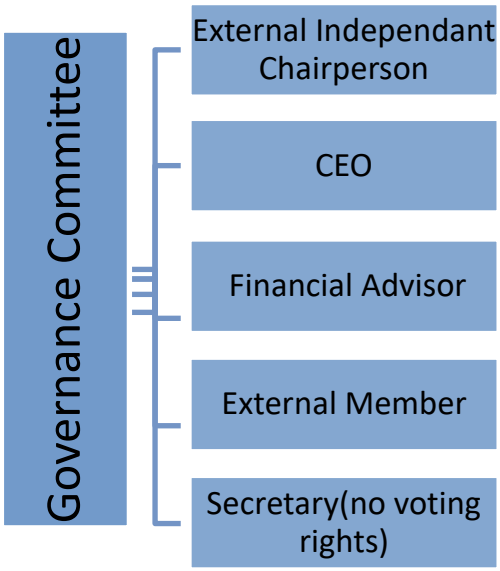


Figure 3 ***Governance Committee***

The Committee operates under Terms of Reference as laid as follows:

Governance Committee Terms of Reference

Purpose

The Governance Committee supports the Organisation in making decisions on all corporate matters of fundamental importance in accordance with relevant State legislation, and in alignment with policies and procedures as outlined by QQI. The Governance Committee meets quarterly.

Membership of the Governance Committee will comprise:

- The CEO will represent the Board of Directors
- Two Independent Advisors (suitably experienced individuals) nominated by CEO

  one of whom is the chair. In the event of a deadlock the Chair will have a casting vote
- Internal Financial Advisor who is employed by the Charity
- One representative of The Centres (QA) team (who will also act as Secretary to the committee and who does not have voting rights).
- The Committee has the discretion to invite any person to attend its meetings to assist with the conduct of its business, including the Director of Education, lecturers/tutors, student representatives, together with staff from The Centre or St. Luke's Home Charity including HR.

Terms of Office

The term of office for the independent member of the committee will be 3 years. Independent members may serve two terms of office.

Terms of Reference

The Governance Committee's role includes a review comprising:

People & Operations:
- Staff recruitment, staff motivation and personal development
- Effectiveness of all operating policies, structures and utilisation of resources

Finance:
- Providing the financial resources required to deliver services to customers
- Ensuring profitable growth in line with business forecasts

Compliance and Risk management:
- Ensuring that legal obligations and stakeholders' QA requirements are met
- Identifying and acting upon risks identified

Quality & Opportunities for Improvement (Non Academic):
- Reviewing feedback received from customers and stakeholders
- Monitoring quality, process variations, sources of waste and opportunities for process improvements
- Reviewing feedback from internal audits and making recommendations for changes to policies and procedures

Sales & Marketing:
- Identifying emerging trends within training and education

- Planning the delivery of new training and education courses
- Ensuring that marketing actions lead to customer satisfaction.

Conduct of meetings

Frequency and Attendance of Meetings

- The committee shall meet at least four times per academic year. The exact frequencies of meetings will depend on the volume and nature of business. Members of the committee may attend in person or by virtual link, at the discretion of the Chair.

Quorum

- A quorum for the committee will be at least 3 members with one of the independent advisor present and in the Chair

Agenda and Minutes of Meetings

- The agenda for each meeting will be set in advance by the Chairperson from the fixed item agenda see form F29 and sent to the committee members.
- In advance of each meeting (and by a specified deadline), the members of the committee will be requested to notify the Secretary of any further agenda items which they wish to have discussed at the meeting.
- The Secretary will keep formal minutes of every meeting of the committee and will circulate these in draft form to all members prior to the next meeting.
- Reports of each meeting will be forwarded to the Board of Directors.

Specified Agenda Item

The Governance Committee maintains and delivers quality to stakeholders in the following way and this will be the basis for the Agenda

Accountability

- Quality and delivery of learning outcomes, staffing & Operational goals, financial results, compliance and QA. Financial Results and Director of Education Reports to be review

Strategic Direction

- Vision, mission & values.
- Emerging learners & stakeholder requirements
- Competitor activity
- Impact of technology

Monitoring and Supervision

- Staffing & Resources
- Programme Delivery & Evaluation
- Managing Risk
- Cost control
- Legal & Compliance issues to be presented

Policy Making

- Planning
- Procedures & projects
- Managing goals
- Opportunities & Risks

See Appendix 2 for list of current Governance Committee Members

Academic Committee

The Academic Committee is responsible for the management of Academic Affairs and is appointed by the CEO under devolved authority from the Board of Directors. It sets in place the Academic management framework and oversees the establishment, maintenance and development of quality assurance policies and procedures for all educational programmes within the Centre. The primary role of the Academic Committee is to uphold academic standards at the Centre. The Academic Committee meets four times a year and is concerned with monitoring academic standards and acting as the key organization-level quality assurance monitoring and decision-making forum. It is responsible for the Academic oversight of all teaching and learning activities within The Centre and acts as the ultimate authority on all academic matters. The Academic Committee provides independent oversight of activities within the following areas.

- Education, training, academic integrity and standards, plus related teaching activities.
- Internal programme approval prior to any validation application; and
- All programme reviews, programme improvement plans, self-evaluations, and benchmarking reports.

The structure of the Academic Committee is as follows

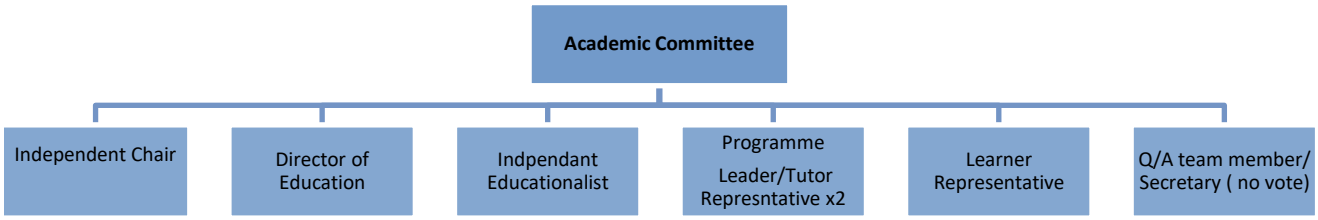


Figure 4 ***Academic Committee***

Purpose

The purpose of the Academic Committee is to provide independent oversight, co-ordination and the development of the educational work of The Centre. It also aims to protect, maintain and develop the academic standards of the programmes and activities of The Centre**.**

Membership of the Academic Committee will comprise:

- Two independent education professionals (who cannot perform any other duties for The Centre while sitting on the Academic Committee). One of which will act as the Chair of the Academic Committee. In the event of deadlock, the chair will have a casting vote.
- One representative of The Centres (QA) team (who will also act as Secretary to the committee and who will not have voting rights) as nominated by the Committee.
- Director of Education. In the event the DOE is involved in the development of programmes that the Academic Committee are approving he/she will not have a vote.
- An Internal programme Leader and Tutor representative as nominated by the Committee.
- The Committee has the discretion to invite any person to attend its meetings to assist with the conduct of its business, including, lecturers/tutors, together with staff from The Centre or St. Luke's Home Charity including administration, finance or sales areas. (These representatives will have no voting rights)
- One learner representative (can be a past learner)

Terms of Office

The term of office for the independent members of the panel will be 3 years. Independent members may serve two terms of office. Two members of the committee (Representative of QA team and Internal Programme Leader) will be appointed annually by the Committee following nomination by the Chairperson.

Terms of Reference

Curriculum, Teaching, learning and Assessment.

- To develop policies and strategies in relation to all aspects of teaching and learning innovation, delivery and assessment within The Centre.
- To review and endorse regulations for all programmes, appeals and assessment offences.
- To approve procedures for admission and exclusion of learners.
- To review and monitor reports from the Results Approval Panel.
- To define, monitor and review The Centre's curriculum strategy, together with the policy and procedure for the approval and review of all programmes of study and their constituent courses.
- To be responsible for training and education strategy, policy and procedures for all matters relating to the examination and assessment of students, including but not restricted to:
    - ensuring comparability of academic standards across the Centre's programmes.
    - considering issues arising from the reports received from tutors and external examiners, together with responses to these reports.
    - to undertake an annual review of programme completion rates; and
    - to prepare an annual Action Plan for the Academic Committee for submission to the Board of Management.
    - To ensure that the QQI Requirements for Tutors Providing QQI Courses Documents are based upon the Learner Outcomes.

Quality Assurance and Enhancement

- To define monitor and review training and education strategy, policies and procedures for maintaining academic standards, and assuring and enhancing the quality of The Centre's educational provision.
- To be responsible for the procedures for internal processes and reviews.
- To be responsible for annual programme monitoring process by: receiving an annual summary report of programme monitoring outcomes; by considering and acting on any QA or enhancement matters arising from the annual summary report. Programme monitoring is to include learner and employer feedback.
- To oversee The Centre's relationship with relevant external bodies. This will include responsibility for any organisation-wide academic review by external bodies. It will also include co-ordinating the development of the Centre's Quality Assurance Manual in compliance with QQI's Core Quality Assurance Guidelines and any other relevant external requirements; and monitoring the implementation of these policies and procedures.
- To promote quality enhancement initiatives across the organisation.
- To approve all programme self-evaluations.

Learner experience

- To develop and monitor learners learning needs, in terms of pastoral support, learner health, well-being, best practice and academic integrity.
- To provide a forum for the consideration of matters relating to learners' personal security.
- To receive a report on and review all learners' complaints**.**

Conduct of meetings

Frequency and Attendance at meetings

- The committee shall meet at least four times per academic year. The exact frequencies of meetings will depend on the volume and nature of business.
- Members of the committee may attend in person or by virtual link, at the discretion of the Chair.

Quorum

- A quorum for the committee will be at least 3 members with at least one independent education professional member attending.

Agenda and Minutes of Meetings

- The agenda for each meeting will be set in advance by the Chair from the fixed item agenda see form F28 and sent to the committee members.
- In advance of each meeting (and by a specified deadline), the members of the committee will be requested to notify the Secretary of any further agenda items which they wish to have discussed at the meeting.
- The Secretary will keep formal minutes of every meeting of the committee and will circulate these in draft form to all members prior to the next meeting.
- The agenda will contain a number of fixed items.
- A summary report will be forwarded to the Board of Directors.

Specified Agenda Items

- Academic leadership and the quality of The Centre's teaching and learning activities.
- Director of Education Module Review Reports (incorporating Learner Feedback Reports, Tutor Review Reports, Internal Verifier Report, External Authenticator Report.
- Results approval Panel reports.
- Learner feedback and quality enhancement reports from collaborative partners.
- Proposals for new programme developments.
- Developments within the regulatory and accreditation environment.
- Academic standards and related issues as they apply to learners (e.g. plagiarism, complaints and appeals).

- Quality policies and related quality assurance matters.

The Board of Directors approves and monitors the activities of Academic Committee and the Governance Committee at its quarterly meetings, through their fixed agenda report on the operation of both Committees

Both Governance and Academic risks are identified and addressed in the Centre's Risk Register. (See NHEC Risk Register)

Programme Delivery

Programmes are scheduled based on identified needs of learners and employers and taking after account of cost/benefit analysis using the costing analysis tool (Form F30).

Leadership and Alignment

The Centre operates at both business and academic levels, recognising that the organisation operates as a system in which all areas should be aligned with corporate goals including:

- Ensuring that all staff are aware of the Centre's mission and values.
- Having the right structures and processes in place to support and deliver on commitments to learners and other interested parties.
- Separating the business and academic decision-making functions to maintain the integrity of academic processes and standards.
- Working towards supporting and developing the delivery of training through blended learning in the future.
- Planning for changes within the Centre's operating environment (e.g. Teaching and Learning, QA, IT, staff skills, Learner Supports).
- Maintaining clear communication and feedback channels with all staff and stakeholders.

Learner Charter

The Centre's commitment to our Learners, is set out in our Learner Charter which is displayed at the Centre. This Charter sets out what Learners can expect:

- Clear and relevant information on all programmes.
- The promotion of equality for all learners and the recognition of the diversity of all learner groups.
- All training is conducted by experienced and qualified tutors who provide support to all learners.
- All assessment is fair and consistent.

- All learners have the opportunity to give feedback on the Centres courses, facilities and staff.
- All learner's queries and complaints are dealt with in a professional and timely manner.
- All learner's personal information is managed in accordance with the Privacy & GDPR Policy ED5.
- A safety policy in accordance with the Safety, Health and Welfare at Work Acts 1989 and 2005 and the Centres Health & Safety Policy ED 12 is operational.

Section 2: Documented Approach to Quality Assurance

The Centre is committed to providing a comprehensive and documented approach to Quality Assurance to ensure that policies and associated documents are both effective and fit for-purpose as outlined by the *Core Statutory Quality Assurance (QA) Guidelines* (2016). Recognisant that Centre policies and associated documents should be easily accessible to both internal and/or external parties, the Centre publishes policies and associated documents e.g Learner Handbook on its website. All policies can also be viewed in the office at the Centre. A summary of pertinent policies are included in the Learners Handbook which is available online to all Learners.

Policies are made available to staff on the shared drive/Dropbox. This ensures that every staff member has access to the correct documents to deliver the Centre's services. All staff receive reviews on policies as they are updated. Staff are consulted on policy development. Learner feedback also informs policy development.

To comply with the *Core Statutory Quality (QA) Guidelines* (2016) and to encourage a more comprehensive quality system, all new policies created and approved by either the Governance Committee and /or Academic Committee will adhere to the *Policy on Polices template* as follows:

- Document Control (Mandatory)
- Purpose of Policy (Mandatory)
- Definitions (Optional)
- Scope of Policy (Mandatory)
- Policy Statement (Mandatory)
- Roles and Responsibilities (Mandatory)
- Associated Documentation (Optional)
- Referenced Policies (Optional)
- Monitoring and Review (Mandatory)

Where policies are to be shared publicly, they are available in a user-friendly manner in PDF format (e.g. via the Centre's website).

As a controlled document, the current version of each policy is logged in the Document Control File on the Centre's shared drive.

Section 3: Programmes of Education and Training

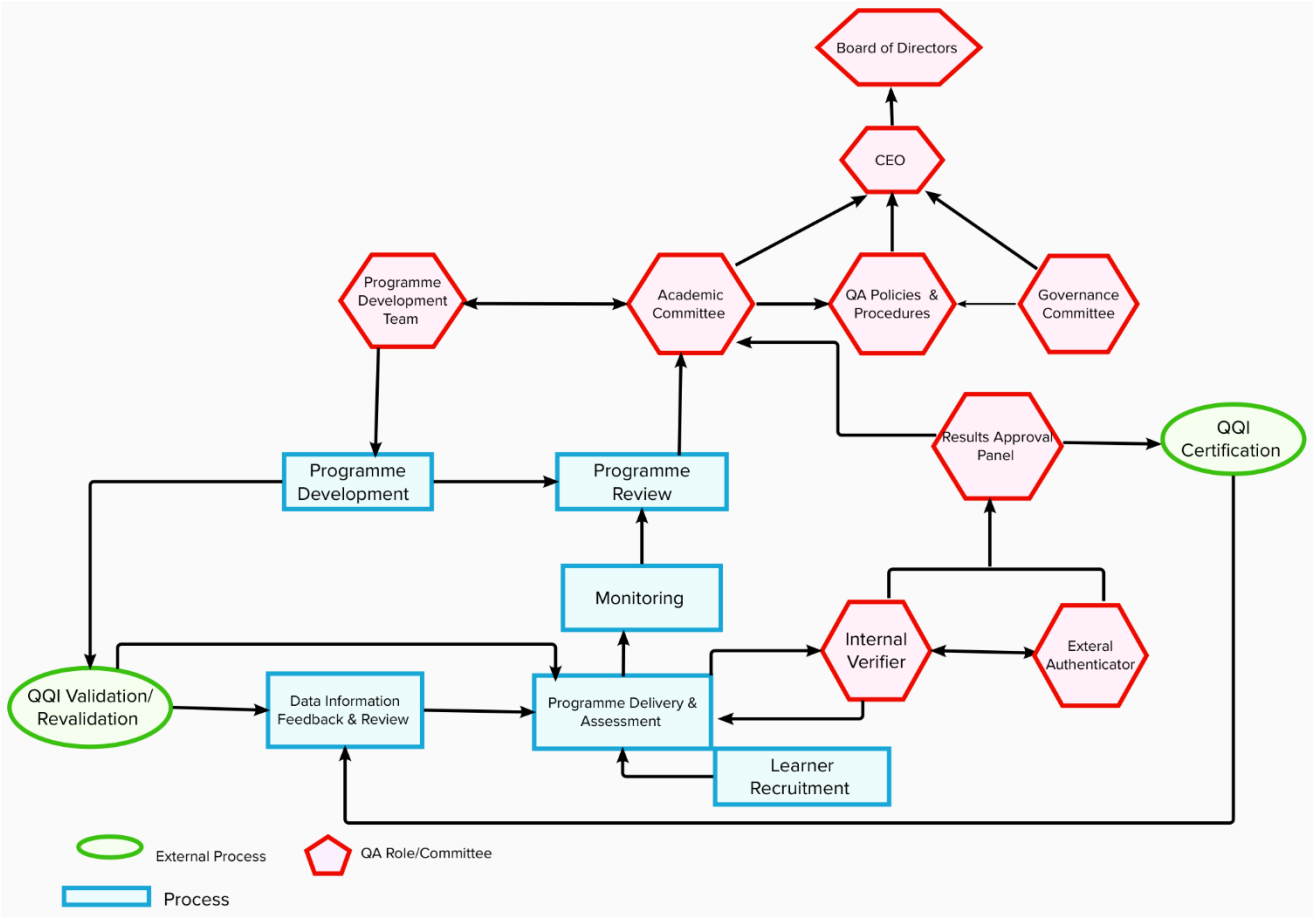


Figure 5 ***Flow Chart of Operational, Governance Structures and Processes***

The Centre is committed to the Development and Delivery of programmes that meet the needs of its learners and anticipate future training needs. Both the Governance Committee and Academic Committee engage in long-term planning to support the design and external approval of new programmes. Programmes are developed, validated and reviewed to ensure that they:

- Meet QQI's validation requirements.
- Meet the course specification, learning outcomes and standards for the Award.
- Meet the emerging needs of learners, the economy and society.
- Offer suitable learning and progression paths for learners; and
- Ensure continuous improvement to meet national quality standards.

Programme Development and Approval for Validation

The Centre places excellence in Teaching and Learning at the heart of programme design. All programmes are developed in accordance with a strong commitment to a learner-Centred ethos. The Centre's programme development and approval is informed by current market research; contact with employers, service providers and relevant government reports, policies and regulatory initiatives. The process for Programme Review and Revalidation are guided by the *QQI Programme Validation Manual* (2016) and adheres to the *QQI Programme Review Manual* (2016/17).

Indicators for potential new programmes emerge from various sources including:

Figure 6 ***Factors that Influence New Programme Development***

All of the above factors in Figure 6 may be used in the new Programme Development process.

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When an idea is generated, it is firstly discussed by the Governance Committee. This discussion is informed by client need and will be evaluated in terms of commercial viability and the Centre's capacity to deliver the programme effectively. A key consideration will be the availability of specific skills required for new programme delivery.

If there is identified feasibility and need the Director of Education will prepare a proposal for the Academic Committee and will include programme context, level, rationale, learner demand, competitors (if any), schedule for development and resources and costs associated with development and validation.

The Academic Committee will then review the proposal considering learner needs, alignment with NFQ, what is currently being offered by other providers and accreditation requirements.

The Academic Committee following review, will either approve or decide not to approve the proposal. It is possible the Committee may suggest some changes to the planned proposal and for

further clarification. In a situation where the Director of Education has been directly involved in the planning and development of a new course programme, including programme materials, he/she will not be part of the Academic Committee deliberations, nor will they vote, as to whether or not to approve the programme. This will preserve the autonomy and independence of the Academic Committee in their programme approval role.

Agreement on the proposal will lead to the Director of Education convening a Programme Development Team who will put together a full course programme, complete with objectives (learning outcomes), learner entry criteria, course tutorial and assessment models, as well as an effective marking and grading system. This team will be chaired by an independent external educationalist.

All documentation is reviewed by the Academic Committee, and this gives final approval prior to submission of the QQI validation application. The Programme Design & Development process is outlined below

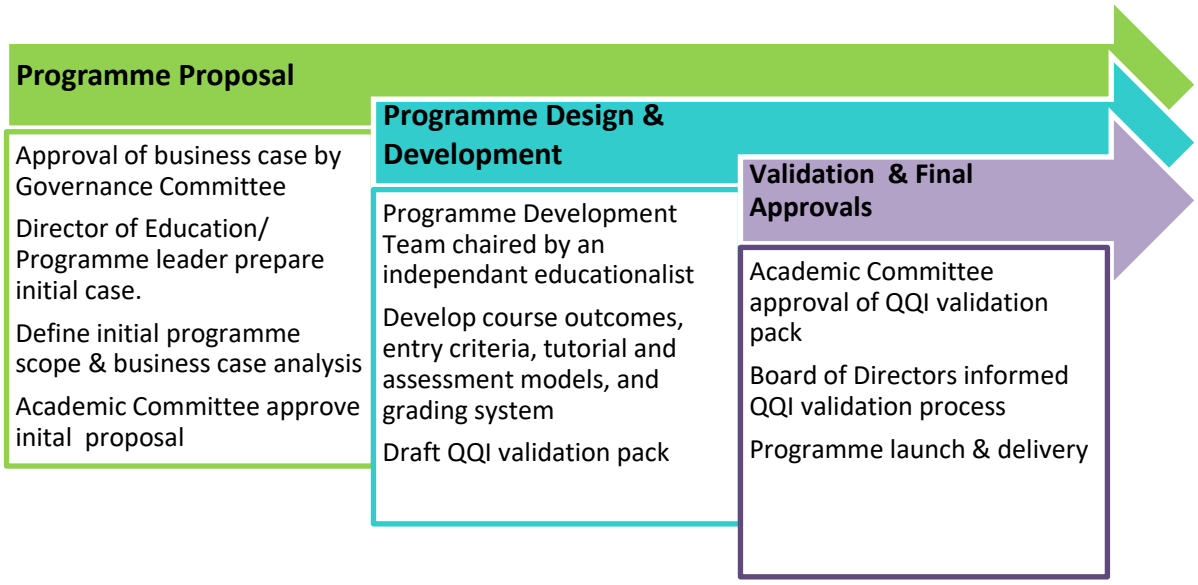

Figure 7 ***Programme Design and Development***

Once a new programme has been approved through QQI's validation process, the Director of Education is responsible for providing a panel of suitably qualified tutors to deliver the programme. See New Programme Validation and Revalidation Policy ED 26

Programme Development Team Terms of Reference

Purpose:

The purpose of the Programme Development Team is to develop new programmes for the Centre.

Role of the Programme Development Team:

- To put together a full course programme, complete with objectives (learning outcomes), learner entry criteria, course tutorial and assessment models, as well as an effective marking and grading system.
- Develop programme content including programme descriptor, assessment strategies, briefs and marking schemes.
- Ensure the programme maintains academic standards by evaluating content against QQI criteria.
- Address any queries from the Academic Committee regarding the developed programme.
- Get approval from Academic Committee before submission to QQI for validation.

***Membership of the Programme Development Team will comprise*:**

One Independent Educationalist who is **not** sitting on the Academic Committee and who will act as the Chair of this team.

Two members of the Centre's Staff

- (One may be the Director of Education - in the event that the Director of Education is involved in programme development he will not vote on their approval when brought before the Academic Committee)
- Second member to be a Tutor representative who is a course lead for the programme being developed.

Subject matter expert (if required)

Learner Representative (when required)

Frequency of Meetings

This team will meet when there is a requirement to develop a new programme.

Conduct of Meetings

A Chairperson and secretary will be selected by the members of the team. The Chairperson will devise the Agenda for meeting which will be sent to all members 2 weeks prior to the meeting. Members will have the option to add matters to the agenda.

Programme Reviews

The Programmes at the Centre are monitored, reviewed, and revised on an ongoing basis to ensure that they achieve the objectives set for them and respond to the needs of Learners. Methods used

for monitoring and reviewing programmes include completion rates, award levels, etc. Tutor reports self-evaluation report, learner feedback, external authenticator reports and Director of Education reports. This monitoring process allows for the adaptation of programme elements to ensure that programmes remain relevant and effective. Monitoring provides the opportunity to reflect on current practice and, in doing so, propose new changes to improve the delivery systems; thus, enhancing the learning experience. After the completion of each programme the DOE provides a report to the Academic Committee. (See ED26 New Programme Validation and Revalidation Policy & Procedure and ED 21 Self Evaluation Monitoring & Review Policy & Procedure

Learner Access/Transfer/ Progression

Currently the Centre offers standalone modules. Learners who successfully complete a QQI component module will have further learning opportunities within a learner progression pathway. (See Learner Handbook and Access, Transfer and Progression Policy ED 17).

Access - the process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.

Transfer - the process by which Learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired.

Progression - the process by which learners may transfer from one programme of education and training to another programme.

The Centre's policy in this area is informed by the following policies: - QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (NQAI, 2003, Restated 2015) - Qualifications and Quality Assurance (Education and Training) Act 2012 - Core Statutory Quality Assurance Guidelines (2016), QQI.

It is the policy of the Centre, as far as is practicable, to admit all applicants who fulfil the minimum academic requirements for its courses and programmes. Guidelines are published on the entry requirements for those seeking additional supports or accommodations for reason of a disability or a medical condition. All documentation is published on the Centre's Website and Brochure. (Access, Transfer and Progression Policy ED 17)

Access

Entry requirements and progression opportunities for each programme module are documented in the QQI validation application and are made available on the Centres website and printed promotional material. Promotional materials for courses, show clear information on programme

titles, the awarding body (QQI), access routes and outline of content available to learners and other stakeholders.

Admission requirements will be framed by reference to a clear and consistent approach for all Learners, based on:

- QQI component award specification.
- NFQ award level.
- Course delivery method (e.g., IT skills for access to learning materials; and
- Learner existing competencies and suitability for the course (e.g., English language and IT skills)

It is the responsibility of learners to ensure they are fully briefed about their chosen course of study. Learners 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 qualification

• proof of English language proficiency (if required)

It is the learners responsibility to ensure the information supplied is accurate. Submitting false or misleading information or documentation may lead to cancellation of admission or expulsion from a programme.

Entry requirements for each of our programmes are listed on our website www.northridgehouse.ie

There is currently no specific requirement for participants to have completed a previous programme of training at a similar or lower level on the NFQ.

The Centre Administrator will ensure that the prospective learner understands the entry and eligibility criteria for the specific programme of interest and will offer to send a full programme outline to the learner, complete with comprehensive details of course content and assessment requirements.

Minimum English Language Requirements:

Teaching is through the medium of English. Learners must demonstrate a high level of competence in the a to be admitted. Minimum English language requirements apply to all applicants at all levels of study. (Policy ED7)

Learners whose first language is not English must show that they meet a certain standard of English language proficiency. This can be proven through any one of the following methods:

• Common European Framework of Reference for Languages (CEFR) Level B2 or higher

• Merit or Distinction in the QQI Level 5 modules English as a Second Language 5N1632 or Communications 5N0690

• International English Language Testing System–Academic (IELTS) – Minimum overall band score of 7.0, with a result not less than 6.5 in each of the individual sections

• Test of English as a Foreign Language (TOEFL) – Internet Based Test: Minimum total score of 100 out of 120, with a score not less than 22 in Reading and Listening. Not less than 26 in Speaking and NOT LESS than 24 in the test of written English

In all cases the test results must not be more than 2 years old

To benefit from the range of tools used to deliver our programmes, learners are required to have the capability to:

• Use Internet Explorer or other browsers.

• Use Microsoft Outlook or similar e-mail and task management application.

• Submit assignments in a Word document format.

• Use Zoom or similar

• Be able to carry out web-based research.

If a learner is unsuccessful in accessing a module, they are informed of the appeals procedure. Learners who successfully complete a QQI component module will have further learning opportunities within a learner progression pathway.

Recognition of Prior Learning

Recognition of Prior Learning or RPL is defined by the RPL Practitioner Network Ireland as “A process used to evaluate the skills and knowledge acquired by the person outside the classroom for the purpose of recognising competence against a given set of standards, competencies, or learning outcomes”.

The European Commission state that RPL includes formal learning (typically education or training provider programmes leading to awards), non-formal learning (such as workplace learning which may be assessed, but typically not certified) and informal learning (experiential learning / learning by

doing). The Centre offers a number of QQI Modules both at Level 5 and Level 6 but does not offer full Awards.

The modules offered by the Centre are standalone but can be added to the Learners journey toward their goal

The Centre is aware of the significance of "prior learning" as a means of enabling candidates to access and participate successfully on specific QQI programmes in areas where they may have already acquired relevant knowledge or skills.

The existence of "Prior Learning" will be recognised and discussed with prospective learners at the enquiry and entry stages to programmes.

Due to the nature and short duration of our programmes, "Recognition of Prior Learning" will not confer any special privilege or advantage on prospective learners, at present.

- Learners raising the potential for recognition of prior learning will be informed by administrative staff that all participants undertaking QQI programmes with the Centre will complete programmes in full, regardless of prior learning achievements, and will be required to complete all aspects of course assessment, as specified.
- Learners will also be informed that it is likely that candidates with "prior learning" experience and knowledge will perform at a high level on our programmes and often, although not always, achieve grades of a higher than average level on assessment.
- Learners will be informed at contact stage and advised if their current levels of knowledge and experience indicate their suitability to participation on a programme at a higher level than that of their current enquiry.
- If prospective learners are happy to proceed then enrolment for the programme takes place. They may of course opt for a different programme of learning, at a higher level, as a matter of choice.

Transfer

Learners may transfer to another QQI course offered at the Centre, should they satisfy the enrolment requirements for that course.

Progression

The National Framework of Qualifications (NFQ) defines the relationship between awards: this in itself contributes to improved transfer and progression. The NFQ is based on the European Credit

Transfer System (ECTS) which allows for transfer and progression: - between levels - between award-types at the same level - between named awards.

The Centre does not offer a full QQI award, but modules taken can be used together to obtain the full award. The Centre will submit for the full award on behalf of a student once they have been informed that the student is completing their last module towards this full award. The Centre must be informed at the time of enrolment that this is the case, and an administration fee will apply for this service.

The Centre has established a relationship with the College of Commerce, Cork and supports students directly by referral to the College.

Learner Certification

Learner achievement is recognised through the provision of certification awards. All certified awards are made within the NFQ and certified by QQI.

Learner Support

The Centre places emphasis on a Learner Centred approach to its training delivery and is committed to supporting each learner to reach their potential. Tutors will make contact details (email) available to learners for the duration of the programme. All the information needed at the start of the module is included in supplied documents which are accessed via Drop Box. Learners are encouraged to contact tutors should they require additional support. (See Fair and Consistent Assessment and Learners Support Policy ED9)

Protection of Enrolled Learners (PEL)

Protection of Enrolled Learners ('PEL') is a legal requirement for providers to put in place arrangements to ensure that if a programme of education and training ceases prematurely, learners will be able to complete a similar programme with another provider, or have their fees refunded.

The Centre currently is exempt from PEL as no module extends beyond 3 months.

Revalidation of Existing Programmes

In addition to scheduled programme monitoring arrangements, the Director of Education and Centre administrator maintain a log of programme revalidation dates (normally every 5 years or such date as agreed between the Centre and QQI).

Section 4: Staff Recruitment Management and Development (Staff Recruitment & Code of Conduct Policy ED23)

The Centre is fully committed to engaging, managing, and developing appropriately qualified staff to meet the needs of its learners. This is done by recruiting and retaining Tutors and support services that believe in delivering educational excellence. Each Tutor has a dedicated HR file, held in the Centre, ensuring that CPD is recorded, and Annual Tutor meetings recommendations noted and signed off.

See Appendix 4 Course Tutor Requirements Criteria.

Staff Recruitment & Selection

All staff engagement is carried out in a prescribed fashion with appropriate support from the Human Resource Dept. within the wider St. Luke's Charity CLG as required**.** Our recruitment process meets all legal and regulatory requirements, such as the Employment Equality Acts 1998-2015 & HIQA Standard 7: Safe and effective recruitment practices. Any new academic positions are approved ty the Academic Committee. Non-academic positions must be approved by the Director of Education.

Roles & Responsibilities are devised which will include:

- Essential skills, qualifications, and necessary experience
- Desired skills, qualifications, and experience necessary
- Key roles responsibilities of the position
- A summary of the expected work activities
- Duration and terms of employment
- Any additional duties

Vacancies are advertised internally and maybe externally in national newspapers, through our website and on appropriate recruitment websites with a closing date for receipt of applications.

Applications may be shortlisted by the DOE, from completed applications received and assessment of qualifications (a shortlisting criteria will be drawn up prior to advertisement)

Track and process all applications received for the role

Candidate shortlist developed/completed.

Interviews held as soon as possible after the closing date and each candidate called for interview will be provided with at least 1 weeks' notice of interview date.

Candidate interviews take place.

Interview results will then be assessed and discussed by Director or Education and the Academic Committee.

Prior to commencement of the new position all new staff members are subject to an identity check / Garda Vetting by HR. A copy of a recognised identification document is requested in addition the qualifications of new staff members will be validated.

A successful candidate is asked to attend a preemployment medical at the Centre's Occupational Health advisers to confirm his/her fitness to perform the job as detailed in the job description. The cost will be borne by the Centre. For tutors on healthcare courses the e-vetting application form is required to be completed and forwarded to HR to process and issue.

Once all documentation has been received and the HR Dept is satisfied that all documentation is in order an offer of employment will be made and contract of employment issued to selected candidate for signature.

All appointments made are subject to a minimum of six-month probationary period. During this period job progress is closely monitored through frequent appraisal meetings with the Director of Education. All new tutors have the opportunity to avail of mentorship from an experienced subject matter tutor.

All staff are Garda vetted prior to commencement of employment.

Staff Communication

The Director of Education is responsible for general communications via email bulletins. All staff have regular review meetings with the Director of Education providing a forum for two-way communication and identification of any training and development needs.

Communication with tutors is achieved by:

- Training Plans & CPD logs,
- DOE review & 2-way feedback,
- Tutor and Admin Handbooks
- Education Centre's Social Media Accounts
- Email, SMS and mobile
- From Human Resource Dept within St Luke's Charity Cork
- Informal discussions with colleagues and DOE
- Post course reviews
- Annual Individual Tutor Meetings
- Bi-annual Tutor group meeting

The Director of Education communicates with Corporate Management as follows:

- Fortnightly meetings with the CEO (Fixed Agenda)
- Monthly Executive Management meetings
- Participation in relevant committees
- From St. Luke's Charity CLG HR & other Departments within parent organisation
- Through the Centre's website and through social media sites
- Regular face-to-face meetings with colleagues
- Quarterly Attendance at Bord of Director Meetings (Fixed Agenda)

For Administration Staff Communication is ongoing as follows:

- From the HR & other Departments within the Centre's parent organisation
- Participation in weekly steering group meetings
- Participation on the Academic and Governance committees
- Information from the Centres Social Media Accounts
- Regular reviews with the DOE

Staff Code of Conduct

The Staff Code of Conduct is intended to support the Centre's mission to provide high quality education. It facilitates the ethical treatment of staff a harmonious working environment for staff and a harmonious learning environment for learners.

Staff should act with honesty and integrity in all aspects of their work and respect all those with whom they liaise.

Avoid conflicts of interest that arise within their role and where conflict does arise the onus is on the staff member to notify the Director of Education.

Staff Development

The Centre continuously supports its staff to develop professionally and provides the opportunity for ongoing professional growth. The staff performance and learning of is managed effectively and fairly. This is done through regular one-to-one discussions and ongoing feedback between the Director of Education and staff, including the Annual Review / Appraisal. Learner feedback is also used to coach and support teaching staff. Review meetings take place post-delivery of every module concluded between tutor and Director of Education.

All new staff receive 2-day Induction training on joining to enable them to integrate and become productive in their job roles. Induction covers, the Centre's ethos, approach to teaching and learning, and other processes pertinent to their role. Tutor/Administration Handbooks are also provided as a reference item for new staff.

Performance Management

Annually a Tutor CPD form must also be completed and submitted by 1st September. This form will address ongoing CPD and appropriate professional accreditation status. Previous plans for Training/Accreditation will be signed off and kept on file. Tutors are supported to participate in the Centre's Annual Conference and to avail of Centre provided courses on a non-fee paying basis.

Staff engagement contracts are reviewed on a triannual basis at the annual review meetings between the Tutor and the Director of Education.

Section 5: Teaching and Learning (Teaching & Learning Policy ED28)

Teaching and Learning at the Centre is rooted in a holistic vision of learning, which aims to promotes the professional development of learners and staff, including their aesthetic, intellectual, cultural, emotional, creative, moral, social, political and spiritual development. To this end the Centre is fully committed to monitoring the learning experience on an ongoing basis with a view to improving the quality of its teaching and learning across its training and education programmes.

Teaching and Learning follows Knowles Adult Learning Theory[1] and Mezirow's[2] Transformative Learning approaches.

Adult learning theory is defined by andragogy and self-directed learning principles. Andragogy is the art and science of helping adults learn and self-directed learning is a process in which the locus of control in learning lies with the adult learner. The theory encourages learners to actively participate in the learning experience and directs selection of teaching methods that promote experiential learning.

Transformative Learning is defined as a way in which learners interpret and reinterpret their experience and is central to making meaning and learning. Transformative learning is the idea that learners who are getting new information are also evaluating their ideas and understanding and are shifting their worldview and learning through critical reflection. It goes beyond simply acquiring knowledge, and dives into the way that learners find meaning in their lives and understanding.

Promoting a Learning Ethos

The Centre is committed to ensuring that teaching and learning practices within the Centre promote enquiry and critical evaluation and encourage learners to take an active role in the classroom. The Centre creates an open community that values critical reflection, fostering personal and professional development for both learners and staff. The focus is on what learners actually do in their studies and how they interact with the teaching and learning resources. Processes are used to monitor learning experiences on an ongoing basis, both on a day-to-day level and also through formal review processes. The Learner Handbook sets out mutual expectations between Learners and Centre / Tutor. A Tutor Handbook augments the Learner Handbook for Tutors

[1] Knowles M. Self-directed learning: A guide for learners and teachers New York: The Adult Education Company; 1975.
[2] Mezirow, J. (1981) 'A critical theory of adult learning and education', Adult Education Quarterly, 32(3):3-24

Course Monitoring Review

Additionally, the DOE conducts course monitoring programme review visits, which are both announced and unannounced (See form F34).

Placement Experience

The Centre has a recognised tradition of providing high quality placement opportunities for learners. Practice placement builds on our relationship with public and professional bodies and responds to relevant government reports, policies, and regulatory initiatives. The objective of placement is to support learners to develop the relevant knowledge, skills and competencies in preparation for the professional working environment in their chosen field. Where placement is a core element of the learner experience, the management of the placement component within our programmes adheres to best practice in teaching, supervision, learner support and assessment. The Centre emphasise the development of reflective and analytical thinking skills through experiential learning which learners can relate to their future professional practice. Currently only one course (QQI Level 5 Care Skills - 5N2770) provided by the Centre involves work experience. If the work experience requirement is part of any future programmes, this policy will be amended to reflect any specific requirements. The placement component is subject to ongoing monitoring and review with internal and external stakeholders in order to remain relevant to both learner and employer needs (See Work Placement Policy ED 27).

Benchmarking

The Director of Education makes arrangements for benchmarking reviews which are designed to monitor alignment with best practice approaches, compare QA experience in a wider context, plus identify opportunities for improvement. Comparison between benchmarking reports are shared with the partner provider with further reporting to the Centre's Academic Committee and Governance Committee.

Learning Environments & Online Delivery

The Centre ensures that it's learning and teaching are informed by best practice both within the field of online provision, as well as for face-to-face classroom based learning.

All programmes are learner centred, subject focused and not technology led.
Core principles of the Universal Design for Learning (UDL) framework are applied and adhered to by introducing more flexible methods of teaching, assessment, and service provision to cater for the different styles of learners.

Staff are appropriately qualified and experienced in instructional design or have access to external expertise.

Programme design will specify the required effort for teaching activities, content creation and moderation. Each validated programme will clearly outline the context in which the teaching and learning will take place. The Centre will take all practical steps to ensure security and reliability of its learning environment. Links to online courses are only provided to learners who have completed all pre course registration requirements.

The Centre buildings comply with Building and Health & Safety Regulations.
The Centre continuously monitors and reviews all teaching and learning resources, facilities and materials to ensure continued effectiveness and adequacy. There is an annual review of all resources each June with a report presented to both the Governance and Academic Committees

Currently the Centre has derogation from QQI to deliver its programmes online. While the delivery method has changed to online based, there has been no change in the teaching method. All courses remain face to face in a virtual classroom and all assessments remain as they were pretransfer to virtual learning. The move has offered the learner the added benefit of reviewing the programme content as all lectures are also recorded and made available to learners after the teaching session.

See Dropbox and online Access policy ED 6

In the event that the Centre transfers its programmes to a fully virtual setting the Centre will complete a blended learning application. The Centre has completed some work on this with the view to completing the application after the reengagement process. Funding has already been ringfenced for the introduction of a Learning Management System.

Learner Supports

All programmes are delivered with an array of supports which learners may use in a manner which suits their own individual learning and specific needs. Learners are made aware of supports offered to them in their learner handbook and this is also discussed on the first day/night of each new programme. Learners are able to access these independently or through guidance from their tutor, depending on the specific circumstances. (See Fair & Consistent Assessment and Learner Supports Policy ED 9). Learners are asked to evaluate these supports as part of their course evaluation on module completion.

The quality of learner supports and opportunities for enhancement are formally reviewed as part of the annual Programme Review process.

In addition, tutors and administrative staff provide individualised learner support by email and telephone throughout the duration of the programme. The DOE is informed of any areas of

concern or potential areas for improvement. The Academic Committee monitors feedback on Learner Supports as part of its academic oversight brief, making recommendations for enhancements to the Board of Management via the DOE.

Work placement Support.

Learners undertaking work placement as part of the requirements of their course are supported by a preceptor on site and by the course tutor. (See Work Placement Policy ED27)

Assignment support

The Centre's tutors and administration team provide ongoing mentoring and assignment feedback for the duration of the programme. Staff and Tutors and endeavour to respond to all queries within 12 hours on working days.

Complaints, Grievances and Appeals

The Centre is committed to providing a service of the highest quality. Staff will do everything possible to ensure that this level of service is provided.

However, when things go wrong or when a Learner/Tutor disagrees with something the Centre does, the Learner/Tutor has a right to discuss their problem or make a complaint. The procedure outlined below is designed to deal with complaints about issues such as delays, mistakes, poor customer service, denial of entry to a programme, being suspended or dismissed from a programme or when an employee feels actions against them are unfair they have a right to appeal.

Should a Learner/Tutor decide to make a complaint, the Centre will take it seriously and deal with it as quickly as possible. The Centre will investigate the complaint thoroughly and impartially. The Centre will treat the Learner/Tutor sympathetically and courteously, and their future dealings with the Centre will not be affected in any way.

What to do if there is a problem relating to any aspect of dealings with the Centre.

STEP 1

Most problems can be resolved straightaway by bringing them to the attention of the person the Learner/Tutor is dealing directly with in the centre. The Learner/Tutor should write or arrange to speak with this person about the complaint.

STEP 2

If the problem is not resolved by discussion, the following procedures should be followed. These procedures are as follows:

(a) The Director of Education will request that the Learner/Tutor will put their complaint in writing to him/her.

(b) On receipt of the written complaint, the Director will undertake an investigation

(c) The Director will advise the complainant of the outcome of his/her investigation and inform them of his/her findings and resolutions.

It is important that this procedure is used in the first instance to address the problem. However, in the event the complainant is not happy with the outcome they can commence an appeals procedure.

STEP 3

Right to Appeal

If a Learner/Tutor is not satisfied with the outcome, they can appeal this decision by writing directly to the Chief Executive Officer of St. Luke's Home, Castle Rd., Mahon, Cork, who will arrange to have their appeal investigated by an independent investigator. The Learner/Tutor has the right to have representation at this meeting.

Complaints pertaining to concerns experienced re discrimination follow the same 3 step process see Policy (Equality & Accessibility Ed8)

Appeals in relation to Academic Assessments/Results are dealt with separately please refer to Assessments, Submissions, Plagiarism, Assessment Appeals & Deadlines Policy ED 1

Section 6: Assessment of Learners (Fair & Consistent Assessment and Learners Support Policy ED9)

All our assessment practices at the Centre adhere to the policies, criteria and guidelines outlined in the QQI documents: *Assuring Assessment, Guidelines for Provider*s 2013 edition, available at:

http://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%2C%20Revised%202013.pdf

In addition, reference is made to QQI's *Core Statutory Quality Assurance Guidelines and Sector Specific Quality Assurance Guidelines - Independent/Private (both published April 2016), available at:*

www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf

www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf

The Centre is committed to a teaching and learning approach that fosters active learning and allows learners to take ownership of their learning. This approach encourages learners to actively understand their subject, interact with the content and link new knowledge with already known concepts and principles.

Assessment Approach within the Centre

Assessment of learners for QQI Awards within the Centre covers five as follows:

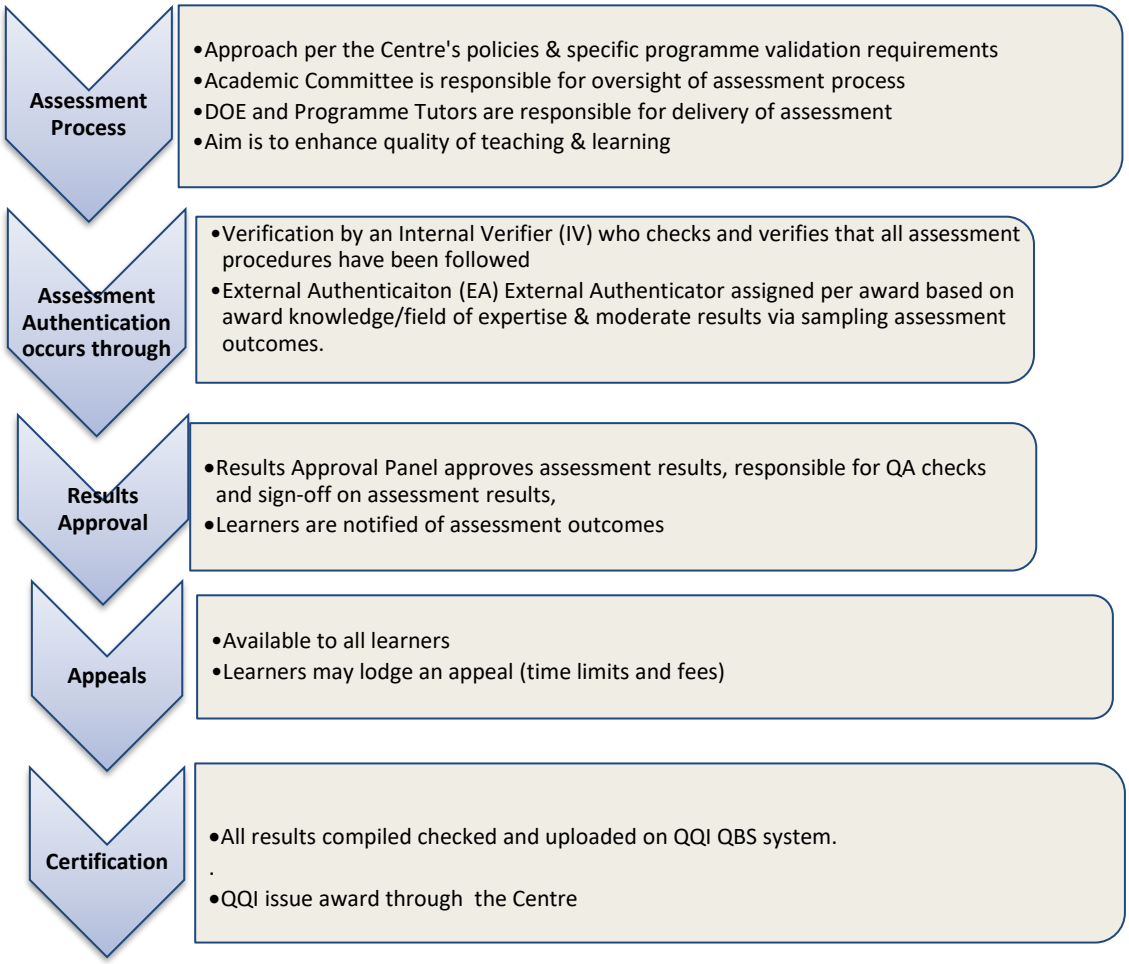

Figure 8 ***Assessment of Learners***

Co-ordinated Planning & Assessment:

1. The tutor will inform the learners of the agreed assessment dates on the first programme day. This information is also contained on the assignment briefs and learners are required to acknowledge by signing that they have received and been informed of these dates.

2. The Director of Education will ensure that a suitable room will be made available and that there will be no disturbances during an assessment or examinations.

3. Tutors will be provided with tutor marking sheet appropriate to the assessment, which they will be expected to return with completed assignments/examinations.

Information to Learners on Assessment:

1. A Learner Handbook will be distributed to all learners – (See Learner Handbook)

2. Tutors will provide a course overview to all learners at the beginning of a programme.

3. Tutors will provide individual assignment briefs pertinent to the assessment to all learners at the beginning of a programme. Learners will review the briefs and the tutor will provide any clarification as required. Learners will keep one copy of each brief appropriate and a second copy will be signed and returned to the office by the tutor.

4. Tutors will monitor and review students understanding and progress at regular intervals throughout the programme.

5. Learners will be notified of the following at the beginning of the programme:

- Any additional requirements and expected input from learners.
- Assessment schedules.
- Exam timetables (if applicable).
- Appeals procedures.
- Availability of and how to contact Tutor.
- Portfolio checklist (if applicable).
- Work experience briefing (if applicable).

Security of Assessment & Related Processes & Materials.

1. All learner assignments and related materials will be stored in a secure (lockable) cabinet in the offices of the Centre.

2. Tutors are expected to ensure that learner assignments are stored securely for the duration that they have them in their possession.

3. All assignments, materials and student correspondence including notes, letters, and emails relating to and belonging to students must be returned to the Centre for safe storage.

4. All learner correspondence and tutor correspondence relating to course activities should be directed through a stlukeshome.ie email account – no other email should be used – see Tutor Handbook. This is indicated on all individual assignment briefs.

5. A Privacy & GDPR policy will be given to each tutor.

6. All learners must sign a verification of authorship and denial of plagiarism form for all written assignments.

7. On receipt of assignments from tutors, the Centre will complete an Internal Verifier (IV) report which will monitor and evaluate key elements of the assessment process.

8. On submission all learners must complete, sign and date the supplied assignment submission form. This form must also be counter-signed by administration and dated.

Reasonable Accommodation and Learner Supports.

The Centre is committed to providing the learner with supports to enable them to succeed in all aspects of their learning journey as outlined in the Fair and Consistent Assessment and Learners Support Policy ED 9. The Centre's commitment to supporting learners is evidenced across many aspects of its quality assurance system. Learner support guidelines are included in the following:

- Learner Handbook
- Tutor Handbook
- Access to Reasonable Accommodations
- Learning Management System (Access to online resources via dropbox for selected programmes)
- Company Website – www.northridgehouse.ie
- Course Evaluation Forms/face to face meeting with DOE
- Facilities that are accessible and fit for purpose / Facilities Checklist.
- Equality & Accessibility Policy ED 8
- Course briefs outline assessment instructions and learner supports available for each. module
- Requests for Additional Supports Form
- Late Submission of Assignment for Assessment
- Tutorial Review of draft written material

Tutors must always endeavour to accommodate learners with special needs so that they can progress.

The Centre and tutors will make every effort to provide reasonable accommodation to learners with a disability or who are covered by the 9 grounds of equality legislation to:

- Gain access to programmes.
- Participate and advance on programmes.
- To progress towards further education and/or training. (See Equality & Accessibility Policy ED 8).

Reasonable accommodation may include the following:

- Modification of assignment briefs.
- Approved scribes/readers for examinations.
- Rest periods or additional time for completion of exams (if applicable).
- Compassionate consideration.
- Internal Panel based assessment.
- Adaptive materials/equipment – tape recorders, Dictaphones, video recording, voice recognition software.

The Centre will provide a special requirement form to learners from the above categories.

The Centre will ensure that, where necessary, training equipment will be adapted to the needs of learners with disabilities.

The Centre will review learner evaluation sheets, after each completed module. to ensure that learner's needs are accommodated.

The Centre provides an individual learning plan where required to meet the needs of a learner with disabilities.

Consistency of Marking Between Assessors.

1. All tutors will be provided with a Tutor Handbook outlining the principles of setting and marking assessments.
2. All tutors will be provided with the QQI assessment handbook (Assessments and Standards 2013).
3. All tutors will be made aware of the Centre's appeals procedure.
4. Less experienced tutors will be provided with mentoring support for an interim period of 6 months.
5. Mentoring records will be filed and stored by the Centres Administrator.

The above procedures will be monitored and reviewed on an annual basis.

Internal Verification Process

The Centre is committed to ensuring fairness, consistency, and validity of assessment and outcomes of assessment throughout all programmes. The purpose of this policy is to ensure that all assessments sent to QQI are deemed to have been fairly and accurately marked in compliance with quality assurance guidelines. In order to achieve this the following procedures, apply in all cases: Internal verification is the process by which the Centre's assessment policies and procedures relating to planning, managing and completing all aspects of assessment practices are monitored and checked internally by the Centre itself.

The internal verification process will be organised by the Director of Education.
The DOE will appoint an internal verifier (a person who has not been engaged in the education of the learners and who has not set or marked the assessments).

Responsibilities of the internal verifier include the following:

- Confirm that the Centre's assessment procedures were adhered to across the range of assessment activities from planning to finalising results.
- Ensure learning has been assessed using the techniques and instruments as indicated in the validated programme
- Check the accuracy of assessment results to ensure learner evidence exists, and that results, and grades are correctly computed and recorded.
- Monitor assessment results
- Produce an internal verification report confirming the accuracy of the assessment process and results. This report will also highlight any irregularities identified in the process.

The IV report along with the Learners Assessments, marking criteria and marking sheets are given to the External Authenticator. (See Fair & Consistent Assessment Policy ED9 for step-by-step process)

Frequency:

Internal verification will take place (for all programmes delivered) in conjunction with QQI deadline submission dates.

External Verification Process

The Centre is committed to ensuring independent and authoritative confirmation of fair and consistent assessment of learners in accordance with National Standards and in compliance with QQI Quality Assurance Policy. The Centre is committed to assuring all learners and stakeholders that assessment results have been validly marked and are in compliance with the stated requirements. The DOE will appoint an External Authenticator from the QQI approved list of external authenticators. The criteria below should be applied when choosing an external authenticator:

External Authenticator Profile:

- An external authenticator (EA) will have technical/subject matter expertise appropriate to the award/area/field of expertise that they will be assessing.
- Must have relevant experience in the delivery and assessment of programmes or currently work in the industry or field of learning being assessed.
- EAs must display the ability to interact positively with learners, assessors, and the Centre's staff members.
- EAs must be proficient in administration, IT, time management and report writing.
- EAs must operate within QQI guidelines.
- EAs must be available to the Centre at the pre-scheduled agreed times.
- EAs must be independent of the Centre – i.e. must not be engaged in any other work or service provision to the Centre.

External Authentication will take place (for all programmes delivered) in conjunction with QQI deadline submission dates. The following measures are in place:

1. The DOE must have met with the External Authenticator for any given programme and confirmed that they are suitably qualified.

2. A record of this meeting and copies of the external authenticator qualifications should be placed on record in the Centre training file.

3. The DOE should ensure that the internal verification process has been completed and signed off in advance of the external authenticator's visit.

4. The DOE must agree on an external authentication schedule with the external authenticator who will be responsible for conducting the authentication in accordance with the agreed schedule.

5. The EA is provided with all learner assessments and may on the basis of course numbers decide to review a sample of assessments.
The sampling strategy below will be applied by the external authenticator.
A minimum of 12 assessment portfolios will be included in the sample. If there are 12 or less assessment portfolios for a minor award, all portfolios will be internally verified and externally authenticated.
If there are more than 12 assessment portfolios, the sample will be selected using the following formula: √n + 1, where n is the total number of assessment portfolios in a specified range. See below.

Number of portfolios (range)	
Minimum Sample size 0 - 12	all
13 – 50	13

6. The EA will meet with the DOE and any relevant staff to discuss provisional findings.

7. The External Authenticator will compile an external authentication report confirming the accuracy of the Internal Verification process and results and send to the Centre within 3 working days. This report will also highlight any irregularities identified in the process.

8. Provisional results should immediately be made available to Learners with information pertaining to the Appeals Process.

9. The DOE forwards the EA and IV reports to the Results Approval Panel.

10. The Results Approval Panel will sign off on the approved results and recommend appropriate corrective action on any outstanding issues.

11. Following the meeting of the appeals process requirements, results should be submitted to QQI for certification. In the event that a Learners appeal has not concluded prior to the submission date for certification, this learners assessment will be submitted at the next available submission date.

12. Programme review meetings will be held on an ongoing basis to monitor and evaluate this process.

Process of Feedback to Learners (Refer to Feedback to Learners Policy ED 11)

Each individual assessment component of each QQI Module has a specific Assessment Brief assigned to it. Each brief is distributed to each leaner on the module in question and time is allocated at the programme commencement for the tutor to clarify the expectations required for a successful outcome. Two copies are distributed to each learner, and one is kept by the Learner for reference and the other is signed by the Learner and returned to the office.

1. Tutors will provide both formative and summative feedback to learners throughout the programme.

2. Learners will be provided with a learner feedback form (F8) for all assignments when receiving their provisional results.

3. Tutors will provide interim feedback for learners in relation to draft assignments when required.

4. Learners on work placement will receive feedback from employers (Work Placement Supervisors Report F16)

5. Informal feedback via email between learner and tutor is encouraged but must first be agreed between both parties. Records are held within the email account as per Privacy & GDPR Policy ED 5.

6. Learners may request an additional tutorial from their tutor. This arrangement falls outside of the standard course schedule and is an additional service to support learners towards course completion. (See Tutor Roles & Responsibilities Policy ED 24)

Issue of Results to Learners

1. All learners receive a copy of procedures on submitting results and awarding of provisional results (See Learner Handbook and Course Briefs)

2. Tutors will inform learners that it will be 4-6 weeks from completion to notification of provisional results – as per the Centre's policy.

3. Provisional results are subject to internal verification (IV) and External Authentication (EA)

4. Provisional results will be emailed to learners, prior to been signed off as final results by the Results Approval Panel, in a standard template document which outlines the next steps in the process, appeals procedure and estimated certification date.

5. All queries, requests for feedback, appeals are dealt with diligently and any associated policies, forms are issued to the learner.

6. Provisional results are approved by the Results Approval panel and entered in the QBS system for certification.

Assessment Deadline

The assessment deadline relating to the submission of designated course work for the QQI Module being undertaken is set out as follows.
Dates are set for each aspect of course work that must be submitted or undertaken or assessed by the Course Tutor. These deadlines are fixed. If, under the grounds of compassionate consideration as outlined below, a learner may have a reason for a submission delay the learner must contact the course tutor at the Centre at the earliest possible opportunity prior to the submission deadline.

Compassionate Consideration

The Centre will consider the rescheduling of assessment arrangements and deadlines for submission to facilitate learners who, through no fault of their own, require compassionate consideration. The following factors are considered as being likely to merit compassionate consideration, subject to confirmation, clarification and as required in some cases, medical certification:

- A physical Injury/illness or emotional trauma arising prior to project assessment submission deadline or prior to other scheduled written or practical examination.
- A physical disability or disabling condition or other incapacitating illness affecting the learner.
- Recent bereavement or serious illness of significant other
- Severe accident

- Substantial Domestic Crisis
- Other extenuating circumstances. (That are agreed in discussion by the learner with the DOE)

The Centre will consider the specific nature of each compassionate request made and will decide (based on evidence) on fair procedure relating to each case. The Centre is aware of the need for flexibility in terms of compassionate consideration and will balance this need for flexibility with the essential requirement to maintain the integrity and fairness of the assessment process.

Learners may only submit late assignments if they have Tutor Approval and have completed the Request for Extension of Submission Deadline Form (F 1). This form must be returned to the Centre's Administrator.

In some circumstances extensions to submission deadlines may also be afforded to students who have completed a Special Requirements Form (F 3) at the beginning of their course as outlined in the Equality and Accessibility Policy (ED 8).

The Centre will, following the support of the specific tutor, facilitate a learner to have their material submitted for assessment by the tutor at a later date.

Repeat of Assessment

The Centre will continue to work towards ensuring that all learners can achieve a satisfactory or higher level of success at the assessment phase of our programmes. Should a participant fail to achieve a pass grade at least on a particular programme assessment The Centre will be open to allowing the participant involved repeat a specific assessment in order to achieve a pass grade. This arrangement will be subject to maintaining the overall integrity of the assessment process, while at the same time ensuring that participants can be facilitated in their efforts to successfully complete our QQI programmes.

Late Submission of Materials for Assessment

The grounds for such late submission are listed above. The Centre is willing to submit at the next submission date to QQI and only at that date. The Centre is not able to submit material after that opportunity has passed.

Assessment Techniques (See Fair and Consistent Assessment & Learners Support Policy ED 9)

The range of assessment techniques used will depend on a programme's specification and validation requirements. The Centre's approach to the assessment of learners includes methods to ensure that all assessments are:

- Consistent with the Centre's training and education mission.

- Valid for the purpose of QQI awards.
- Clearly understood by staff and learners.
- Seen to be fair to all learners.
- Internally verified as being fair and consistent; and
- Externally authenticated as being aligned with national standards and consistent with QQI assessment guidelines.

Assessments for programmes offered may use one or more of the following assessment techniques:

- Project
- Assignment
- Learner Record
- Portfolio of work
- Examination (Theory)
- Viva Voce
- Core Skills Demonstration
- Case Study

Assessment Information for Learners

The Centre recognises that the learner is responsible for demonstrating their learning achievement through meeting learning outcomes as measured during programme assessment. Information provided to learners and assessors is set out below:

Pre-course and Induction Information

- Assignment information is provided to learners prior to enrolment (website, prospectus,)
- Learner responsibilities regarding assessment is communicated at induction
- Assessment brief sets out clearly expectations and supports and are signed by all learners

During Learning Process

- Assessment information for learners must include assessment requirements, assessment techniques, schedules & deadlines, submission procedures, appeals, compassionate considerations and extensions.

- Learner responsibility regarding assessment is communicated on first day of course and at regular intervals during course delivery.
- Assessment information sources:
    - Course prospectus
    - Learner Handbook
    - Assessment briefs
    - Assessment Schedule
    - Special Requirements Form made available via tutor/administration.

Assessment Appeals

- Appeals procedure details the timeframe and process for learners to appeal their result is communicated on first day of course and is also in the Learner Handbook provided to each learner. (See Fair and Consistent Assessment of Learners and Learners Support Policy ED9)

Academic Integrity

All assessments are criterion-based, and grading criteria are made available to learners on the first day of each course. There are clear, fair and consistent guidelines for dealing with absence from assessments and late submission of written work. There are also clear fair and consistent guidelines for dealing with mitigating circumstances and for learner appeals. All of this is outlined in both the Learner and Tutor Handbooks. Assessment is fully documented and subject to checks within the quality process. Assessments are conducted securely in accordance with the guidelines and procedures. There are regular administrative verification checks to ensure accuracy. The integrity and security of the Centre's assessment arrangements influences the credibility of the process and the confidence of learners in training with the Centre.

Planning

- Academic Committee issue protocols re: the preparation of assessment briefs and examination papers
- Learner Handbook references
- Assignment Briefs per module
- Examination banks with a suitable range of examination questions for modules that are assessed by examination.
- Provision of list of Academic Integrity website resources to both Tutors and Learners.

Approach Taken

- All assessment materials must be securely stored.
- All learners are required to verify that all assessments are their own work by submitting a signed authorship statement with all assignments.
- Learners are made aware of the consequences of cheating and submitting plagiarised work (See Assessment, Submissions, Plagiarism, Appeals & Deadlines Policy ED 1)

Review

- Appeals procedure details the timeframe and process for learners to appeal their result (See Assessment, Submissions, Plagiarism, Assessment Appeals & Deadlines Policy ED 1 and Fair and Consistent Assessment of Learners & Learners Support Policy ED 9))

Accessibility, Equality & Diversity (see Equality and Accessibility Policy ED 8)

The Centre is committed to excellence in its provision of QQI Programmes and seeks to ensure that all learners receive appropriate high-quality support. The Centre is committed to delivering programmes of education and training and related services in a manner that accommodates diversity, combats discrimination and promotes equality of opportunity. The Centre complies with all Equality Legislation and combats discrimination on the nine grounds and in accordance with The Equality Act 2004

The Centre ensures the rights to equal treatment established by equality legislation, and accommodates diversity in the workplace, identifies and works to eliminate barriers to access to services to all customers and potential customers.

The Centre is committed to ensuring that our assessment practices facilitate equality, and the diversity of our learners' needs. The Centre will require learners to complete a special requirement form (Special Requirements Form F3) and return to us with a letter from their doctor or medical professional to confirm their need for an accommodation(s). Upon receipt of this information, we will provide one or a combination of the following accommodations:

- *Physical Access*: The Centre will ensure that all examination venues are fully accessible to all of our learners. A venue checklist is completed by the Centre to ensure that the premises is wheelchair accessible, contains an audio loop system for learners that may have a hearing impairment, spacious rooms, clear signage's, etc.
- *Scribes/Readers*: If required, learners may be provided with a Scribe and/or Reader to facilitate their completion of the written examination.

- *Additional Time*: If it is deemed necessary for learners to complete the assessment, additional time may be allocated to the learner.
- *Sign Language Interpreters*: Sign language interpreters, chosen by the Centre, are available to the learners upon request.
- *Format of Examination Papers*: The format of the examination papers may be adapted to satisfy the needs of specific learners e.g. dyslexia.

The effectiveness of Reasonable Accommodation requests will be reviewed by the Academic Committee will as part of its oversight of programme delivery (See Assessment, Submissions, Plagiarism, Appeals & Deadlines Policy ED 1)

Consistency of Assessment

The Centre is committed to establishing procedures for the fair and consistent assessment of all learners who participate in any of the Centre's certified programmes. By establishing such procedures, the Centre can ensure that learners meet the required standards put forward by examining bodies and that assessment work produced by learners is assessed in a fair and consistent manner in line with criteria set out by examining bodies.

The Centre has put in place rigorously followed procedures that ensure every learner is given the optimum chance to achieve their full potential and have this potential recognised and verified. By using as wide a range of assessment procedures as possible, as approved by the relevant examining bodies, the Centre will strive to offer all learners opportunities for success and progression in education and within the National Framework of Qualifications.

In addition, the Centre has in place rigorous procedures that incorporate Internal Verification and External Authentication of learner assessment activities to ensure this process is fair and consistent and in keeping with national standards. At all times, the Centre's assessment of learners will be consistent with the guidelines laid down by QQI (See Fair and Consistent Assessment and Learners Support Policy ED 9).

- Due to size of class all courses are assessed and marked by the course tutor.

Assessment Appeals Process (Assessment, Submissions, Plagiarism, Assessment Appeals & Deadlines Policy ED 1,)

Following provisional assessment grades and feedback being issued to students, the DOE and Tutors will be available to discuss the same with any learner who wishes to query their assessment outcome or who require assistance with understanding their assessment outcome.

The Appeals Process enables the learner to appeal:

- The assessment process, if they perceive that there have been any irregularities/inequality in its implementation; and/or
- The assessment result.

Informal Appeal

When **provisional grades** are provided, learners can contact the Centre administrator who will arrange a meeting with the course tutor and Director of Education for informal review. If the learner is unsatisfied with the feedback at this stage, they can commence the formal appeals process. This process is included in the learner handbook and discussed at induction at the start of each course.

Formal Appeal

Formal appeals to the Centre must be lodged using the Learner Appeal Form (Appendix D). Appeal Forms may be requested in person or by telephone from the Centre, the phone number is 021 4536551 or can be accessed on the Centre website. On receiving an Appeals Form, learners must complete a signed copy of the form and return it to the address shown on the form no later than the date stated on the letter accompanying the form. The request for appeal must state the grounds for appeal and supply evidence in support of the request.

Any appeal will be carried out by an independent assessor (i.e. not the assessor who marked the learners submitted work).

The potential outcomes of the appeals process are as follows:

• Result upgrade or downgrade

• No grade changes

The Director of Education will inform the learner in writing of the outcome of the appeal within 15 working days. The relevant tutor will also be notified of the outcome within this timeframe.

In the event that a learner's appeal has not concluded prior to the submission date for certification, this learner's assessment will be submitted at the next available submission date

The Centre will ensure the following:

- Information will be given to all learners on the Appeals Process, via the Pre-Course Information Sheet and the Learner Handbook available on the website and also as part of the course induction.
- The Appeals Process includes the procedures and deadlines for submitting an appeal.
- Learners must note that in the event of wishing to appeal their result attained for the assessment of the programme, they will have 7 Days to contact the Centre following receipt of results.
- A fee of €50 will apply per formal appeal and will be returned to the learner if the outcome of the appeal is successful.
- Only evidence that has previously been presented by the learner and has been retained by the Centre following the initial assessment, can be considered as part of an appeal. No new evidence can be submitted.
- All assessment evidence as required by the validated programme module must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.
- The Centre will process the appeal within 15 days of receipt of the appeal and will ensure that the appeal assessor is not the original assessor (See Assessment, Submissions, Plagiarism, Assessment Appeals & Deadlines Policy ED 1 and Fair & Consistent Assessment & Learners Support Policy ED9).

Learners are notified on the Appeals Process in the Learner Handbook which outlines the following in relation to appeals:

- Learners are informed of their right to appeal the outcome of an assessment. Once provisional results have been issued to the learner, a learner may initiate an informal appeal and pending the outcome of this appeal they may further initiate a formal appeal subsequently.
- Notice of a formal appeal must be submitted on the Appeal Request Form.
- The learner has 7 working days from the date of the Provisional Results being issued to lodge an appeal. Any application for appeal received after that date is not considered.
- The Centre will inform the learner of the outcome of the appeal within 15 working days.

Academic Integrity/Assessment Malpractice

The Centre understands that most assessment submissions will constitute the honest work and genuine, valid efforts of individual learners. In the event of suspicion of malpractice at the assessment phase on the part of a learner, the Centre will expedite an investigation and make

findings so that the integrity of the overall assessment process is maintained. It is likely that the Centre will be able to carry out this investigation from within the expertise of its own staff, however, the Centre will engage the services of an identified independent adjudicator, if deemed necessary.

Examples of potential malpractice activity include:

- Learner Plagiarism (this includes copying another's work either partly or wholly or copying significant sections from either the internet or books/journals and attempting to pass this off as the learners own work).
- Impersonation of another Learner
- Fabrication of Submission Evidence
- Alteration of Results
- Wrongly obtaining secure assessment material (Examination Information)
- Any other covert attempt to undermine the assessment process.

Plagiarism is the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work. Plagiarism is considered academic dishonesty and may lead to failing to complete the course.

Plagiarism is when other people's writing, words or ideas are presented as one's own. Examples of plagiarism include:

Quoting or summarizing material without crediting the source. The source of material may be books, magazines, websites, films, newspapers, television programmes, films, photos, drawings, charts or graphs

Copying or using work done by another student. Buying completed work on the Internet /downloading a paper from a free site, or by getting someone else to do the work on your behalf.

Self-plagiarism is the presentation of work previously submitted in a different course without citing that it was previously presented, is treated in the same way as any other form of plagiarism.

Learners written material for submission must not involve "cutting and pasting" from other individuals work or from website will not be accepted. A learner may of course mention the work of published authors, but it should be clearly sourced, and the author/references named clearly. Learners receive a copy of the Academic Terms and Referencing Guide at the commencement of their programme and are advised to refer to this and their tutor if unsure of correct referencing. Learners are made aware that work submitted in bullet points may not be accepted by the tutor depending on the assignment. The tutor will inform learners of this.

Learners are encouraged to submit written materials for a review by their tutor prior to final submission. If plagiarism is found during this review, the tutor will inform the learner of same. Each

learner will be asked to name and source the material that the tutor is concerned about. The Centre uses anti plagiarism software to ensure fairness for all learners. Learners will be informed that if they submit material that is plagiarized for their final submission the tutor will have no option but to fail their work. In the case of identified plagiarism the Centre reserves the right not to afford a learner a further opportunity to resubmit

Any learner concerns about any aspect of understanding this policy must be directed to the Tutor or the Director of Education. Learners will be encouraged to do this.

The Centre will ensure that any investigation of malpractice or plagiarism will be completed in a manner and within a time frame that will not impact adversely on a learner against whom an unproven allegation of malpractice is made.

All submitted work must be clearly referenced. All learners, in signing the course submission form, are stating that the work submitted is their own, is not plagiarised and is free from fabrication in all respects.

The Centre prides itself on being supportive and encourages learners to share difficulties at their earliest convenience so the Centre may be able to accommodate changes and provide further assistance.

Results Approval (Results Approval Policy ED20)

Results Approval is the process to ensure that results are fully quality assured and signed off, prior to submission to QQI for certification.

The Results Approval Panel is chaired by an independent external educationalist who convenes meetings as required but typically bi-annually. The Panel will comprise of 4 individual members who do not have a conflicting interest. Meetings are arranged to tie in with the approved assessment process and certification planning.

The panel will discuss each set of results and will focus on areas of concerns and make suggestions for appropriate corrective measures if required. Other personnel may be invited to attend for a particular section of the results approval meeting as appropriate. The panel will consider the reports of the IV and EA and approve the final results. All panel decisions are recorded in the RAP meeting minutes template and the chairperson will arrange for relevant parties to be notified in line with QA protocols. The Chair will arrange for the Academic Committee, relevant personnel and learners to be informed of the approved results. The Summary Assessment and Results Approval process is completed and signed off by the Chair on behalf of the fixed panel members who approved the results. Minutes are prepared in a timely manner and kept on file. The Summary Assessment forms

are signed by the Chair of the Results Approval Panel and are then authorised to be entered into the QBS as final results by authorised personnel.

The process involves:

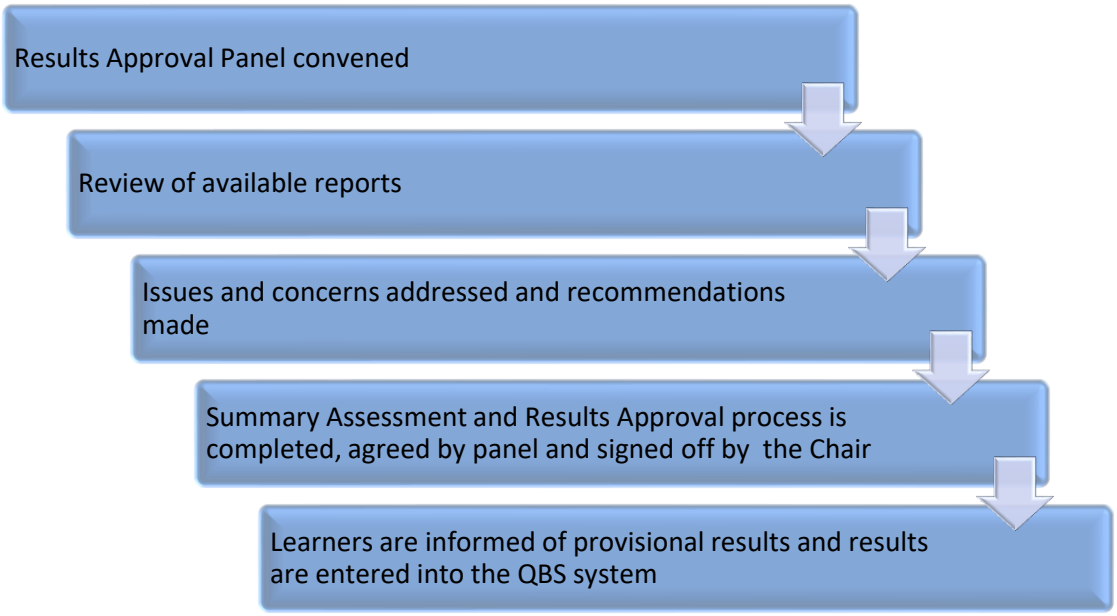

Figure 9 ***Process for Results Approval***

Each group presented for approval will have the following documents available for inspection:

- Internal verification reports
- External authentication reports
- Tutor assessment checklist
- Learner Meeting Records
- Attendance Records
- Course Evaluations

The panel will review each set of results and will focus on areas of concerns and make suggestions for appropriate corrective measures if required.

The panel will consider the reports and approve the final results.

All panel decisions are recorded in the RAP meeting minutes template and the chairperson will arrange for relevant parties to be notified in line with QA protocols.

The Chair will arrange for the relevant personnel and learners to be informed of the approved results.

The Summary Assessment and Results Approval process is completed and signed off by the Chair on behalf of the fixed panel members who approved the results.

Minutes are prepared in a timely manner and kept on file.

The Summary Assessment forms are signed by the Chair of the Results Approval Panel and are then authorised to be entered into the QBS as final results by authorised personnel.

A meeting template is provided to ensure consistent reporting and follow through of agreed actions. This report is forwarded to the Academic Committee.

Recognition Process (See Assessment, Submissions, Plagiarism, Assessment Appeals & Deadlines Policy ED1)

Following assessment grades and feedback being issued to learners, tutors will be available to discuss same with learners who wish to query their assessment outcome or who require assistance with understanding their assessment outcome.

The Appeals Process Enables the Learner to Appeal a result to an Assessment.

Learners can appeal:

- The Assessment Process (if they perceive there has been any inequality in its implementation)
- The Assessment Result

The Centre will ensure the following:

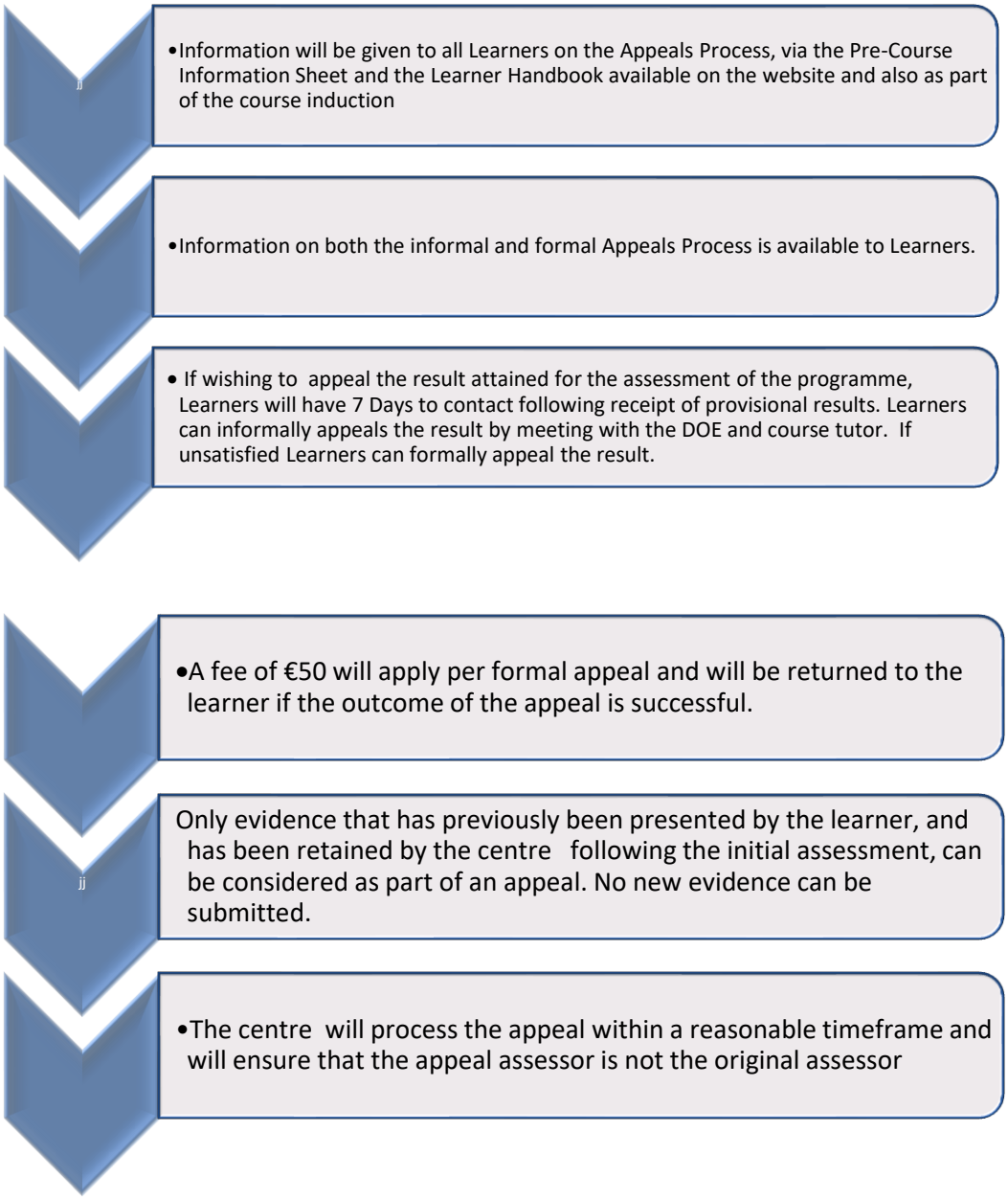

Figure 10 Appeals Process for learners

QQI Certificates:

1. Certificates will be posted to learners on receipt from QQI. It is the Learners' responsibility to inform the Centre of any change of address.
2. All certificates will be scanned for record keeping purposes.
3. If a certificate replacement is requested refer to QQI guidelines – note only change of name requests will result in a replacement certificate being issued by QQI.

Return of Assessment Work

Assignments and examinations used in the assessment process are not returned to learners and are disposed of in a secure manner and in a timely fashion. This occurs once certification and the appeals process has ended. It is the responsibility of the Learner to keep a copy of all worked submitted.

Section 7: Supports for Learners (See Fair and Consistent Assessment of Learners & Learners Support Policy ED 9)

Learner Supports

The Centre endeavours to provide a range of suitable supports for learners on all of its training and education programmes. These supports are monitored and updated on a continuing basis with a view to identifying opportunities for improvement.

Details of learner supports are outlined in full in the Learners Handbook which learners receive prior to the first day of the course or can access online at www.northridgehouse.ie and are also outlined in the Fair & Consistent Assessment and Learners Support Policy ED9.

Throughout a course, learners can contact the Tutor or the Centre for advice and assistance. If additional support is required, this can be discussed with the Tutor or the DOE.

The Centre is committed to supporting each learner to reach their potential. Tutors will make contact details (email) available to learners for the duration of the programme.

The Centre has a Policy pertaining to Equality & Accessibility (ED 8)

The Centre is committed to excellence in education and seeks to ensure that all our learners receive appropriate high-quality support. The Centre is committed to delivering programmes of education and training and related services in a manner that accommodates diversity, combats discrimination and promotes equality of opportunity. The Centre complies with all Equality Legislation and combats discrimination on the nine grounds and in accordance with The Equality Act 2004

Work Placement

The Centre maintains regular contacts with employers within its training sectors, so is able to provide general guidance on employment trends and skill requirements to learners, if requested. Work placements are an integral part of QQI Level 5 Care Skills - 5N2770 module. It is the responsibility of the learner to meet the requirements of the placement in the prescribed manner. However, the support of a preceptor and the course tutor is available to learners as required. (Policy ED27)

Review of Learner Supports

Feedback on supports from learner surveys is reviewed and acted upon as necessary. Review is conducted on the information provided by students on the course evaluation forms. Areas for

improvement are identified and this is fed back to individual Tutors and forms part the Academic Committee meeting agenda. (See feedback from Learners Policy ED10)

Section 8: Information and Data Management (Privacy and GDPR Policy ED5)

The Centre complies with best practice and statutory obligations in relation to information and Data management. Ensuring the security and proper use of all learner data, business information and other IT assets; The Governance committee recognises that information is an asset of the organisation and should be managed accordingly. Therefore, all staff, contractors and consultants are required to maintain and respect the integrity, security and proper use of all data.

The Governance Committee has primary responsibility for Information and Data Management, in line with the following principles:

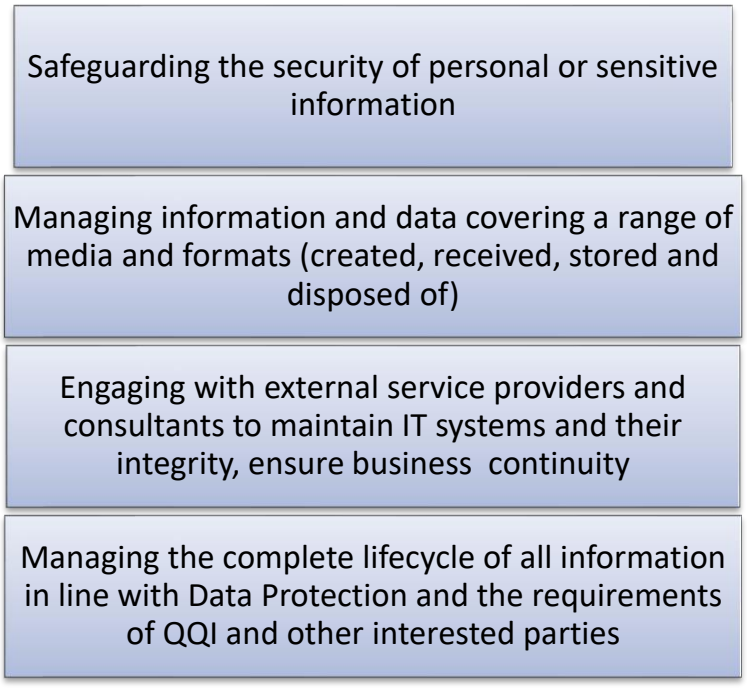

Figure 11 ***Principles of Data Management***

Service Providers and Data Management

The Centre maintains a range of information management systems to support its operations, assist in decision-making across the organisation, plus support effective communication and sharing of information with learners and other stakeholders.

The main data management platforms used by the Centre include:

Microsoft Office 365: email, word and spreadsheets

Poppulo: Communications platform used for regular email communication of course schedules and events. It is manually updated by the course administrator.

Wordpress: Access to the Centre website is through wordpress and is used by learners for the purchasing of online courses.

The Centre uses an external IT Security provider to support its IT operations, including:

- Advice to meet the organisation's changing IT requirements.
- Technical support to individual users, plus resolving any IT issues in order to maintain services to customers and other stakeholders.
- Remote monitoring to maintain systems integrity.
- Back-up and disaster recovery.
- Local server maintenance and advice on technical upgrades.
- Management of antivirus software and firewalls; and
- Compliance with software renewals and licensing.

Transmission of QQI Certification Data

The Centre also maintains access to QQI's QBS system through a password-protected link via www.qqi.ie . This is used by the Centre's administrator to upload learner data which includes PPS numbers and date of birth in support of learner certification and also access other QQI systems, e.g. validation services and Q-help.

Data Protection and Privacy

The Centre gathers and maintains a variety of personal data to assist in fulfilling its contracts and the delivery of services to learners and other interested parties. This data is controlled internally to ensure its safety and integrity such data includes:

- Contact information such as address, phone number, email address
- Course/programme of study

- Module and certification results
- Portfolio of work for assessment
- Compliance data for QQI and/or any other certifying body in order to validate identities or learners as part of the certification process

This information is used for registration, enrolment, study, assessment, certification and progression to support the delivery of programmes to learners. All enrolled learners receive a Learner's Handbook which outlines The Centres Privacy & GDPR policy ED 5. The information relating to the storage and use of all personal information is published in The Centre's Privacy Statement. This Statement is available at the reception and on the Centre's website for learners to view. https://www.northridgehouse.ie/privacy-statement/

This data is then used:

- To process assessments for certification
- To market training services to potential learners
- To improve customer service
- To contact learners on occasion with information with progression opportunities otherwise we will not share, sell or distribute any o personal data without consent

Record Maintenance Retention and Disposal

Learner records are maintained in line with effective IT/data management practice and the Centre's Privacy Policy. In order to deliver its services to learners the Centre maintains comprehensive learner records from initial engagement to certification.

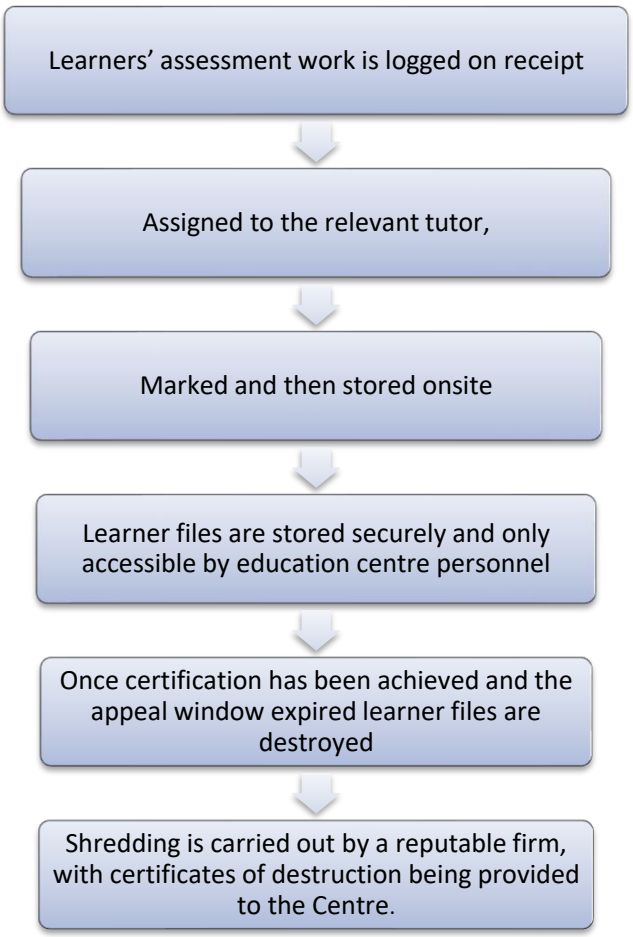

Figure 12 ***Process for Record Maintenance, Retention, and Disposal***

The only data retained is in relation to support the delivery of current or any future training or education services, in accordance with the Privacy Statement. Individuals have the right to have their information removed on request. The Centres Privacy & GDPR Policy ED 5 outlines specific data management and storage procedures.

Section 9: Communication and Public Information (Communication and Public Information Policy ED3)

Public Information

The Centre communicates and publishes information about its activities, primarily through its website www.northridgehouse.ie . Here prospective students can find information on our upcoming courses which details course content, entry requirement, assessment details, qualifications/awards, career opportunities and progression. Details can also be found on our staff and tutors. Poppulo which is a communication software tool is also used by the Centre to advertise upcoming courses and education events. The Centre also uses social media including Facebook and Twitter to further communicate with potential learners and other stakeholders.

The Centre has a full-time administrator who is available from Monday to Friday 8.30am-4.30pm to answer all enquiries that either come through the website contact form or over the telephone. The administrator also manages our social media accounts and endeavours to respond to all queries in an efficient and timely manner. The online application forms and brochures can be downloaded from our website and hardcopies can be posted out on request.

Approval of Communications

Approval of communications will depend on the business risk rating, type of documents or public information being produced, such as flyers, brochures, social media postings, annual monitoring reports, programme handbooks and public information. Public information and other communications are reviewed internally by the Director of Education prior to release.

The Academic Committee takes an oversight view of the quality and accuracy of any academic-related content. Public information and other communications are reviewed internally prior to release as follows:

Communication Type	Risk Rating	Approval by
• Website information • Flyers • Programme brochures • Programme handbooks	High	Director of Education reporting to Academic Committee
• QA Manual • Annual monitoring reports	High	Director of Education, reporting to Academic Committee

• PR releases and other public information	High	CEO (requires referral to Academic Committee for all academic matters)
• Social media postings	Medium	Director of Education
• Web chat responses	Low	Centre Administrator

Learner Information

Communication with Learners

The Centre's website provides details on all validated courses including:

Course summary

• Course profile

• Entry requirements

• Who should enrol?

• Qualifications and awards

• Assessment methods

• Work experience (if applicable)

• Exemptions

• Career opportunities

• Progression

• Protection of Enrolled Learners (PEL)

If requested by the Learner or the course facilitator a pre-course consultation can be carried out over the telephone or face to face, this eliminates any ambiguity on either part as to suitability of the course or competency requirements for the successful completion of the online or blended courses.

The Centre also provides guidance in relation to online study skills as part of the pre-course information. The 5 skills required to succeed in the context of online learning are as follows:

- Basic Computer skills - (word processing, email, internet searching and video conferencing)
- English language Skills - if potential learners have not completed either primary or secondary education through English they will be required to undertake an English language proficiency test as outlined in the English Language Policy ED7
- Communication Skills- learners will be required to accept support and study guidance from a course tutor plus participate in an online discussion forum showing proper respect and courtesy to both tutors and other learners on the course.
- Time Management/Course Engagement – Online and blended formats offer learners greater flexibility, but learners need to plan their study times and engage with course content to succeed.
- Self-discipline & Motivation – learners also need to be self-motivated to succeed and disciplined in time management.

In addition to the above key QA documents (Learners Handbook, and specific programme briefs and notes) are provided to Learners via pre-course information in Dropbox and form part of the induction of the programme of study.

Communication with Staff

The Director of Education, with the assistance of the administrative staff, is also responsible for diary management and for ensuring that course tutors are comprehensively briefed, by means of accurate course confirmation, for all training booked.

The Director of Education will ensure that tutor staff are contacted and met informally on a regular basis, formally during group and individual tutor meeting and also directly, by meeting arrangement, in relation to specific issues arising from monitoring visits, learner or tutor feedback information, as necessary.

The level, quality and adequacy of both public and internal communications will be discussed as part of programme provision discussion at Quarterly Board of Directors Meetings.

Quality Assurance reports are produced annually for each programme of the Centre upon completion of each academic year. All other reports can be produced on a periodical basis and or, relevant to the review cycle of the particular programme or activity, or once-off reports may be produced relevant to a particular project or activity.

Evaluation Reports approved by the Academic Committee, forwarded to the Board of Directors and subsequently published following permission of Board of Directors.

Section 10: Other Parties involved in Training & Education

The Centre is committed to establishing and maintaining a two-way system of communication with its stakeholders and other interested parties within the education and training community.

Peer Relationships

The Centre recognises that strong relationships with similar organisations and providers help to support its activities, providing opportunities to discuss current issues and emerging trends, plus sharing benchmarking and best practice approaches, thereby ensuring the credibility of learning outcomes and awards achieved by learners.

Opportunities to develop peer relationships include:

- Attendance at conferences, seminars and workshops to meet with other education and training professionals.
- Attend QQI Information sessions/webinars.
- Contributions to White Paper responses and other requests from QQI and interested parties.
- Engagement with other education and training organisations, both in Ireland and abroad, to identify new trends.
- Benchmarking exercises with other Irish training providers, sharing best practice ideas and approaches.
- Liaise with similar provider in the private sector.
- Higher Education (HE) partnerships with third-level institutions, University College Cork (UCC), University of Limerick (UL) and particularly UK universities Queen Margaret University (QMU).

Managing Conflicts of Interest

The Centre is committed to the principle that the activities of its employees or contractors should not give rise to situations in which those employees or contractors have (or appear to have) harmful conflicts of interest.

The Director of Education is responsible to both the Academic Committee and Governance Committee in identifying and managing any potential conflicts of interest. Therefore, any proposed employee or contractor is required to:

- Disclose any potential conflicts of interest prior to their engagement with the Centre.
- Assist the Director of Education in managing the conflict wherever possible; and

- Accept that the activity may be prohibited by the Centre where necessary to protect the Centre's academic or commercial interests, or the wider interests of QQI or other training and education partnerships.

Appointment Procedure for Contracted Tutors, External Panellists, Examiners and Authenticators

External Panellists

When engaging external expertise, the Director of Education will ensure that all external experts, examiners, and authenticators have the requisite skills, qualifications, and experience for their role. That they demonstrate continuous professional development within their field. The selection procedures are as follows:

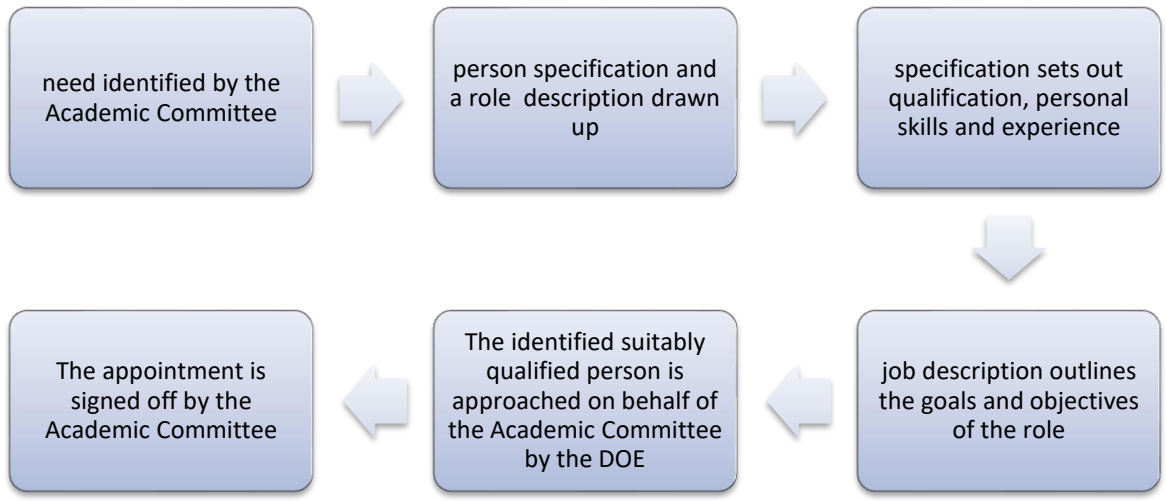

Figure 13 ***External Panellist Selection Procedure***

External Authenticators

The Centre selects External Authenticators from the QQI panel or, alternatively, nominate persons to the panel with specific skillsets for consideration by QQI. External Authenticators are required to moderate results for awards in fields/sub-fields in which the Authenticator has broad subject matter expertise. Given their professional status it is expected that all External Authenticators will possess the expertise necessary to moderate results in general areas, e.g. Care of the Older Person. In

selecting an appropriate External Authenticator from the QQI panel, care will be taken by the Centre to ensure that the Authenticator meets the following requirements:

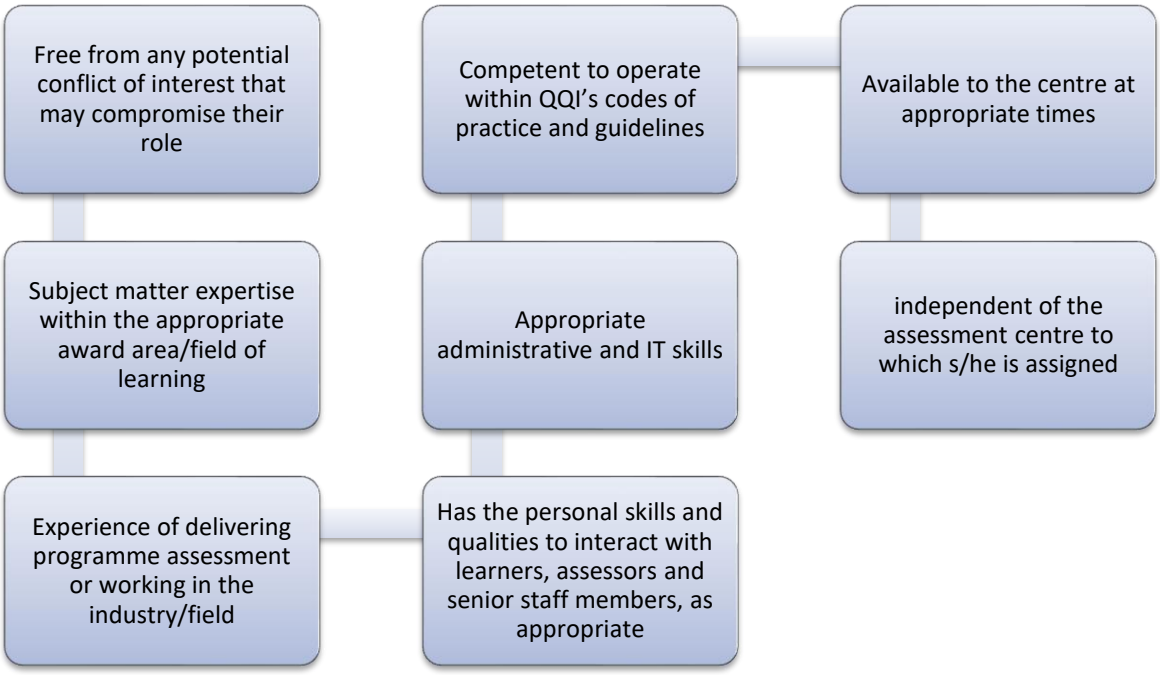

Figure 14 ***External Authenticator Requirements***

The External Authenticator is independent of programme delivery and is expected to be objective in their recommendations for programme improvement and programme strengths.

Work Placement Providers (See Work Placement Policy ED 27)

Depending on the requirements of the QQI award, learners may be required to undertake work experience within an appropriate setting (e.g. healthcare facility). Work experience can be taken within a current and appropriate working environment (i.e. where the learner is already working in a healthcare organisation and participating in a healthcare module).

Work placement providers will receive the Centre's briefing document outlining the requirements of the Work Placement exercise, including their written agreement to the Centre's processes in this area. The learner will be required to undertake particular tasks as outlined in their assignment briefs issued by their course tutor. On completion of the learner's work experience, the Work Placement preceptor will be required to complete Preceptor's Report which assesses the learner's performance and competence in the assigned tasks. This should be reflective of the learner's actual performance on the work placement and free from bias.

Any issues arising during Work Placement must be notified by the tutor to the Director of Education. Overall quality is reviewed as part of the annual Programme Review meetings, with minutes of these meetings being provided to the Academic Committee for review.

Relationships with other accreditation bodies

The Centre offers programmes accredited by other accreditation bodies in addition to QQI such as the Irish Heart Foundation, the Nursing and Midwifery Board Ireland and All Ireland Chaplaincy Pastoral Education Accreditation Board. In these circumstances it will follow the QQI accredited quality assurance policies & procedures which will be supplemented with accreditation specific policies and procedures where necessary.

Section 11: Self-Evaluation Monitoring & Review (Self-Evaluation Monitoring & Review Policy ED21)

The Centre is committed to improving its educational and training programmes, together with its associated services, through the continuous evaluation of its core activities. This ensures that the Quality Assurance system and its related processes undergo formal review, with areas for improvement being identified and acted upon by the Governance Committee and Academic Committee.

The Centre draws from Learner input and feedback, Tutor feedback and other sources of objective reflection.

The Centre will undertake internal evaluations of all services and programmes every two years to ensure maintenance and enhancement of standards pertaining to programmes and services provided.

Internal Evaluation

Evaluation Method	Participants	Frequency	Content Reviewed
Online Course Evaluation (Week 3 & Final Week) F15	Learners	Each Course	Course Content Relevance & Delivery. Tutor & Admin Support. Facilities and Assessment
Written Evaluation F13	Learners		As above
QQI Programme Visit-Course Monitoring F34	DOE Undertakes unscheduled course visit	Random	Atmosphere in class, meeting course objectives, skills practice, ability to ask questions, timing & support from tutor
Tutor Feedback Report F9	Tutor	Each Course	Venue, resources, review of programme,

			tutor support, learner concerns
Feedback to Learners F8	Tutor	Each Course	Feedback on learner's work
Facilities Off Site Check List F19	Tutor	Pre-Course	Facilities & resource availability and suitability
Internal Verifier Report External Authenticator Report	Learners, tutors. DOE, External Authenticator, Internal Verifier	Pre submission to QQI for each course	Assessment standard, fair & consistent. Presence of learner evidence and professional standards
Director of Education Module Review F 14 Overview of Course	Learners, Tutors, Informal meeting with Learners by DOE at end of Course Submitted to Academic Committee	Each Course	Learner evaluations (Online & written) End of Course Tutor Evaluation feedback Facilities, Support, Expectations/Needs of Learners
Submissions to Internal Bodies	Results Approval Panel Report – inc EA and IV Reports Submitted to Academic Committee DOE Module Review F28 Submitted to Academic Committee	Each Course	Comprehensive Review of each course with named action plans Information on grades awarded, numbers

			completed comparative stats
	Summary to CEO F22 Summary to Board of Directors F23	Monthly Meeting Quarterly Report	Summary of Core Issues Summary of Core Issues
Annual Summary Report on QQI Courses delivered	Learners, Tutors, Admin Staff	Annual Report (December)	Courses run, Numbers completed and award range Insights from learners, tutors, admin and other stakeholders Changes in delivery, range and source of learners Comparative stats with QQI figures and College of Commerce Development options Other aspect pertaining to course provision, assessment, review and development

Changes to a Programme

The DOE will prepare materials/ reports etc for the consideration of the Academic Committee differentiating between matters that will require

1. QQI approval e.g.

- Addition of new courses to the suite already offered
- Amendments of Credit weightings
- Changes in Learner Outcomes
- Changes in title of courses

2. Matters not requiring QQI Approval (Minor) e.g.

- Changes in assessment briefs
- Changes in learner resource provision

Annual Summary Report on QQI Courses

This Annual Report will be prepared by the DOE and will be submitted to the Academic Committee for consideration and summaries will be sent to CEO and Board of Directors

Sources for this Review Report will include

1. Learner feedback (online forms, written evaluations, end of course meeting between Learners and DOE)
2. Tutor Evaluations on course, feedback to learners, notes from tutors on concerns and correspondence to learners
3. Review of course resources and facilities
4. Changes in tutor assessors
5. New requirements for tutors
6. Sign in sheets
7. Completion rates
8. Award spread
9. Comparative statistics with QQI and College of Commerce (benchmarking)
10. Review of needs and changes for potential employers
11. Tutor minutes (Individual and group)
12. IV Reports
13. EA Reports
14. RAP Reports
15. QQI publications and Reports
16. Other relevant stakeholder contributions

External Evaluation

Over a 5-year period, on a rolling basis, the DOE will ensure that all current QQI courses will undergo a comprehensive and independent review process.

Aims of the Self-Evaluation Process

• To identify and highlight areas of strengths in programmes

• To identify and highlight areas where improvements or enhancements are needed.

• To measure how effective the QA system is in achieving a consistent and high-quality service

• To confirm that the Centre is meeting the needs and expectations of learners, employers and other stakeholders

• To measure the success of learners in reaching the intended learning outcomes.

Process

The DOE of the Centre will provide ongoing time, resources, expertise, and support to ensure that effective reviews will take place A Self-Evaluation plan will be used to inform the process. The Self-Evaluation process will apply to all programmes and services.

All work will be presented to the Academic Committee for review and consideration.

The DOE will sign off on a Self-Evaluation report once the evaluation is complete. The report will contain recommendations for improvement of programmes and services. The Report will be presented to the Academic Committee for consideration. From this Report a QA improvement plan will be prepared to outline planned improvements for the Centre.

Learners will be involved in this Self-Evaluation process through a focused review of Learner input and feedback. Consideration will be given to the establishment of a focus group of peer learners who will provide feedback and reflection on their experiences of the Centre. This will be facilitated by an independent third party who will in turn provide a report to the DOE.

A suitably qualified External Authenticator will be invited to provide independent reflection on possible improvements that would benefit the Centre and Learners.

Tutors will be invited to provide feedback at the Group Tutors meetings, at the individual tutor meetings or at any other agreed forum for reflection and feedback.

The Following sets out the various methodologies that may be used in this process which will include

1. Outline plan

2. Definition of roles and responsibilities

3. Checklists (See Self Evaluation Policy ED 21 Appendix A)

4. Group discussion / Focus Groups of Learners facilitated by an independent third party

5. Tutor interviews (Group and Individual)

6. Team meetings

7. Focus group interviews

8. Gathering & collating information

9. Summary information

10. Evaluation Report

11. QQI Self Evaluation Template/s

    - QA Procedures
    - Validated programmes

12. Monitor & Review by Academic Committee

Copies of Self Evaluations are stored securely on the Centre server and are available to QQI as required.

Insights and appropriate actions are shared with tutors and all staff, Governance and Academic Committee, CEO and Bord of Directors.

On completion of each self-evaluation project, the Academic Committee updates the QA document with the findings of the review and, if required, the Programme Tutor implements a Programme Improvement Plan.

Appendices

Appendix 1 Board of Directors St Luke's Charity CLG

DEREK DUNNE	
SEWARD LYNCH	
PAULINE MCKECHNIE	
ALAN CAMPBELL	
CAROL BAKER (JERMYN)	
CHARLES OLDEN	
MALCOLM TYRRELL	
WILLIAM COLTON	
ANDREW MACILWRAITH	

Appendix 2 Governance Committee Northridge House Education & Research Centre at St. Luke's Charity GLG

Two Independent Advisors (suitably experienced individuals) nominated by CEO

Mr. Paul Davis, CPA, Former CEO of large Residential Care Centre (Chairperson of Committee)

Mr. David O' Brien, Retired Accountant and Manager.

CEO Representing the Board of Directors

Mr. Tony O' Brien, FCPA, Dip. In Information Technology (DCU). Data Protection Officer (Institute of Bankers UCD)

Internal Financial Advisor employed by the Charity.

Ms. Laura Clare, Chartered Management Accountant (CGMA)

Representative of The Centre's QA team who acts as secretary to the Committee.

Ms. Claire Coakley, Centre Administrator.

The Committee has the discretion to invite any person to attend its meetings to assist with the conduct of its business, including the DOE, lecturers/tutors, student representatives, together with staff from the Centre or St. Luke's Home Charity including HR.

Appendix 3 Academic Committee Northridge House Education & Research Centre at St. Luke's Charity GLG

Independent Expert who acts as Chairperson

Dr. Siobhàn Ni Mhaolrùnaigh, PhD, MA by research, University of Warwick UK, CertED. (FE), ENB 870, RCNT, RNT RN.

Independent Education Professional

Dr. Virginia Giglio PhD, Education Theorist

Director of Education

Mr. Bruce Pierce, BBS, B. Th., MA (HCC), MA (PL), CT, CASC Specialist, ACPE Teaching Supervisor, MSAI

QA Lead for Centre

Dr. Catherine Buckley, PhD, MSC., BSc. (Hons), PG Cert Narrative Research, RGN

QQI Learner

Mr. Stephen Kelleher, (Graduate 2020)

QQI Tutor

Ms. Vikki Pettit, MA Human Resource Management, H. Dip. Personal Management

Representative of The Centre's QA team who acts as secretary to the Committee

Ms. Claire Coakley, Centre Administrator.

The Committee has the discretion to invite any person to attend its meetings to assist with the conduct of its business, including lecturers/tutors, student representatives, together with staff from the Centre or St. Luke's Home Charity including administration, finance or sales areas.

Appendix 4 Course Tutor Requirements Criteria Northridge House Education & Research Centre at St. Luke's Charity GLG

QQI Requirements for Tutor Providing QQI Courses at Northridge House Education & Research Centre - <u>Specific to Level 5 Healthcare Support</u>

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Qualified General Nurse	Relevant training certificate (e.g., Train the Trainer QQI Level 6) and 4 years post qualification training experience.	Previous experience in delivering training and assessments on programmes leading to a Certificate in Healthcare Support at QQI Level 5. Minimum 2 years teaching experience post qualification plus Healthcare experience.	6 years' work experience in nursing / healthcare including 2 years post-qualification experience in a healthcare setting - Care of the Older Person preferred.	Experience in work placement activities with adult learners is desirable. • Excellent facilitation, communication and organisation skills coupled with an ability to develop and implement training modules on an individual basis. • Ability to motivate and manage individuals and groups, giving supportive help and constructive feedback.	

				Ability to communicate effectively both orally and in writing. Proactive approach to supporting and developing others. Strong interpersonal skills – ability to build key relationships.	

Approval by Steering Group: Date Approval by Academic Committee: Date

QQI Requirements for Tutor Providing QQI Courses at Northridge House Education & Research Centre

Requirements for Level 6 Gerontology Module

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	

Qualified General Nurse	Relevant training certificate (e.g., Train the Trainer QQI Level 6) and 4 years post qualification training experience. Strong I.T. and interpersonal skills.	Previous experience in delivering training and assessments on programmes leading to a Certificate in Healthcare Support at QQI Level 5.	6 years' work experience in nursing / healthcare including 2 years post-qualification experience in a healthcare setting - Care of the Older Person preferred. Expertise in the area of Leadership and	Experience in work placement activities with adult learners is desirable. • Excellent facilitation, communication and organisation skills coupled with an ability to develop and implement training modules on an individual basis. • Ability to motivate and manage individuals and groups, giving supportive help and constructive feedback. Proactive approach to supporting and developing others Strong interpersonal skills	

Approved by Steering Committee: Approved by Academic Committee:

Requirements for Tutor Providing QQI Courses at Northridge House Education & Research Centre Level 6 Management Modules

Human Resource Management 6N3750

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Minimum Level 7 within a Business Discipline, preferably Human Resource Management	Special Purpose Award in Learning & Development 6S3372	3 Years +	In excess of 5 years within a HR related field	Competence and capability in Employment Law	

Supervisory Management 6N4329

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Minimum Level 7 within a Business Discipline, Human Resource Management/Learning and Development	Special Purpose Award in Learning & Development 6S3372	3 Years +	In excess of 5 years within a Supervisory Management, or HR related field	Competence and capability in Human Resource Management/Employment Law and Supervisory Management	

Training & Development **Identification of Training Needs and Design 6N3325** **Training Delivery & Evaluation 6N3326**

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Minimum Level 7 within a Business Discipline, preferably Human Resource Management/Learning and Development	Special Purpose Award in Learning & Development 6S3372	3 Years +	In excess of 5 years within a HR or Learning and Development related field	Competence and capability in Human Resource Management	

Team Leadership. 6N1948

Primary Professional Qualification	Educational Qualification	Education Experience (years)	Professional Experience in the field (years)	Additional Expertise	
Minimum Level 7 within a Business Discipline and or Human Resource Management	Special Purpose Award in Learning & Development 6S3372	3 Years +	In excess of 5 years within a Leadership/Strategic HRM related area	Competence and capability in Human Resource Management and Organisational behaviour	