

# TQAS

## DRAFT OVER-ARCHING QUALITY ASSURANCE MANUAL 2013 V4.3



**etb**

Bord Oideachais agus Oiliúna  
an Chabháin agus Mhuineacháin  
*Cavan and Monaghan  
Education and Training Board*

This Transition Quality Assurance System QA Manual reflects the content of the SOLAS QA Agreement with QQI FETAC

**NB:** - This document has been developed by SOLAS to support the training programmes and Training Centres transferring to ETBs. This generic overarching Quality Assurance Manual reflects the content of the SOLAS, QQI FETAC QA agreement originally established in 2006. The IP relating to this document is open for ETBs to use. This manual can be utilised by ETBs in the context of training programmes and Training centres transferring to ETB governance subject to agreement with Quality and Qualifications Ireland (QQI).



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*Cavan and Monaghan  
Education and Training Board*

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In 2011 The Minister for Education and Skills Ruairí Quinn T.D. proposed the dissolution of FÁS and the VECs and the establishment of Education and Training Boards (ETBs) and SOLAS.

The ETBs were established through implementation of the Education and Training Boards Act on 1 July 2013. As a result of implementation of the act the VECs were dissolved and 16 ETBs were established.

On the 27<sup>th</sup> of October 2014 SOLAS was established. FÁS was dissolved and the training provision and 16 training centres under SOLAS governance will shortly be transferred to the ETBs.

The aim of this generic overarching quality assurance manual is to provide support to ETBs in the context of the transfer of SOLAS training provision and training centres to same. The generic nature of the manual will facilitate customisation of the manual to reflect ETB governance in the context of quality assurance. The content of the manual reflects the content of the SOLAS QA Agreement with QQI FETAC. It should be noted that utilisation of the Quality Assurance manual **must be agreed by the ETB with QQI**.

The Education and Training Boards Act 2013, **Section 10**, sets out the functions of Education and Training Boards. They include:-

- *Providing for the establishment and maintenance of education and training board schools, centres for education and education or training facilities in its functional area*
- *Establishing and maintaining such institutions at the direction of the Minister*
- *Planning, providing, coordinating and reviewing the provision of education and training in those bodies as well as in children detention schools, prisons and facilities maintained by other public service bodies*
- *Adopting strategy statements and annual service plans*
- *Delivering training for bodies who provide funding for this, such as SOLAS*
- *Supporting the provision, coordination, administration and assessment of youth work services, and*
- *Assessing the economy, efficiency and effectiveness of its functions.*
- *Subsection (2) makes provision for boards to consult with relevant people and bodies at Committee Stage, to include business and employers' groups in the list of people to be consulted by boards in carrying out their functions.*
- *The legislation maintains the distinction between functions which are reserved to the elected members of a board and the executive functions which are performed by the Chief executive and his or her staff.*
- **Section 12** sets out which provisions of the Bill are reserved functions.

## Objectives

Cavan and Monaghan ETB is committed to excellence in all aspects of its service. The nature and ethos of the organisation is public and democratic, non-political, non-sectarian and accommodating and supportive of difference and diversity. Concern for the individual welfare and development of learners and staff is a core value.

**Cavan and Monaghan ETB guarantees quality service through the following measures:**

- Recruiting and retaining the best staff available

- Striving for top national and international standards in local education and training
- Organisational excellence and renewal, through training and re-training of staff, with equal opportunities for all
- Resourcing schools/centres to the best of its ability - personnel, buildings, budgets, equipment & working conditions
- On-going dialogue and partnerships with business, industry and commerce and other relevant agencies at home, and with EU policy and vocational education agencies abroad, towards professional best practice and local economic, social and cultural development.
- Commitment to IT, excellence in sport and physical fitness, culture and the arts in the liberal, vocational and lifelong learning of students, at all ages and stages
- On-going purposeful dialogue and partnership with parents, teachers, students and the Department of Education & Skills
- Commitment to a policy of alleviation of economic, social, cultural and physical disadvantage in Cavan and Monaghan and provision of services, programmes and public policy measures aimed at eliminating or reducing such disadvantage

## **Cavan and Monaghan Education and Training Board – Quality Assurance**

### **Qualifications and Quality Assurance (Education and Training) Act 2012**

November 2012 saw the introduction of the Qualifications and Quality Assurance (Education and Training) Act 2012 and the establishment of Quality and Qualifications Ireland (QQI). On the 6<sup>th</sup> of November 2012 the QQI was formed through the amalgamation of the Further Education and Training Awards Council (FETAC), the Higher Education and Training Awards Council (HETAC), the Irish Universities Quality Board (IUQB) and the National Qualifications Authority of Ireland (NQAI).

QQI is responsible for the external quality assurance of the further and higher education and training sector. Qualifications and Quality Assurance (Education and Training) Act 2012 states that QQI will develop criteria for quality assurance and that based on said criteria:-

... (1) Subject to *sections 29 , 30 , 32 and 33* , each relevant provider and linked provider shall establish procedures in writing for quality assurance for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services the provider provides.

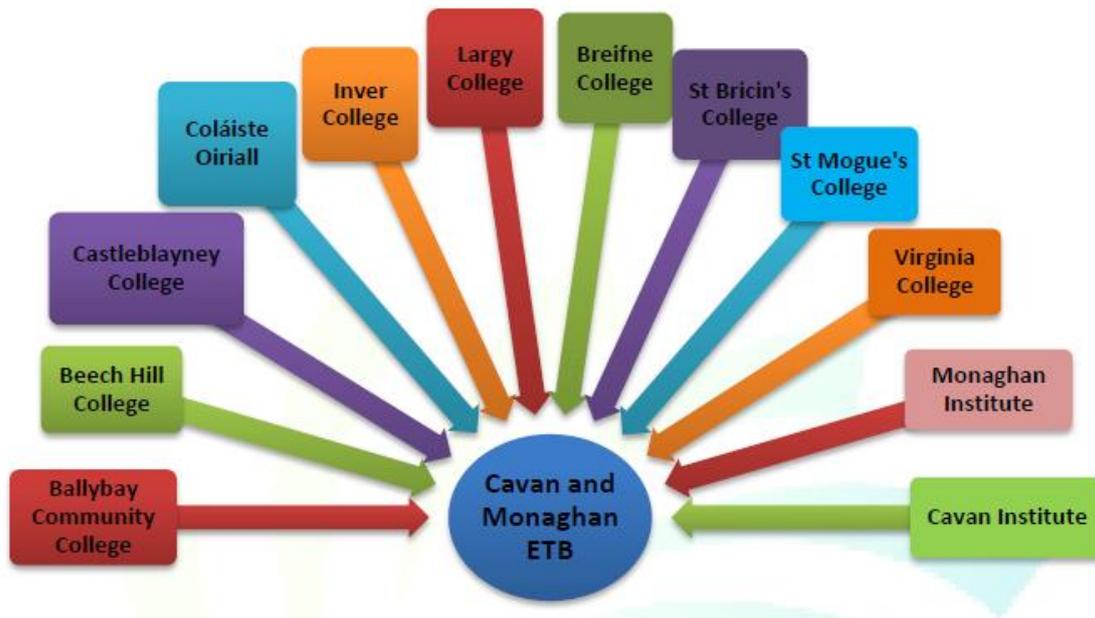
This overarching Quality Assurance Manual reflects the content of the FÁS now SOLAS, QQI FETAC Quality Assurance agreement established in 2006. Utilisation by ETBs of this QA manual in the context of training centres transferring to ETB governance must be agreed in advance of utilisation with QQI.

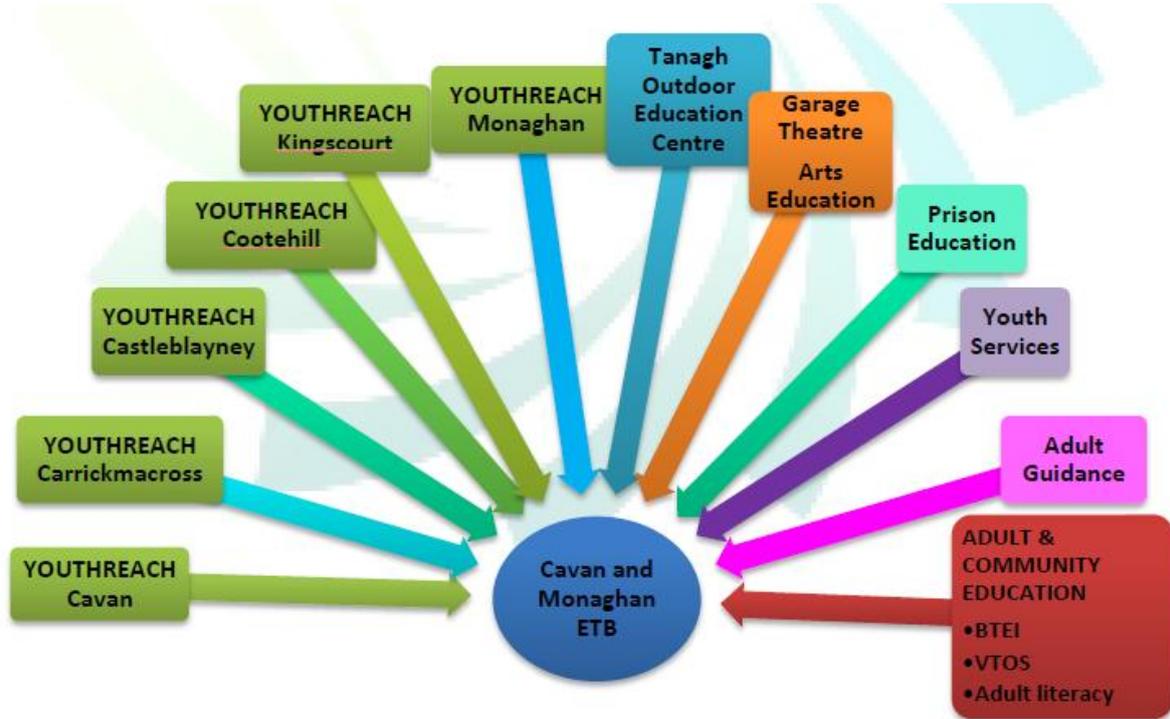
## ETB Organisational Structure

### OVERVIEW OF CAVAN AND MONAGHAN ETB

Cavan and Monaghan ETB is a local statutory, education and training authority established under the Education and Training Boards Act 2013. The Board's headquarters are in Monaghan town with a sub-office in Cavan town. Cavan and Monaghan ETB provides education and training services to a population of some 133,583 across the two counties. The ETB is a significant employer within the region with a total staff of approximately 1300. Some 600 staff members are employed full-time with 700 employed part-time. While other aspects of education provision are growing in Cavan and Monaghan, especially adult and further education and the arts, post-primary schools remains the primary education offering. The full range of services of Cavan and Monaghan ETB is summarised diagrammatically:

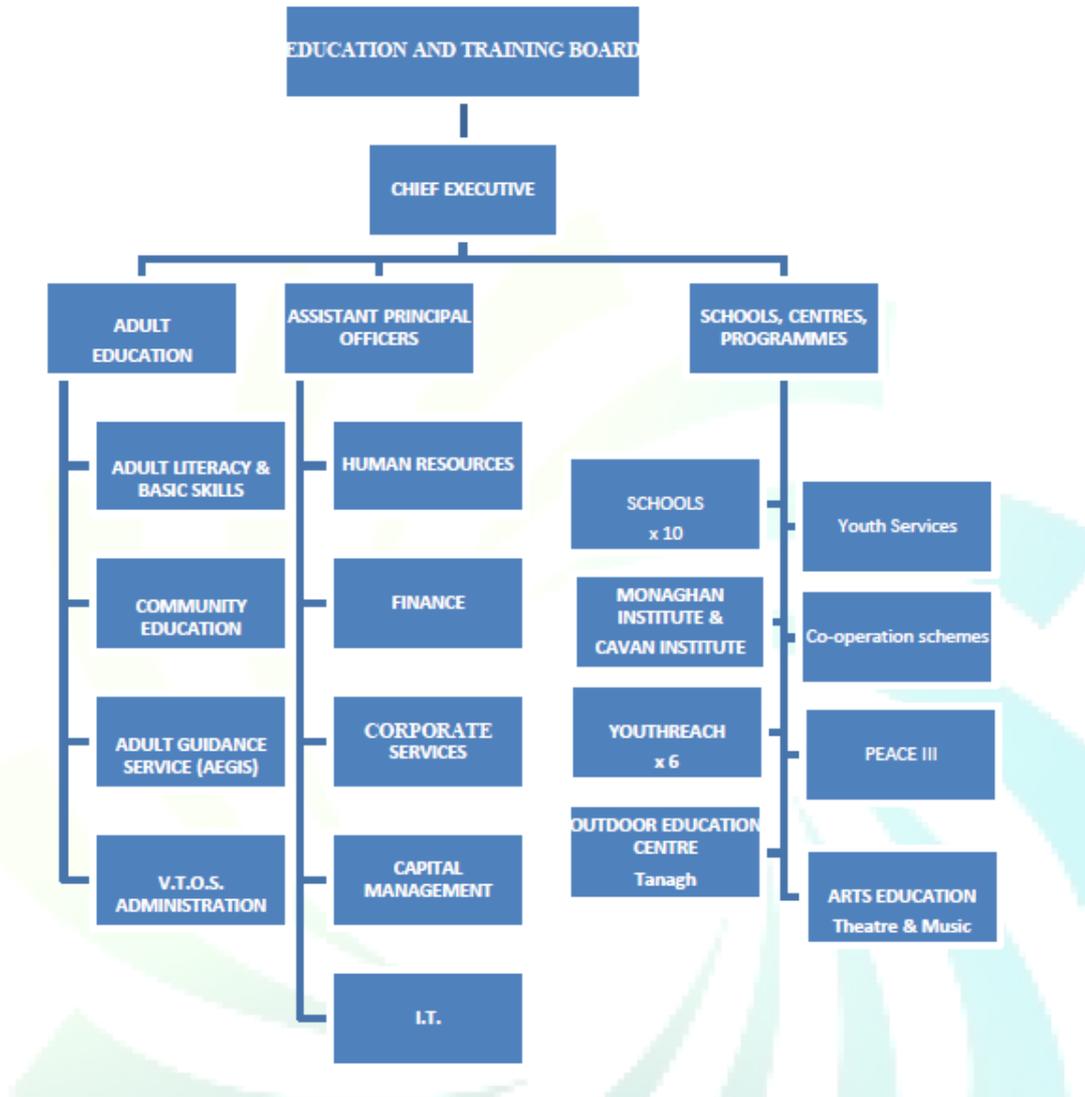
CAVAN AND MONAGHAN ETB SERVICES





The ETB services are delivered through a well-functioning streamlined organisational structure, as depicted below:

**Cavan and Monaghan ETB Organisational Structure**



Central to ETB operations are the ETB Administration Centres, which act as the hub for all ETB services and centres. The Administrative functions are delivered through a pillar structure, comprising Human Resources, Finance, Capital Management and Corporate Services.

The Chief Executive is responsible for executive management of the ETB and has overall responsibility for the performance of schools, programmes and training centres. The Principals, Directors, Co-ordinators and Managers of these centres are responsible for their day-to-day management.

***Mission Statement***

Cavan and Monaghan ETB's mission is:

“To create, develop, support, encourage and facilitate an active, positive and inclusive learning environment in Cavan and Monaghan Education and Training Board, by delivering quality education, training and ancillary services to all age-groups and communities that contribute to the intellectual, social and economic life of counties Cavan and Monaghan.”

***Vision Statement***

Through continual growth and development, Cavan and Monaghan ETB will be a nationally recognised top quality provider of lifelong and life-wide learning. It will deliver excellent, targeted and relevant programmes to a diverse client base, and ensure all of its clients are supported to develop, progress and realise their potential. It will provide its services and programmes in optimum facilities with maximum efficiency and effectiveness.

## **QUALITY POLICY**

CMETB are in the process of developing an overarching Quality Policy.

## **CMETB Customer Charter**

### **A. Appeals**

Cavan and Monaghan Education and Training Board (ETB) will maintain an accessible, transparent and simple-to-use system of appraisal/review for all our customers who are dissatisfied with decisions in relation to our services.

#### **Procedures**

All appeals must be submitted in person or in writing to the Chief Executive (CE) on the ETB official appeal form. (*Exceptions: separate appeal system operates for teachers in respect of promotion posts and appealing the refusal to enrol and expulsion of students under Section 29 of the 1998 Education Act.*)

Acknowledgement of the appeal will be issued by the ETB within 5 working days.

Cavan and Monaghan ETB is committed, where possible thereafter, to activate the earliest possible intervention to bring about a resolution to the issue in question.

If a customer is dissatisfied with the outcome, they may lodge a complaint with the ETB and, if necessary, the Department of Education & Skills. If dissatisfied with the outcome, a customer may then request the Ombudsman to review their case. See [www.ombudsman.ie](http://www.ombudsman.ie)

#### **Review of Appeals**

- (i) Periodic review of existing system
- (ii) Examine alternative or new mechanisms for processing appeals in conjunction with customer service principles
- (iii) Following the findings of appeals, procedures may be modified

### **B. Consultation, Delivery and Evaluation**

Cavan and Monaghan ETB is committed to evaluation of its service delivery and will conduct surveys on specifically identified issues 3

***Customer Service***

**CHOICE**

- Customer information leaflets, comment form, complaint/ appeal forms are available at all Centres
- Customers can access information on services in a variety of ways e.g. telephone, correspondence, in person, e-mail, website, media releases, adverts, school/centre prospectus
- Dedicated telephone number is available for particular services e.g. adult guidance service, Principal, Deputy-Principal, Year-Head

**BETTER CO-ORDINATION**

- Internal communication system for provision, transfer and sharing of information
- Web-site updated regularly
- System in place to ensure all queries are routed to the appropriate section

**INFORMATION**

Cavan and Monaghan ETB is committed to providing information in a clear, timely and accurate manner.

We provide accurate, up-to-date and comprehensive information on job opportunities within the ETB through a range of media (national and local press, web-site, notices to schools/centres, etc).

Applicants will be given information on their performance at interview, if requested

Information leaflets provide customers with details of services available, eligibility criteria, conditions relating to grants, etc. Information leaflets are constantly reviewed to ensure that they are up-to-date, accurate and easily understood.

The Freedom of Information Act, 1997 gives everyone legal rights to seek access to official information. The Act is designed to allow public access to information held by public bodies that is not routinely available through other sources. While the Act has not yet been commenced within the ETB sector, Cavan and Monaghan ETB will ensure that Freedom of Information requests are processed within the framework set down in the legislation.

***CUSTOMERS***

Cavan and Monaghan ETB has a broad range of customers, which can be considered under two headings:

<b>Internal Customers</b>	<b>External Customers</b>
CE, Principals, Deputy Principals, Assistant Principals, Directors of Adult Education, Special Duties Teachers, Teaching Staff, Special Needs Assistants, Tutors, Co-Ordinators, Managers, Community Education Officers, Adult Literacy Organisers, AEO, Caretakers, Maintenance Staff, Administrative Staff, BTEI Tutors, Outdoor Education Instructors and Students	Members of the general public, government departments and bodies, suppliers, contractors, consultants and other agencies

Cavan and Monaghan ETB and its staff recognise the importance of all customers and the interdependence between the various departments/sections/levels of the organisation. Staff appreciate the need to deliver a quality, efficient and effective service to all customers, internal and external.

## **EVALUATION**

Cavan and Monaghan ETB conducts regular meetings to evaluate its service e.g. Principals/Managers with CE, Adult Education Staff with CE, CEF with public, Principals with parents, CE with administrative staff.

## **OFFICIAL LANGUAGES**

ETBs (formerly VECs) are listed as public bodies under the terms of the Official Languages (Equality) Act 2003.

The following lists current practice as implemented by Bord Oideachais agus Oiliúna an Chabháin agus Mhuineacháin:

- Interviews for positions in the ETB's Gael Cholaiste (Coláiste Oiriail) are conducted through the medium of Irish
- Provision at interview for Irish-speaking applicants for all of the ETB's posts to be interviewed 'as gaeilge'
- Bilingual Signage and Stationery in ETB's Schools and Centres
- Staff are aware of Irish language aids available on-line
- Bord Oideachais agus Oiliúna an Chabháin agus Mhuineacháin financially supports students who wish to attend the Gaeltacht to improve their proficiency in the language
- Official documentation/correspondence to/from ETB's Gael Choláiste (Coláiste Oiriail) is 'as gaeilge'

## **PHYSICAL ACCESS TO OUR SERVICES**

Current legislation requires all public bodies to ensure that all buildings are accessible to people with disabilities. Cavan and Monaghan ETB fully subscribes to these regulations and assesses all its Centres to ensure that they are wheelchair friendly and accessible to all.

People with disabilities may apply for any position in Cavan and Monaghan ETB for which they hold the basic entry requirements. It is our policy to ensure that recruitment and selection activity is carried out in accordance with our core principles of fairness, equality and merit-based selection. We will ensure that applications are fully considered on the basis of abilities, qualifications and suitability for the work in question. All reasonable efforts are made to accommodate requirements or special needs to enable full participation and fairness in the selection process.

We advertise all open recruitment competitions in the career pages of the national daily and local newspapers, relevant professional or specialist journals and our website.

## **QUALITY SERVICE STANDARDS**

Cavan and Monaghan ETB staff are committed to providing a quality public service in an efficient and courteous manner to all our customers.

### **When you visit our centres we will ensure that:-**

- You are treated with courtesy
- Your enquiry will be dealt with promptly
- Your privacy will be respected

Our Reception, Waiting and Interview Rooms will be safe, clean and well maintained and accessible for people with disabilities.

We recommend that you make an appointment, in advance, if you wish to meet a member of Staff.

Smoking, by law, is prohibited in all our centres.

Services available at Cavan and Monaghan ETB are displayed on the websites (one composite website is in the development stage). The website also contains up-to-date news and current information on vacancies, courses, etc.

Schools/Centres produce prospectuses indicating courses/services available.

## **EQUALITY AND DIVERSITY**

Policy Statement to ensure the rights to equal treatment covered by equality legislation (gender, marital status, family status, sexual orientation, religious belief, age, disability, race, membership of the Travelling Community) is available.

Promote and facilitate access to services for people from disadvantaged backgrounds

Centres are accessible for disabled persons.

## **TIMELINESS & COURTESY**

All administrative staff receives written guidelines re customer service and professional conduct

All queries are dealt with promptly

A consulting room is available at Cavan and Monaghan ETB HQ to afford more privacy and respect to customers

A Comment Form has been designed for customers' use

## **COMPLAINTS/APPEALS**

A complaints/appeals procedure is available at all our Centres. Complaint/Appeals Forms available at Reception.

Complaints about individual members of staff are dealt with under the “Code of Practice for dealing with complaints by parents of students (under 18) or students (over 18) against a member of CMETB staff”.

**The Office of the Ombudsman**

If you are not satisfied with the outcome of a complaint made to Cavan and Monaghan ETB, you may request the Ombudsman to review your case. For information and procedures on how to make a complaint, follow the link [www.ombudsman.ie](http://www.ombudsman.ie)

**Cavan and Monaghan ETB Services**

Cavan and Monaghan ETB is committed to providing choice in service delivery including payment methods, location of centres/services and opening hours. We will endeavor to utilise available and emerging technologies to ensure maximum access and choice and quality of delivery.

CMETB are in the process of developing a Lifelong Learning Policy.

**TRANSITION QUALITY ASSURANCE SYSTEM OVERVIEW**

The following sections of this *Overarching Transition Quality Assurance Manual* contain details of the Transition Quality Assurance System (TQAS) components which include:-

- TQAS Overview
  - TQAS Policy Documents
  - TQAS Process Maps
  - TQAS Document and Form Detail (included in relevant process maps)
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**PROCEDURES – TQAS OVERVIEW AND SYSTEM CONTROL**

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TQAS overview and system control process maps are available in this overarching quality assurance manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

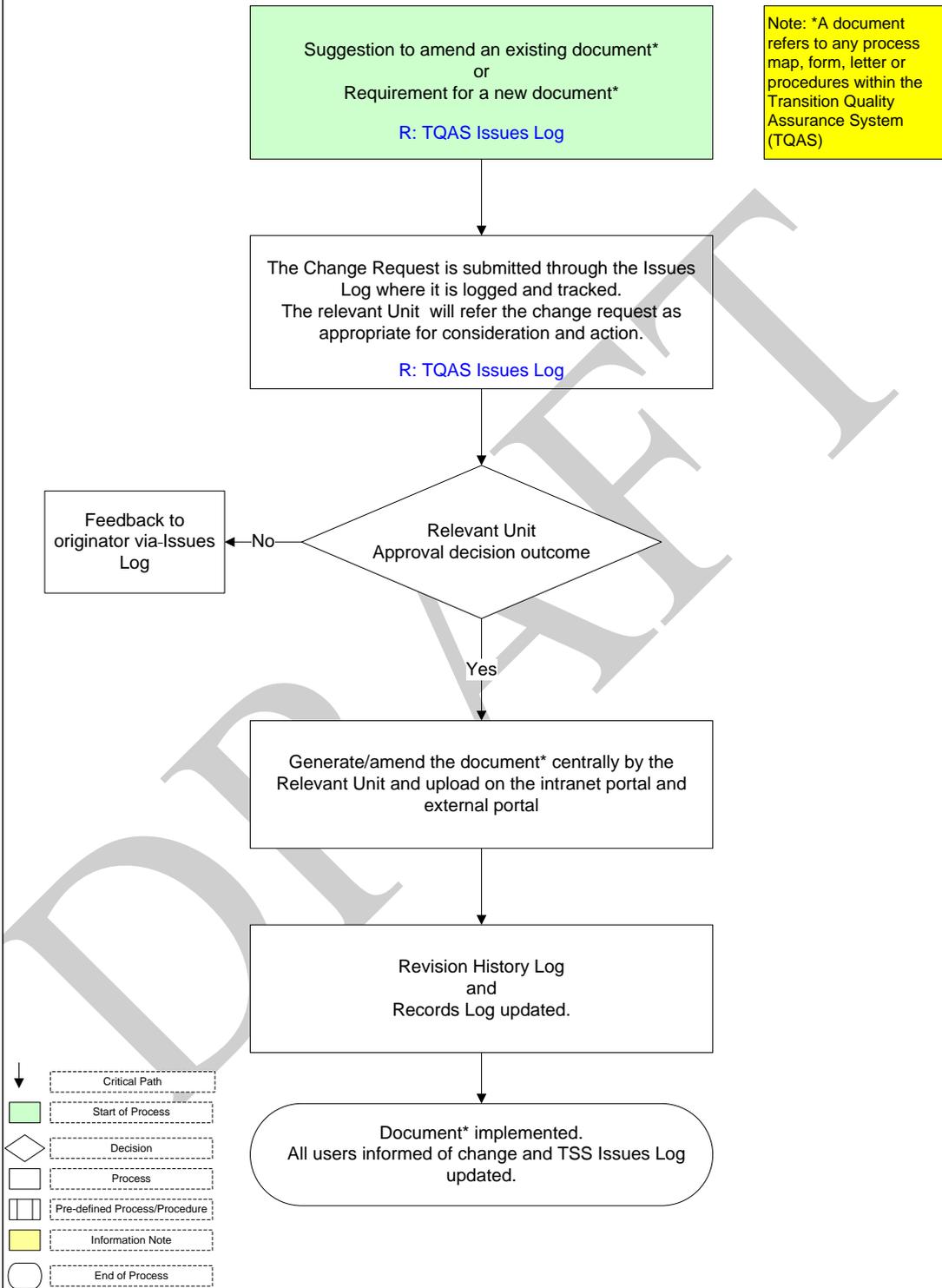
**TQAS Overview and System Control Process Maps**

- TQAS – Transition Quality Assurance System Overview
- TQAS – Control of Documents
- TQAS – Control of Records
- TQAS – Product Non-Conformances, Preventative Actions and Suggested Improvements (Issues Log)
- TQAS – Management Review Process



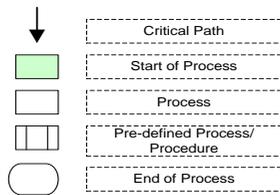
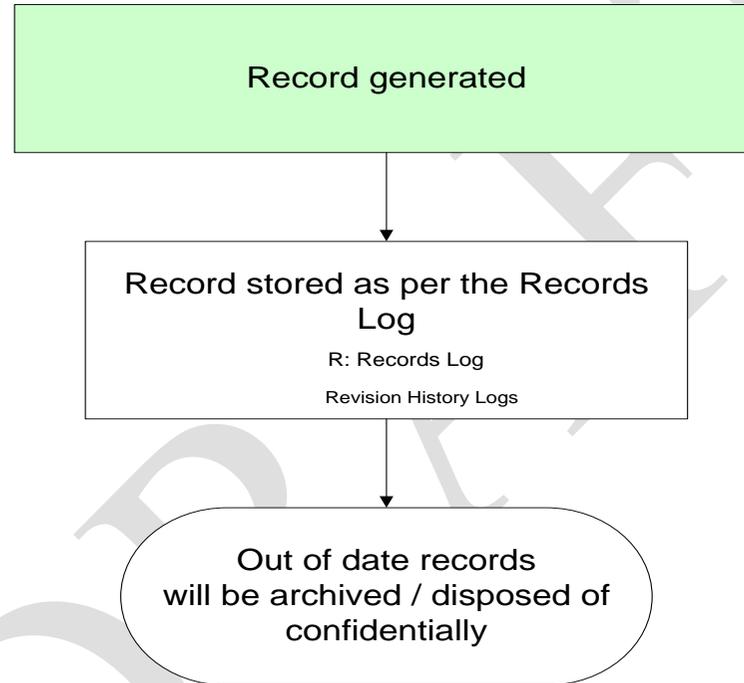
Transition Quality Assurance System (TQAS)

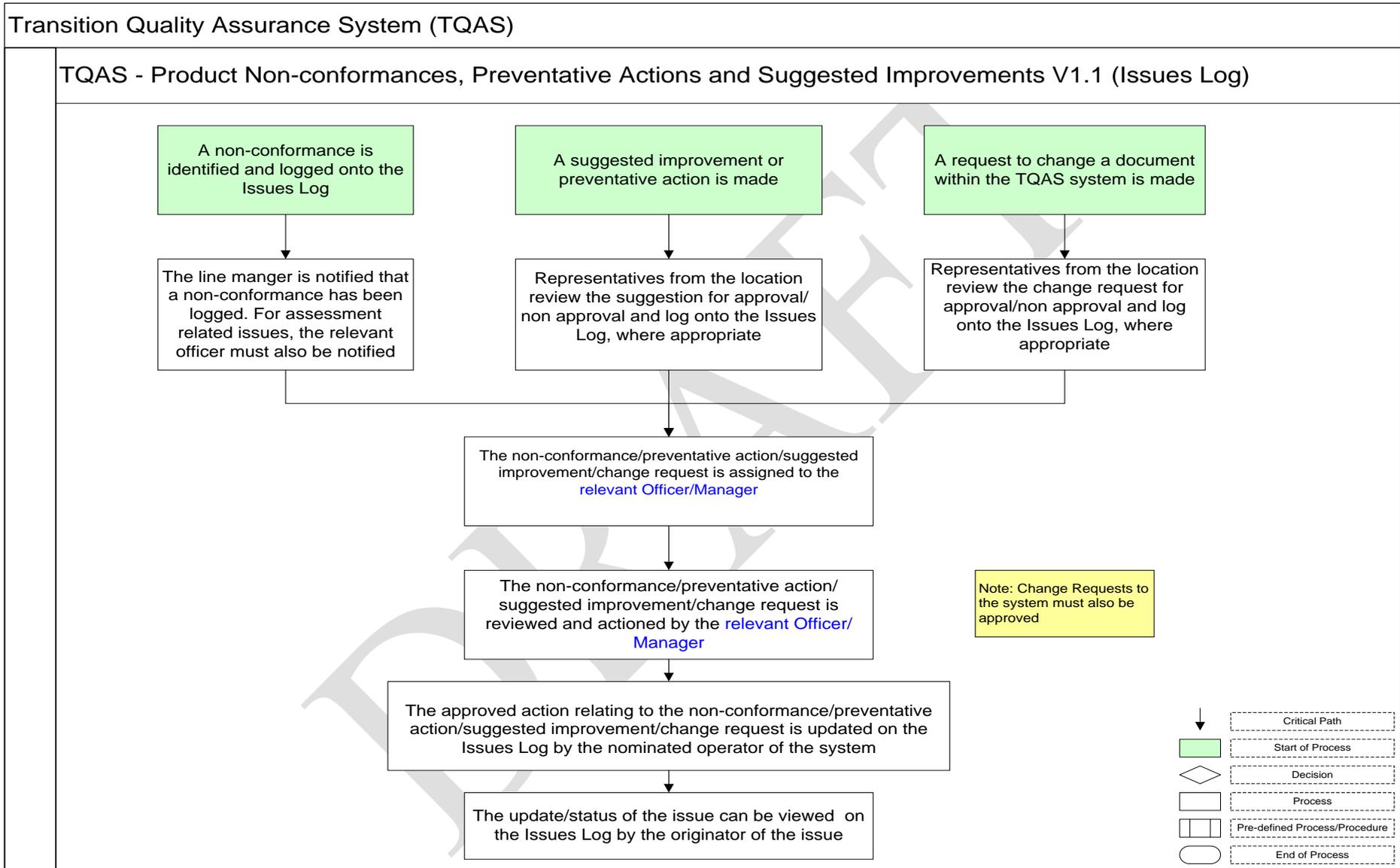
TQAS - Control of Documents V1.0



Transition Quality Assurance System (TQAS)

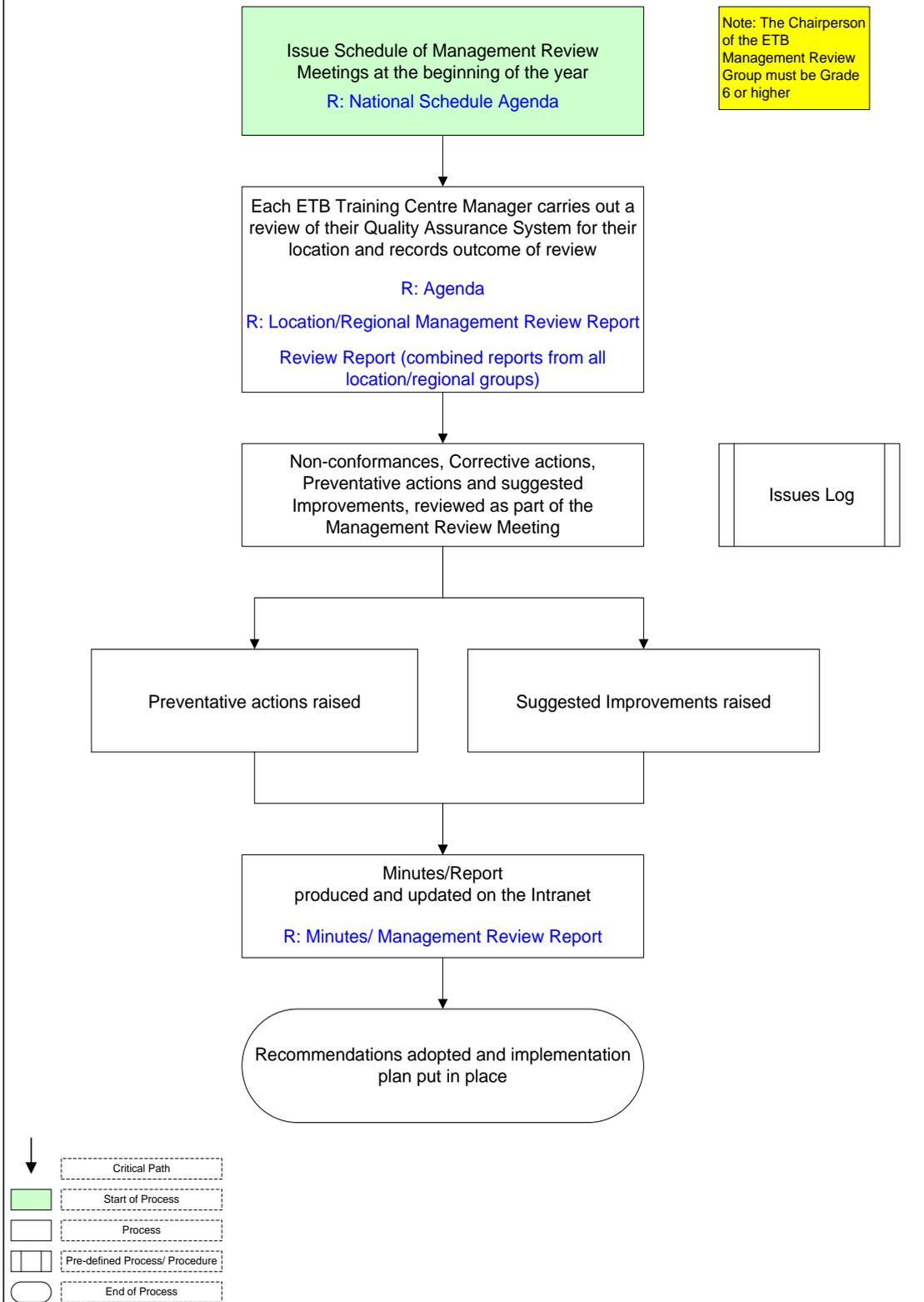
TQAS - Control of Records V1.0





Transition Quality Assurance System (TQAS)

TQAS Management Review Process V1.1



**TRANSITION QUALITY ASSURANCE SYSTEM POLICIES  
AND PROCEDURES**

## 1. COMMUNICATIONS

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### POLICY

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This ETB is committed to the provision of an effective communications system for all stakeholders. This commitment is reflected in the ETB Service Plan. We recognise the importance of providing information to prospective and current learners, staff and other stakeholders. We also recognise the importance of obtaining and acting upon information and feedback from all learners, staff and key stakeholders to maintain and improve programme quality.

#### 1.1 Purpose

- 1.1.1 The purpose of this policy is to ensure that an effective communications system for stakeholders is provided

#### 1.2 Responsibilities

- 1.2.1 This ETB and ETB Training Centre has responsibility, as appropriate, to manage:

- a) Provision of information on training to prospective and current learners, staff, and other internal and external stakeholders
- b) Acquisition of feedback from all stakeholders
- c) Utilisation of this feedback for the purpose of continuous improvement of training programmes and related services.

- 1.2.2 This ETB and ETB training centre has responsibility to provide particular information relating to Curriculum, Assessment, and Programme Evaluation. The training centre will provide this information through mechanisms such as the following:

- a) 'A TRAINING SPECIFICATION'
- b) Assessment documentation including 'PRINCIPLES OF ASSESSMENT', 'FEATURES OF ASSESSMENT', and 'DESIGNING AN ASSESSMENT SYSTEM'
- c) ASSESSMENT REGULATIONS
- d) QUALITY ASSURANCE ASSESSMENT OPERATING PROCEDURES'
- e) NATIONAL QUALITY ASSURANCE OPERATIONAL PROCEDURES FOR EVALUATION OF PROGRAMMES AND SERVICES'.

- 1.2.3 This ETB has responsibility for analysis and local forecasting of labour market trends and skills, conducting follow-up surveys of our participants, monitoring of our performance indicators, compiling planning reports and Annual Reports

- 1.2.4 This ETB has responsibility to ensure clear internal and external communication routes in relation to the findings and actions arising from the evaluation process.

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**PROCEDURES - COMMUNICATIONS**

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Quality Assurance Communication Procedures are available in this Overarching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

**TQAS Section One Process Maps**

- TQAS – 1 Communications
- TQAS – 1a Customer Complaints

Communications' procedures are also integrated into other relevant procedures such as:

- Staff Recruitment and Development
- Programme Development Delivery and Review
- Assessment
- Monitoring
- Evaluation

Transition Quality Assurance System (TQAS)

TQAS - 1 Communications V1.0

**Communications with Learners**

Course / Programme Information and Learner Information is made available to Department of Social Protection for dissemination to potential learners.  
 Information can also be accessed directly on the ETB, DSP/INTREO Website, Promotional Literature and self-service kiosks.  
 Learners receive information relating to their training in their Induction Module and through the Learner Portal.  
 Policy on Learner Absence and Sickness  
 Policy on Learner Maternity Leave  
 Policy on Learner Health and Safety  
 Policy on Learner Code of Conduct Infringement Process  
 Policy on Learner Computer Resources and Internet Usage  
 Policy on Learner Respect and Dignity  
 Learner Guide to Assessment  
 R: TQAS-1-F05a / F05b Learner Code of Conduct Infringement Report Form

Learner feedback is requested from Learners during their training via a number of different methods.  
 R: TQAS-5c-F03 Learner End of Course Questionnaire  
 R: TQAS-8b-F15 Training Monitoring Report  
 R: TQAS-8b-F21 Training Review Report  
 R: TQAS-8c-F16 Learner Mid Course Feedback Report  
 R: TQAS-8c-F17 Learner End of Course Feedback Report  
 R: TQAS 8a-F19 End of Course Questionnaire  
 R: TQAS-8e-F09 Learner Feedback Form  
 R: TQAS-8a-F17 Course Visit Report  
 R: TQAS-5c-F06 Customer Comment Form  
 Other Monitoring reports

**Communications with Staff**

Information is made available to staff through line management, staff meetings, service plan process, review groups, notice boards, e-mail and the internet / intranet  
 Intranet/Internet, Notice Boards  
 R: Staff/Unit Meeting Minutes, Service Plans for Training Provision

Staff feedback is obtained through staff meetings, business planning process, review groups, e-mail and Course Review Process  
 R: Staff/Unit Meeting Minutes  
 Service Plans  
 R: TQAS-5c-F07 Course Review Form  
 Issues Log

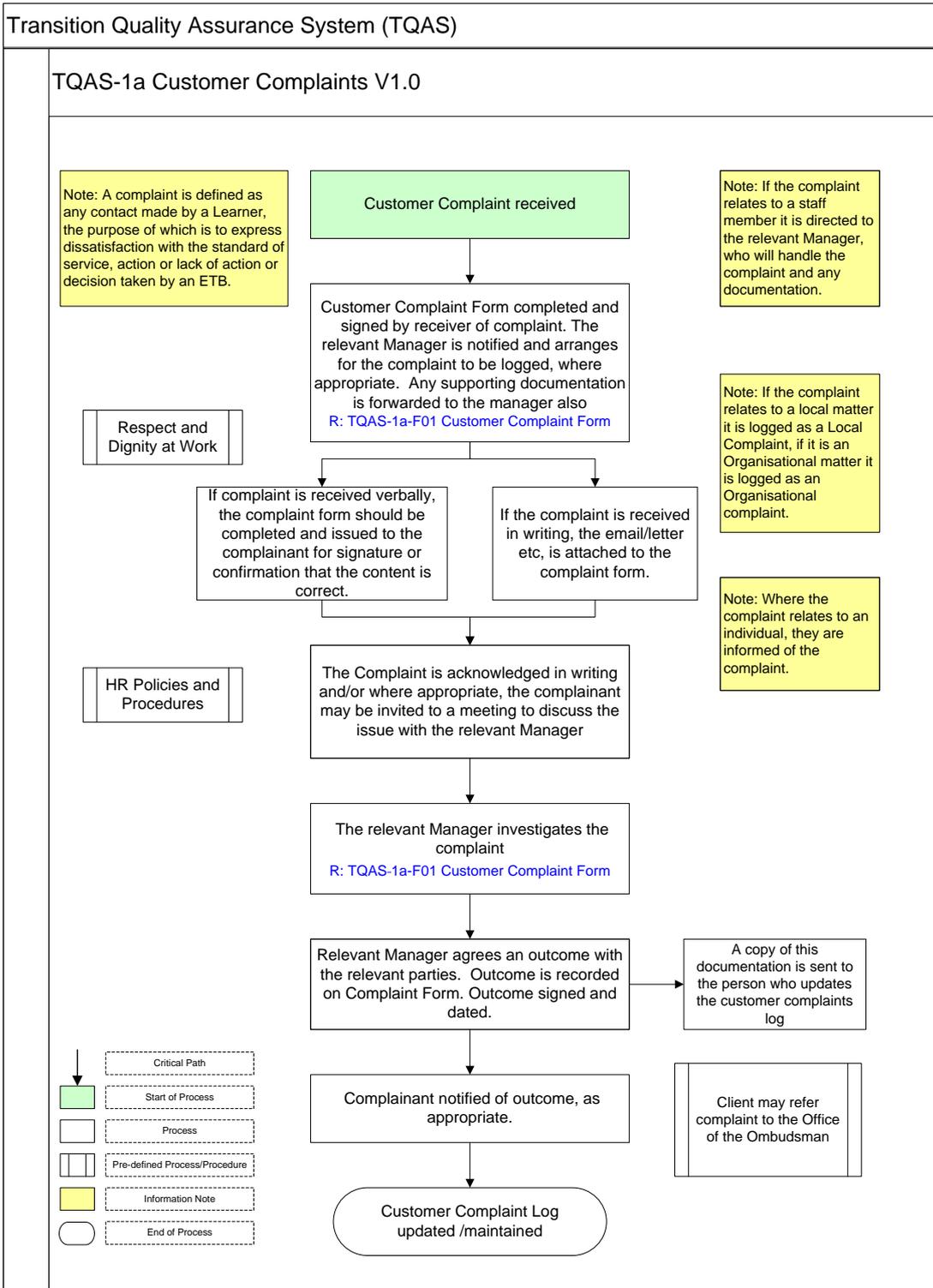
Management meetings take place to discuss the course mix and schedule  
 R: Meeting Minutes

Local and Organisational Programme / Course Review

**Communications with other Stakeholders**

Information relating to programmes and related services is available to stakeholders  
 ETB, DSP/INTREO websites  
 Training Centre tours and Promotional Literature  
 Communications/Meetings with relevant Stakeholders

Stakeholder feedback is obtained through meetings with stakeholders, review groups, research reports and focus groups  
 R: Minutes of meetings with Stakeholders where appropriate  
 Employer Evaluation Forms  
 Research Reports  
 Annual Report  
 ESRI Client Follow-up Survey Report  
 R: TQAS-8b-F21 Training Review Report  
 Other monitoring reports



### **1.3 Monitoring Evidence of Implementation**

1.3.1 This ETB training centre monitors the implementation of this Communications policy

1.3.2 Evidence to confirm implementation of TQAS Communications Policy and procedure will at a minimum, include:

- ETB website; contacts with stakeholders
- Intranet (if/as appropriate)
- IT Helpdesks
- ETB/TRAINING CENTRE Service Plans
- Customer Charter (where appropriate)
- Promotional materials
- Learner feedback forms and surveys
- Follow-up survey of learners
- Complaints procedure feedback
- Staff meeting agendas and minutes, Intranet
- Minutes of meetings with stakeholders
- Research reports.
- Learner Portal
- Transition Quality Assurance System (TQAS) Documents and Forms

## 1.4 COMMUNICATION MECHANISMS

In addition to the numerous communication mechanisms which are provided also available are mechanisms, which build on and augment the organisation's existing ICT technological systems. These include:-

### (i) National Course Data Base (NCDB)

The NCDB contains a list of all ETB Training Centre run courses. Courses are listed in alphabetical order and the target major award or component module for each course is detailed in the course specification (QA 58/01)

### (i) Central Assessment Management System (CAMS)

The Central Assessment Management System (CAMS) is the primary method of securely storing and distributing all assessments, (except Phases 4 and 6 Apprenticeship Assessments). Its purpose is to ensure that designated staff have direct access to the latest version of assessments.

Assessments on CAMS are divided into two categories:-

1. Non-Apprenticeship Assessments
2. Phase 2 Craft Apprenticeship Assessments

CAMS Non-Apprenticeship Assessments are structured by award type: Minor, Major, Special Purpose, Supplemental

### (ii) Results Capture Certification Request System (RCCRS)

The RCCRS provides an award management facility which includes management of:-

- a) Certifying body and award details
- b) The alignment of awards to training courses
- c) The relationship between QQI FETAC major awards and their minor award components
- d) Provides a facility for Training Centre assessors, and assessors delivering training directly to enter/capture assessment results on the system
- e) Facilitates the ETB Training Centre quality assurance process by supporting, and recording the outcomes of:-
  - The ETB Training Centre results approval process
  - The ETB Training Centre assessment appeals process
  - Requests certificates and records certificate details
  - Integrates with existing ETB Training Centre IT systems for data exchange
  - Integrates with awarding body IT systems, where appropriate (specifically QQI FETAC and City & Guilds)
  - Generates management information reports on ETB Training Centre delivered, assessment and certification activity

### (1V) CARS Curriculum and Assessment Revision System

The *Curriculum and Assessment Revision System* (CARS) enables Apprenticeship Services to revise and maintain the curricula and assessments for each trade. The automated revision numbering system ensures that Instructors are always using the correct revision of curricula

and assessments and is accomplished by the electronic creation of *Phase Summary Assessment Sheets* (PSAS) and *On-the-Job Competency Sheets* (OTJCS) from CARS.

**(V) Apprenticeship Client Services System (ACSS)**

The information created in CARS and implemented by Apprenticeship Services, can be used to schedule specific curriculum revisions of a trade in the Apprenticeship calendar.

**(vi) Test Event Notification and Results Capture System (TENRCS)**

This is an IT system currently in development which will automate the manual assessment processes and will feed into the existing results and certification systems (RCCRS for adult courses and CARS for apprenticeship courses).

**(vii) Quality Assurance Monitoring and Evaluation Systems**

These systems facilitate the ETB and the ETB training centre to manage on-going monitoring, programme review, evaluation and reporting to QQI and SOLAS in relation to ETB provided, organised and procured training programmes

## 2. EQUALITY

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### Policy

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This ETB is committed to the provision and promotion of equality in all aspects of its programmes and related services, including staff development and training.

#### 2.1 Purpose

2.1.1 The purpose of this policy is to ensure that training programmes and related services are delivered in a manner that accommodates diversity, combats discrimination and promotes equality of opportunity.

#### 2.2 Responsibilities

2.2.1. Responsibility regarding equality is as follows:

- a) The ETB Training Centre has responsibility for the dissemination of the EQUAL STATUS POLICY & FRAMEWORK' - equality planning, for the production, support, dissemination and review of equality information and for ensuring that an overall framework for equality-related training is in place. The ETB training centre also has responsibility for providing support in ensuring development and delivery to staff of equality-related training.

#### 2.3 Equality Training

2.3.1. This ETB will ensure that all staff associated with learners, are provided with training in relation to equality issues.

#### 2.4 Equality Planning

2.4.1. This ETB training centre has responsibility for equality planning and the development of Equality action plans as appropriate.

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## **Procedures – Equality**

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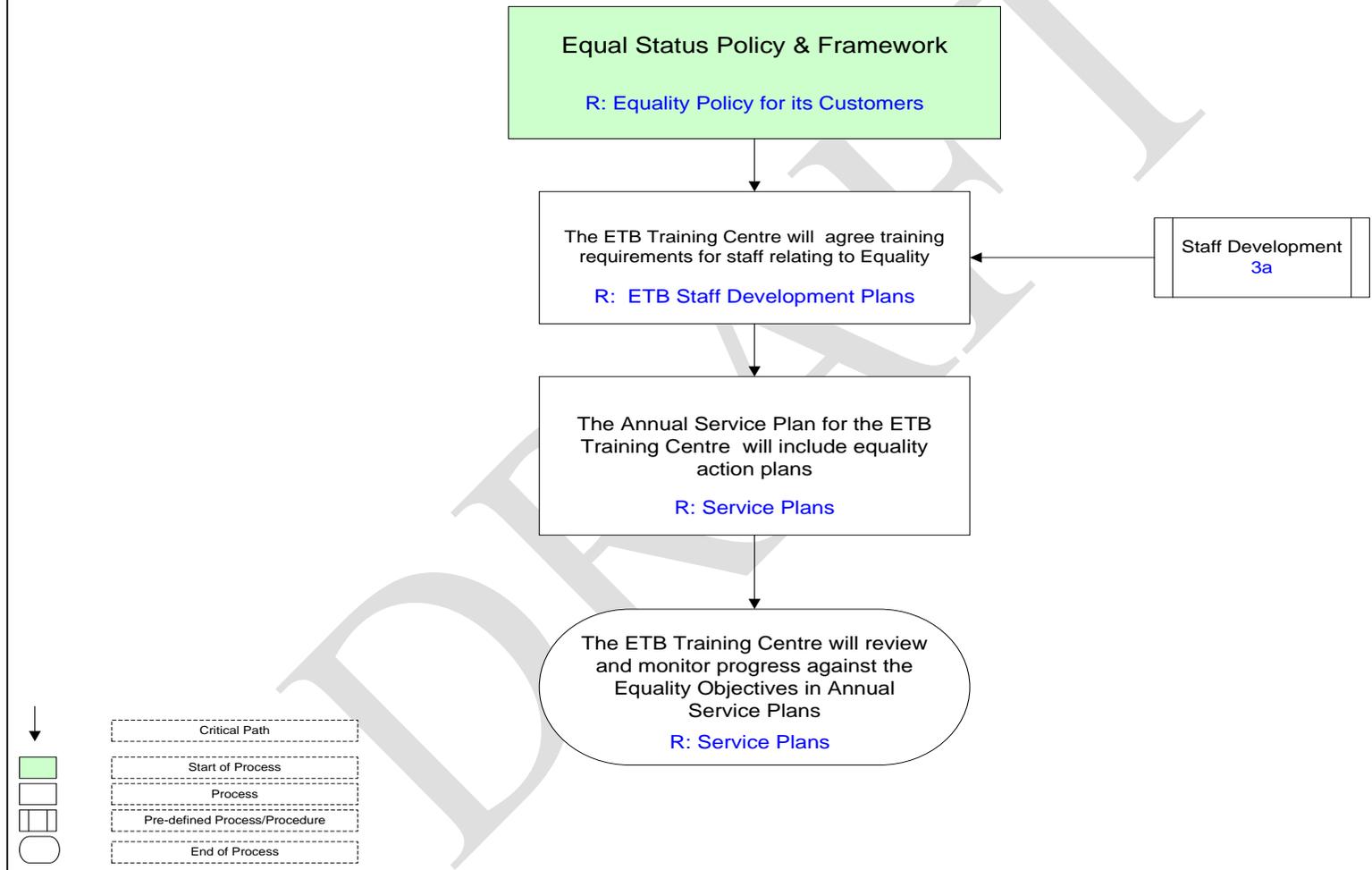
Quality Assurance Equality procedures are available in this Overarching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

### **TQAS Section Two Process Maps**

- TQAS – 2 Equality

Transition Quality Assurance System (TQAS)

TQAS-2 Equality V1.0



## **2.5 Monitoring Evidence of Implementation**

2.5.1 This ETB training centre monitors the implementation of this Equality policy.

2.5.2 Evidence to confirm implementation of the ETB Equality policy and procedure will at a minimum, include:

- Meeting Minutes related to equality
- Equality Action Plans.
- Equality action plan results
- Staff records re Equality training
- Learner and staff feedback results.
- Equality related publications
- Transition Quality Assurance System (TQAS) Documents and Forms

## 3. STAFF RECRUITMENT AND DEVELOPMENT

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### POLICY<sup>1</sup>

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This ETB recognises that the competencies of its staff are a key determinant in the provision of the quality of its training programmes and related services and is committed to a systematic approach to staff recruitment and further professional development.

#### 3.1 Purpose

3.1.1 The purpose of this policy is to ensure that ETB staff have up-to-date competencies to provide quality training programmes and related services that address labour market requirements, social cohesion and economic competitiveness at a national, geographical, sectoral, organisational and individual level.

#### 3.2 Responsibilities

3.2.1 This ETB has responsibility to ensure that the recruitment and development of staff involved in the ETB training centre delivered programmes and related services are in accordance with HR policies and procedures.

3.2.2 This ETB has responsibility to ensure that staff are recruited and developed in accordance with ETB requirements and HR policies and procedures.

#### 3.3 Staff Recruitment and Allocation

3.3.1 ETB HR facilitates the identification of the knowledge, skills, competencies and experience levels required of staff involved in ETB provided training programmes and related services. This is achieved through the implementation of recruitment and allocation of staff to the appropriate posts.

3.3.2 This ETB ensures that staff recruitment and allocation criteria are transparent and equitable.

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<sup>1</sup> It should be noted that the 'Staff Recruitment and Development Policy' relates only to ETB Training Centre employees. Policy relating to the recruitment and development of ETB Training Centre employees, i.e. staff involved in ETB organised and/or procured training provision, is included in the section on 'Procuring Programme Delivery through Utilisation of Second Providers'.

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## **Procedures - Staff Recruitment and Development**

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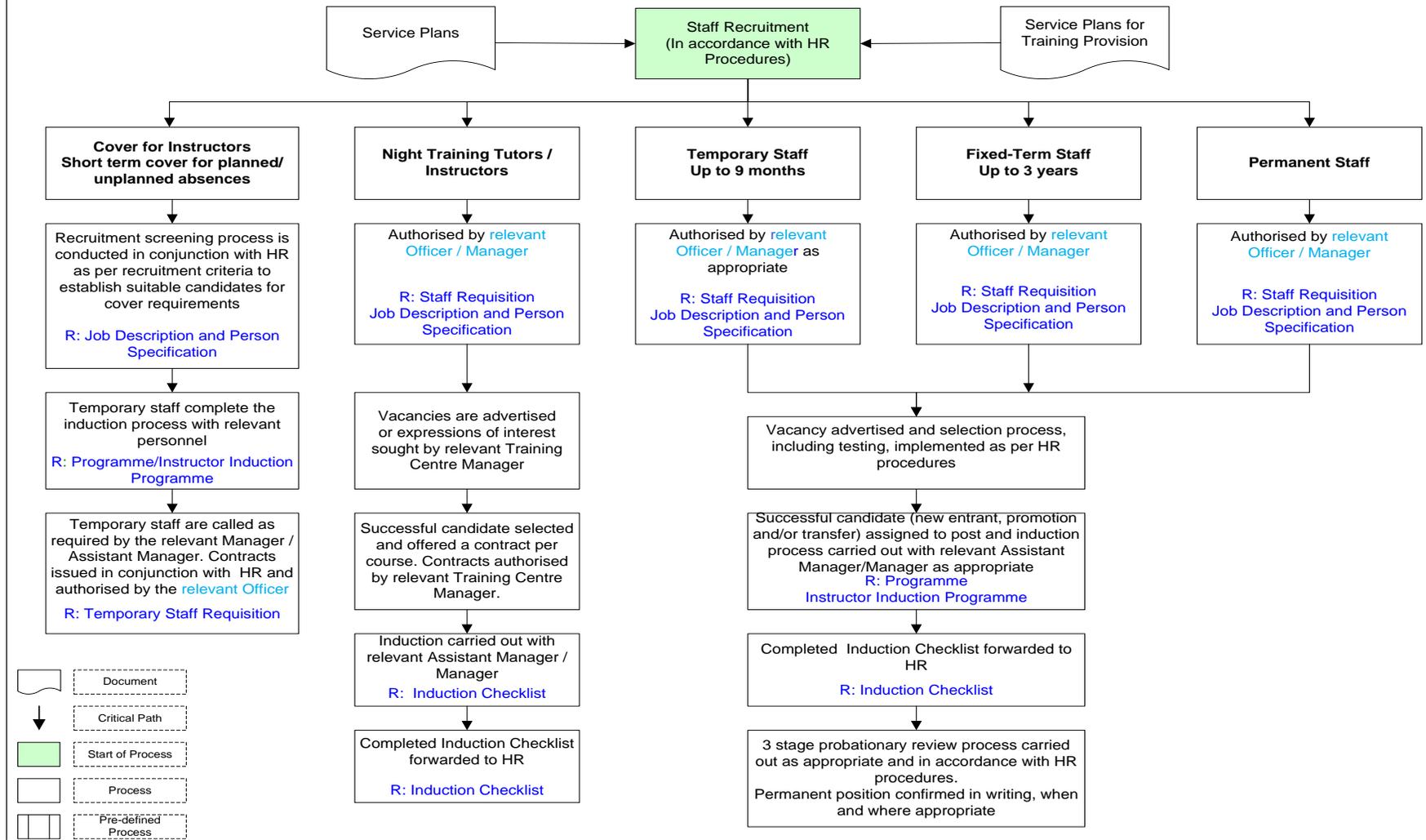
Quality Assurance Staff Recruitment and Development procedures are available in this Overarching Quality Assurance Manual and on the Intranet / Transition Quality Assurance System (TQAS) as follows:-

### **TQAS Section Three Process Maps**

- TQAS -3 Staff Recruitment
- TQAS - 3a Staff Development

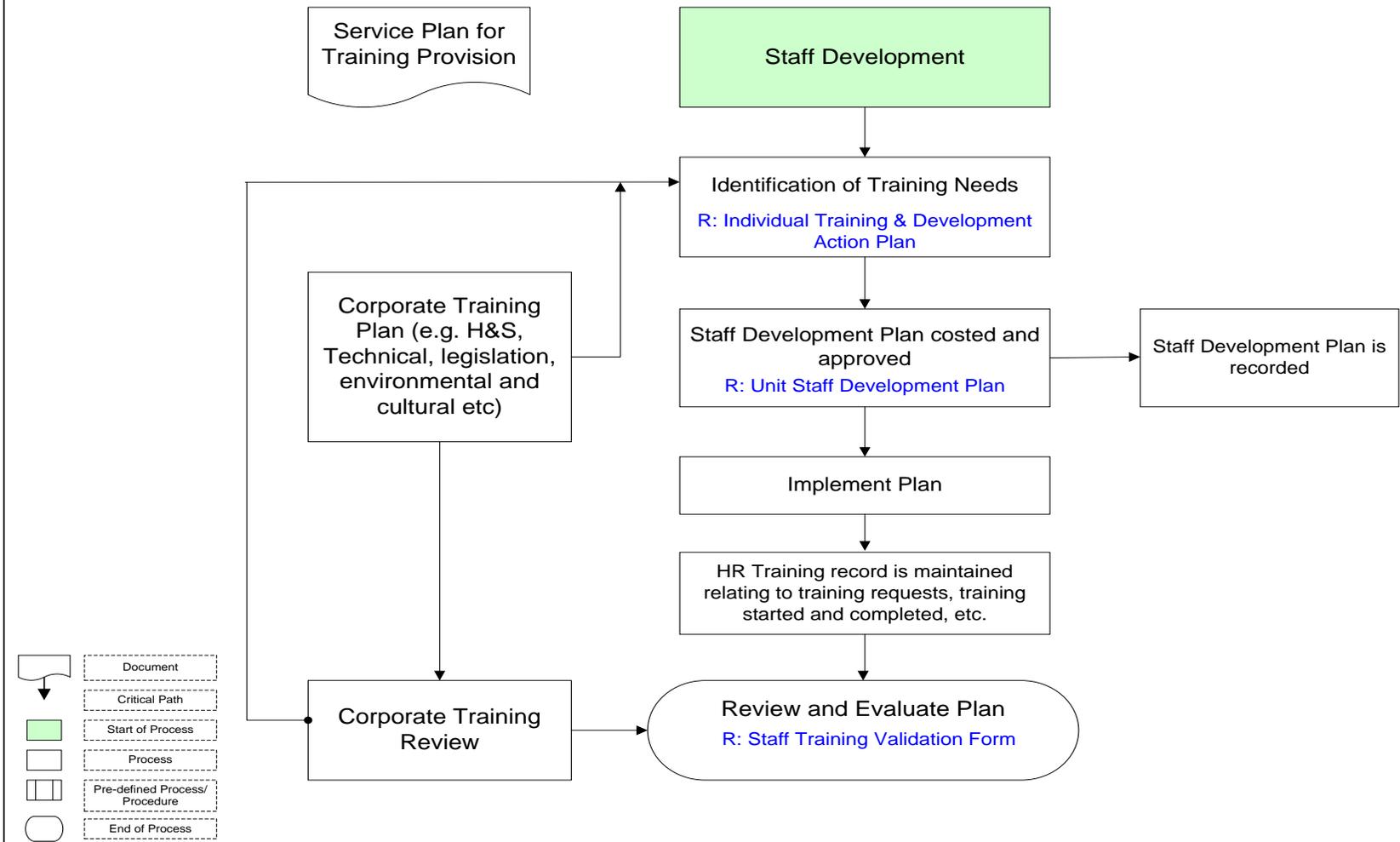
Transition Quality Assurance System (TQAS)

TQAS-3 Staff Recruitment V1.1



Transition Quality Assurance System (TQAS)

TQAS-3a Staff Development V1.1



### **3.4 Monitoring Evidence of Implementation**

3.4.1 This ETB training centre monitors the implementation of this Staff Recruitment and Development Policy

3.4.2 Evidence to confirm implementation of this Staff Recruitment and Development policy and procedure will at a minimum, include:

- Job advertisements
- Job descriptions and personal specifications
- Staff Handbook
- HR records
- Staff training feedback forms
- Induction Checklists
- Individual Training and Development Plans
- Transition Quality Assurance System (TQAS) Documents and Forms

In addition to the TQAS National Quality Assurance Staff Recruitment and Development Policy, there is a comprehensive set of generic organisational policies and procedures relating to Staff Recruitment and Development.

The ETB should insert details of HR related policies and procedures here which could include details of:-

- HR policies and where they can be located
- Staff Handbook where available
- Staff Development detail
- How staff development needs are identified e.g. Performance Management Development System (PMDS)

## 4. ACCESS TRANSFER AND PROGRESSION

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### Policy

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This ETB is committed to the provision of training programmes that meet the needs of all current and prospective learners and recognises that lifelong learning promotes and facilitates, access, transfer and progression. This ETB will ensure that learners have access to information in relation to the training programme, entry requirements for the programme, arrangements for recognition of prior learning, transfer and progression opportunities, programme adaptations and learner supports.

#### 4.1 Purpose

4.1.1 The purpose of this policy is to ensure that this ETB provides information and arrangements to learners in relation to access, transfer and progression opportunities related to training provided, and/or organised and/or procured programmes.

#### 4.2 Responsibilities

The ETB training and ETB Training Centre Manager will have responsibility for: -

- 4.2.1 Managing the implementation of this Access, Transfer and Progression policy and to ensure the availability of relevant information to learners
- 4.2.2 Development and Review of information and advice, where appropriate, to assist current and prospective learners to make informed choices in accordance with the following:- *QA 58/01 Training Specification, Appraisal of ETB Programmes Leading to QQI FETAC Awards, (Pre Validation) or Development of and Validation of ETB Training Programmes and Related Services Leading to Awards*
- 4.2.3 This ETB will support the ETB training centre in the provision, review and/or dissemination of information that facilitates learners with particular needs.
- 4.2.4 This ETB will support the ETB training centre in provision of Access, Transfer and Progression information
- 4.2.5 This ETB recognises that, regarding access to an award, the statement advises the learner to contact the relevant Awards Council when s/he may already have achieved, through prior learning, the knowledge, skill and competence required for a Major, Minor, Supplemental or Special Purpose award. It is the responsibility of the Awards Councils to provide support to such learners.
- 4.2.6 Provision of all relevant information in a format appropriate to their learners and in line with Quality Assurance procedures related to Access, Transfer and Progression.

#### Recognition of Prior Learning

4.3 Every programme contains a statement of commitment to developing arrangements for Recognition of Prior Learning (RPL). Where a programme does not provide for RPL, the statement of arrangements makes this clear.

#### **4.4 Facilitating Diversity**

- 4.4.1 This ETB will facilitate, where practicable, learners with particular needs to have access, transfer and progression options in ETB programmes.
- 4.4.2 Adaptations and supports, which ETB training centres can be reasonably expected to offer, are examined and provided, in keeping with programme objectives and the ETB training centres capacity to deliver.
- 4.4.3 Supports to facilitate learner diversity and to promote equality include the following:
  - a) Information supplied to the learner in an appropriate and accessible format
  - b) Provision of information on supports available for learners with particular needs
  - c) Positive action in relation to entry and selection procedures
  - d) Advice to assist the learner in selecting a programme
  - e) Learner and staff feedback mechanisms on formative assessment
  - f) Assessment modifications/accommodations available.

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## **Procedures – Access, Transfer and Progression**

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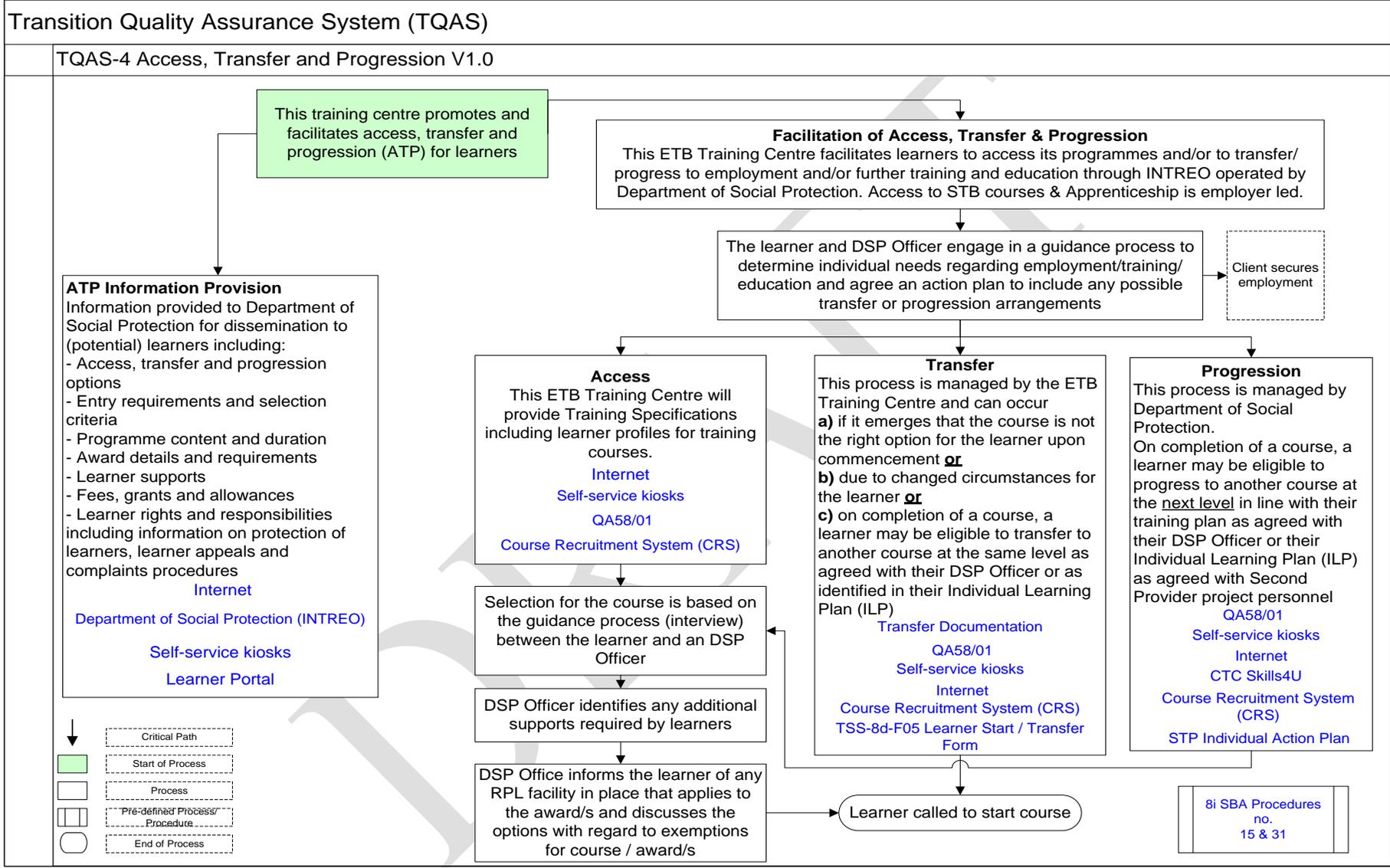
Quality Assurance Access, Transfer and Progression Procedures are available in this Overarching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

### **TQAS - Section Four Process Maps**

- TQAS- 4 Access, Transfer and Progression

The procedures related to Access, Transfer and Progression are also integrated into a number of additional procedures which can be located in the following: -

- Communications
- Programme Development Delivery and Review
- Equality
- Assessment



#### **4.5 Monitoring Evidence of Implementation**

4.5.1 This ETB training centre monitors the implementation of this Access Transfer and Progression Policy

4.5.2 Evidence to confirm implementation of this Access Transfer and Progression policy and procedure will at a minimum, include:-

- TQAS portal
- The Learner Portal
- Self Service Kiosks
- Assessment Regulations
- Transfer Documentation
- Learner support requests and approvals
- Section 4, Access, Transfer and Progression, Documents)
- Transition Quality Assurance System (TQAS) Documents and Forms

## 5. Programme Development, Delivery and Review

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### Policy

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This ETB is committed to a systematic approach to the development, delivery and review of its training provision. The purpose of ETB training is to address labour market requirements, social cohesion and economic competitiveness at a national, geographical, sectoral, organisational and individual level.

THIS ETB considers and accommodates, as appropriate, all aspects of training provision at programme design stage, i.e. organisation mission, labour market requirements, target population, programme design, delivery, assessment, learner access, transfer and progression, programme review and, where appropriate, relevant work experience/placement. **THIS ETB training centre will also provide other ETB validated programmes under this TQAS QA system.**

#### 5.1 Purpose

5.1.1 The purpose of this policy is to ensure that ETB provided, organised or procured training programmes and related services are developed, delivered and reviewed in accordance with ETB quality assurance Programme, Development, Delivery and Review policy.

#### 5.2 Responsibilities

5.2.1 This ETB has responsibility to support the ETB Training Centre in engaging in a systematic approach to programme development, delivery and review in the following areas:

- a) Curriculum development
- b) Assessment design and review
- c) Management of the validation application process
- d) Evaluation of training programmes and related services

5.2.2. This ETB training centre will manage the implementation of this Programme Development, Delivery and Review policy.

#### 5.3 Identification of Economic and Social Learning Needs

5.3.1 THIS ETB ensures that learning needs for ETB provided, and/or organised and/or procured programmes are developed:

- a) with particular reference to publications such as, 'APPRAISAL OF PROGRAMMES LEADING TO QQI FETAC COMMON AWARDS (PRE-VALIDATION)' to address labour market requirements, social cohesion and economic competitiveness at a national, geographical, sectoral, organisational and individual level
- b) In accordance with agreed industry standards and in consultation with relevant stakeholders.

## 5.4 Programme Development

5.4.1 This ETB ensures that the systems for developing its provided, and/or organised and/or procured training programmes and assessments are agreed with QQI.

Programmes and assessments can be developed utilising the following:-

a) The QA policies and Training and Assessment Design series:

- 'IDENTIFICATION OF TRAINING NEEDS', QA58/01 'TRAINING SPECIFICATION', and/or other tools for planning training
- 'APPRAISAL OF PROGRAMMES LEADING TO QQI FETAC COMMON AWARDS (PRE-VALIDATION)' or 'DEVELOPMENT AND VALIDATION OF TRAINING PROGRAMMES AND RELATED SERVICES LEADING TO AWARDS'
- Assessment design series QA98/01 'PRINCIPLES OF ASSESSMENT', QA98/02 'FEATURES OF ASSESSMENT', QA98/03 'DESIGNING AN ASSESSMENT SYSTEM'
- 'QUALITY ASSURANCE ASSESSMENT OPERATING PROCEDURES'
- 'QUALITY ASSURANCE OPERATIONAL PROCEDURES FOR EVALUATION OF PROGRAMMES AND SERVICES'.

b) Other tools for planning training.

### Alternatively

Programmes and assessments can be developed utilising the current ETB/QQI agreed methodology for programme and assessment development.

**(Individual ETBs can insert their agreed methodology here)**

5.4.2 Workplace training or work experience placements may be provided for learners, as part of their training programme, where appropriate.

## 5.5 Programme Validation

5.5.1 This ETB will:-

- Process all validation applications in line with the relevant Programme Approval Agreement.
- Submit for validation to the relevant Awarding body all programmes that lead to awards
- In ETB organised and procured training, where programmes involve second providers known to THIS ETB, before programme validation, this ETB will consult with such providers and show evidence of such consultation before the ETB application for validation is made.

5.5.4 In ETB organised and procured training, quality assurance responsibilities of THE ETB as first training provider and any second provider involved form part of a written statement of arrangements as specified in the Quality Assurance Policy section re Procuring Programme Delivery through Utilisation of Second Training Providers.

## **5.6 Programme Delivery**

- 5.6.1 Programmes delivered by this ETB will be selected from former FÁS, SOLAS, former VEC and ETB QQI, validated programmes.
- 5.6.2 This ETB training centre will ensure that training provision is in compliance with relevant legislation including access to premises, facilities and resources in order to achieve programme objectives.
- 5.6.3 This ETB training centre will ensure the maintenance of learner records of attendance, progress, assessment and certification in relation to ETB provided training and in relation to organised and procured training.
- 5.6.4 This ETB training centre will ensure that all personnel who deliver training and assessment have relevant skills and sufficient materials to adapt and deliver training appropriate to the needs of learners, in line with training schedules.

## **5.7 Programme Review**

- 5.7.1 This ETB and ETB training centre ensures that regular reviews, in accordance with quality management systems for the ETB training programmes and related services, take place to assess their continued relevance to learning needs and programme objectives and to ensure their alignment to a changing labour market.
- 5.7.2 Programmes are reviewed regularly (e.g. programme cycle, annually, biennially) and improvement actions, noted in the programme review report, are implemented.
- 5.7.3 Programme reviews include a comparison of training provision against the learning needs analysis. This includes identified performance criteria such as feedback from learners, feedback from other relevant stakeholders, labour market research, efficient management of resources, course waiting-list data, placement and assessment and certification results.

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## PROCEDURES – PROGRAMME DEVELOPMENT, DELIVERY AND REVIEW

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Quality Assurance Programme Development, Delivery and Review Procedures are available in this Overarching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

### **TQAS - Section Five Process Maps**

- TQAS-5 Programme/Course Development
- TQAS-5a-01 New Programme/Course Development
- TQAS-5a-02 Validated Programmes
- TQAS-5a-03 Community Training Second Provider Request for Programme Validation
- TQAS-5b Training Delivery Overview
- TQAS-5c Direct Training Delivery
- TQAS-5d Programme/Course Review Overview (Local & Organisational Review)
- TQAS-5e Local Programme/Course Review (Delivery and Curriculum & Assessment)
- TQAS-5f Organisational Training Programme/Course Review

The core requirements for the development of a programme and for its validation by QQI FETAC are set out in: -

- TQAS-5 Programme/Course Development
- TQAS-5a-01 New Programme/Course Development
- TQAS-5a-02 Validated Programme

All staff involved in programme design, development, delivery and review must adhere to the requirements.

Transition Quality Assurance System (TQAS)

TQAS-5 Programme/Course Development V1.1

The drivers for new course/module (curriculum and assessment) development may come from the sectoral training demands, industry & business representative groups, community groups, government initiatives and other stakeholder requirements. Demand may also come from customer feedback, labour market reviews, new company start-ups and company closures, internal research and planning reports (Future Skills Needs), European Union initiatives, regional business needs, emerging EU/national policy e.g. National Skills Strategy, job vacancy trends and requests from external bodies and organisations.

Training Centres  
Direct & Contracted Training including Night Training

Community Training  
Community Training Centres, Local Training Initiatives and Specialist Training Programme

CSCS/QSCS  
SafePass  
Environmental Training

E-College  
On-line & Blended Training

Standard Based Apprenticeship  
As per SBA Procedures No. 37 & 38

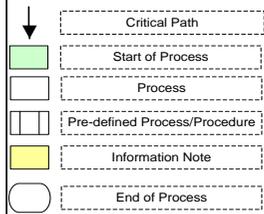
Scoping Proposal is completed and scored as per the Scoring Matrix, by the relevant Unit and approved by the **relevant Officer**  
TQAS-5a-F01 Proposal to Develop a New Training Programme/Module

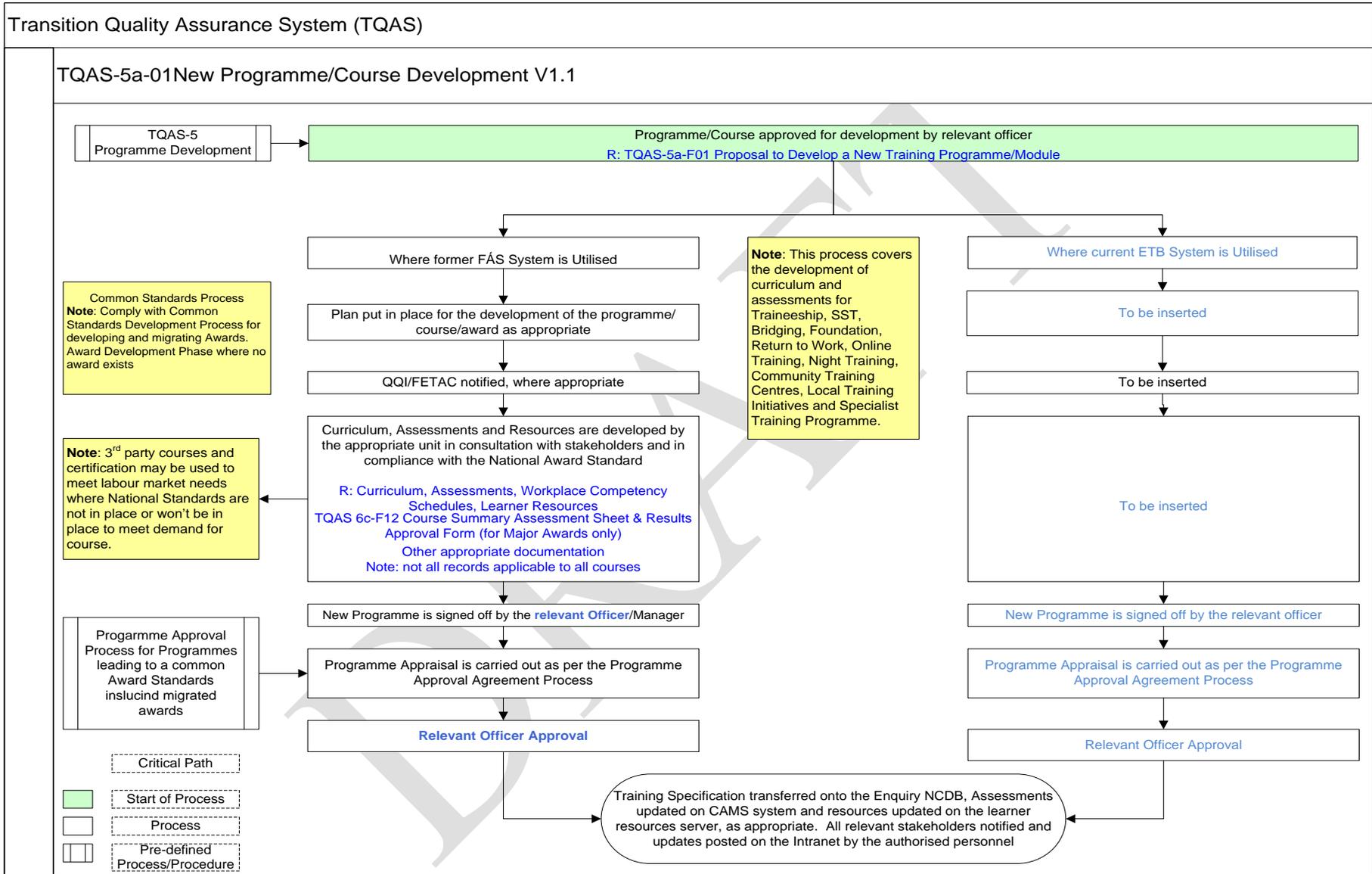
The approved proposal is assessed by the New Course Committee and forwarded to the **relevant Officer**  
TQAS-5a-F01 Proposal to Develop a New Training Programme/Module

The approved proposal is recommended/not recommended by the **relevant Officer**. Recommended proposals are forwarded to the **relevant Officer** for approval

TQAS-5a

**Relevant Officer** notifies the Chairperson of the New Course Committee of the approval / non-approval decision. The New Course Committee notifies the requester of the outcome.





Transition Quality Assurance System (TQAS)

TQAS-5a-02 Validated Programmes V1.1

Note: ETB must ensure the safety, security and control of assessments

Utilisation of Existing Validated Programmes

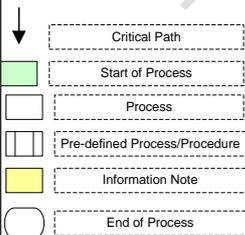
Assessment Regulations

Former FÁS/SOLAS Validated Programmes sealed at 31<sup>st</sup> December 2013

Former VEC/ETB Validated Programmes Ongoing

Universal ETB Utilisation of Former FÁS/SOLAS and Former VEC/ETB Programmes.

List of Programmes available for ETB Training Centre Utilisation  
[R: List of Programmes](#)



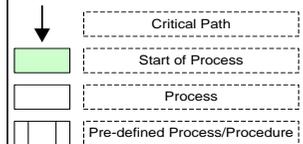
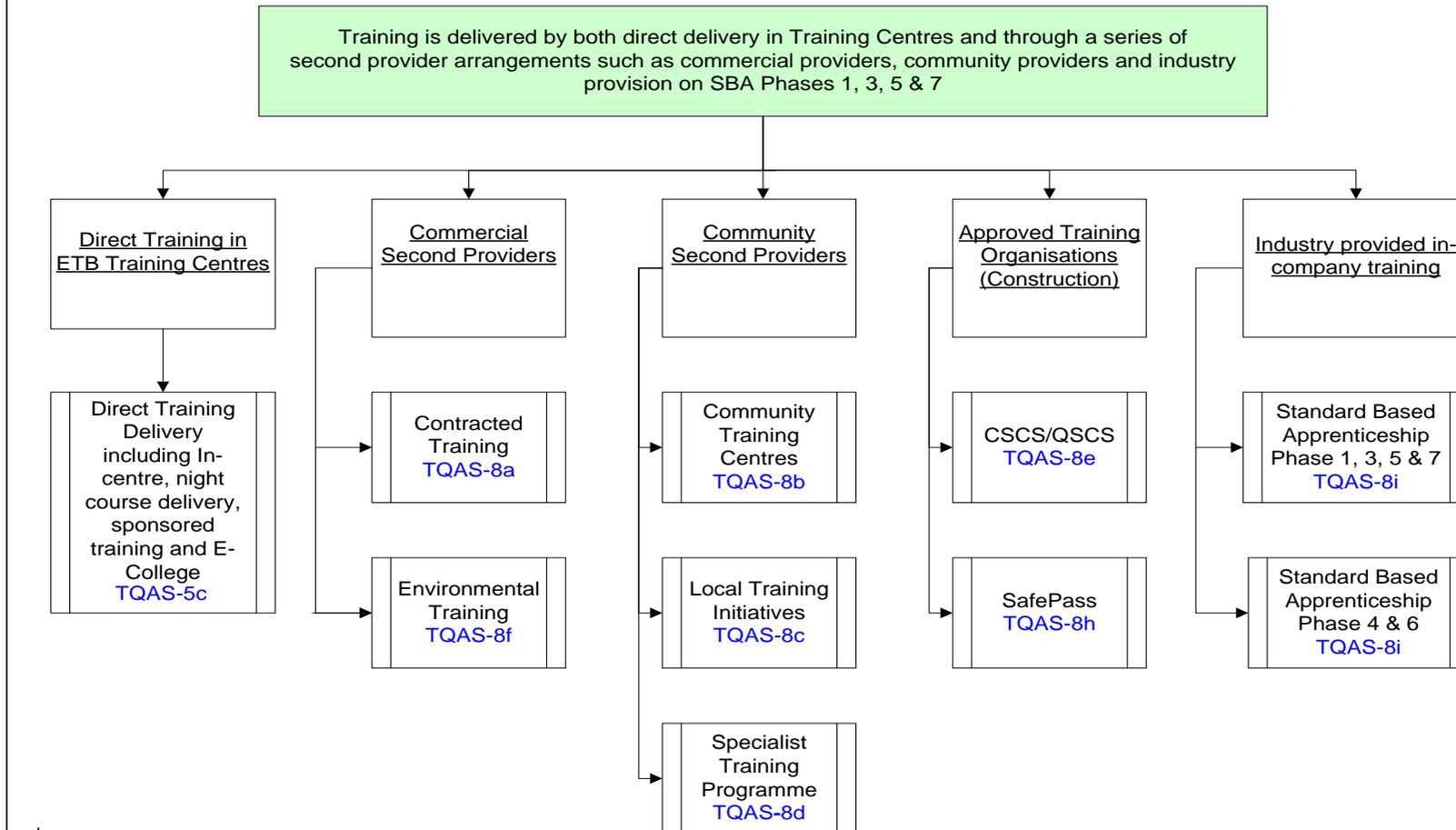
Transition Quality Assurance System (TQAS)

TQAS-5a-03 Community Training Second Provider Request for Programme Validation V1.0



Transition Quality Assurance System (TQAS)

TQAS-5b Training Delivery Overview V1.1



Transition Quality Assurance System (TQAS)

TQAS-5c Direct Training Delivery V1.0

Note: SBA Phase 2 courses are scheduled as per the SBA procedures

Decision is made to deliver the training course

Courses are scheduled on the Client Services System from the National Course Enquiry Database

Course Code/Location and budget are assigned on SAP

Staff Recruitment and Development  
TQAS 3 & TQAS 3a

Classroom or Workshop prepared in compliance with Health and Safety requirements & Training Materials prepared

All required resources are in place before the first or revised run of a course commences  
R: TQAS 5c-F01 Resource Checklist

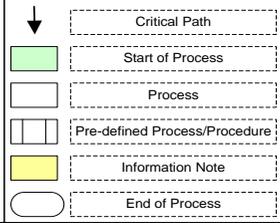
Financial Authority Levels and Procurement Procedures

Issues Log

Course Delivery as per QA58/01 and QA39/01 or SBA Curriculum  
R: TQAS 5c-F02 Training Record  
TQAS 5c-F03 Learner End of Course Questionnaire  
TQAS 5c-F04 Learner Computer Resources & Internet Usage Declaration  
TQAS 5c-F08 Provisional Results (suspended)  
TQAS 1-F01/TQAS F05b Learner Code of Conduct Infringement Report Form

Note: Communication and Dissemination of information to Learners including:  
- Curriculum & Assessment information  
-Learner responsibilities  
-Assessment methods  
-Repeat assessment criteria  
-Specific learner requirements

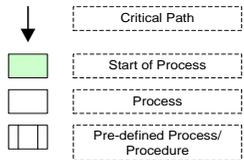
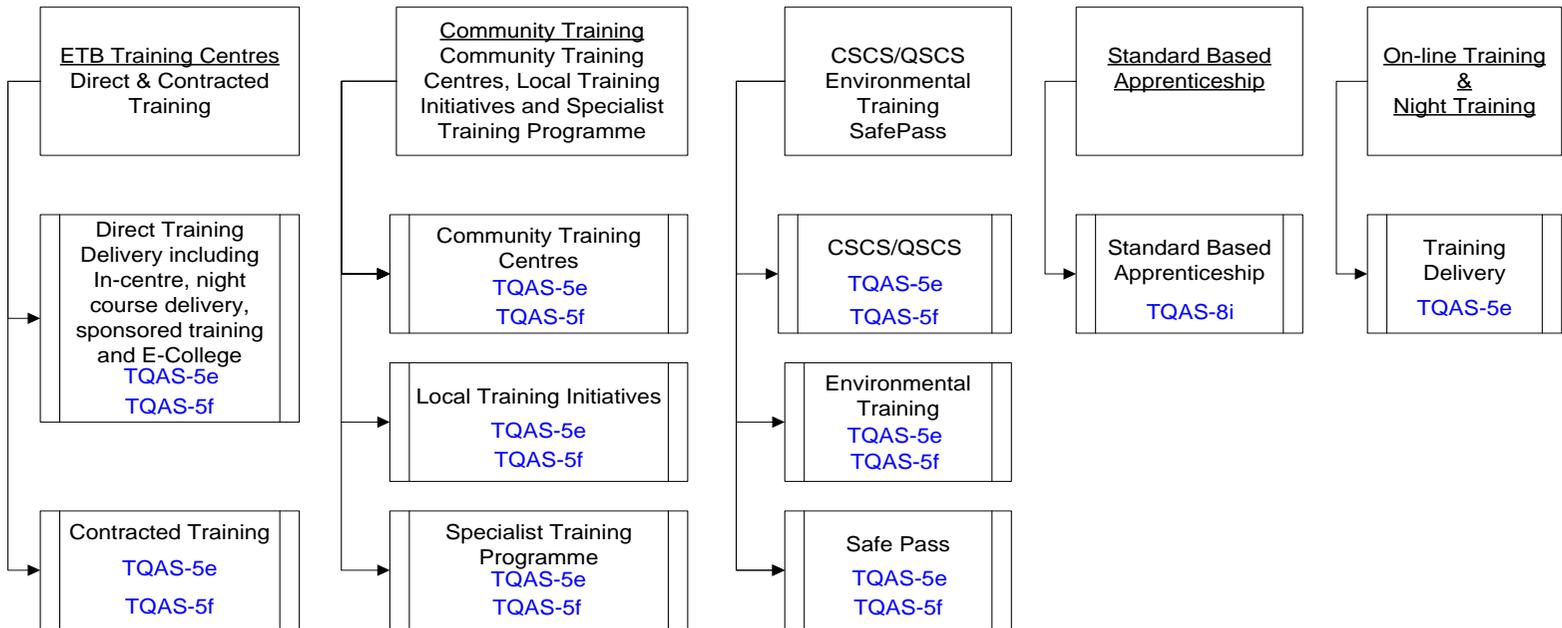
Course Review conducted at least once per annum  
R: TQAS 5c-F03 Learner End of Course Questionnaire  
TQAS 5c-F06 Customer Comment Form  
TQAS 5c-F07 Course Review Form



Transition Quality Assurance System (TQAS)

TQAS-5d Programme/Course Review Overview V1.1 (Local & Organisational Review)

All training provision is subject to review. Programme/course reviews are carried out both locally and organisationally



Transition Quality Assurance System (TQAS)

TQAS-5e Local Programme/Course Review V1.1 (Delivery and Curriculum & Assessment)

Review of all courses / programmes is conducted at least once per Annum / per contract via a number of different methods for example

R: As appropriate to the programme

TQAS 5c-F03 Learner End of Course Questionnaire	TQAS 8a-F21 Contractors Course Report
TQAS 5c-F06 Customer Comment Form	TQAS 8b-F15 Training Monitoring Report
TQAS 5c-F07 Course Review Form	TQAS 8b-F21 Training Review Report
TQAS 8a-F12 Weekly Training Report	TQAS 8c-F16 Learner Mid Course Feedback Report
TQAS 8a-F17 Course Visit	TQAS 8c-F17 Learner End of Course Feedback Report
TQAS 8a-F19 End of Course Questionnaire	

Course Review information to be considered in the service plan for the following year

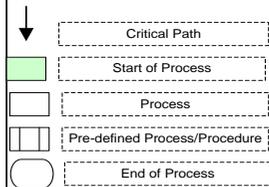
Local issues are reviewed, resolved and logged on the TQAS Issues Log

R: Local Corrective / Preventative Actions (Continual Improvement)

Organisational issues, for example, Curriculum and Assessment issues are referred to the TQAS Local Issues Log

R: Local Corrective / Preventative Actions (Continual Improvement)

When requested, a copy of the course review forms are sent to the relevant ETB Officer / Manager



Transition Quality Assurance System (TQAS)

TQAS-5f Organisational Training Programme/Course Review V1.1

**Note:** This process covers the review of all ETB Training Programmes / Course Provision

Programme/Course approved for review by the relevant Manager / Officer and signed off by the relevant Officer

Updates / amendments / corrections to curriculum and assessments as a result of corrective actions or changes to course requirements e.g. licensing, legislation, technology etc will be made on an ongoing basis as appropriate

This ETB will work with an Internal / External SME to review the programme

Relevant Officer will arrange to correct / update the curriculum and / or assessment and will do so in conjunction with an Internal / External SME (if appropriate)

Curriculum, assessments and resources are reviewed and developed by the appropriate unit in consultation with stakeholders and in compliance with the National Award Standard

Curriculum, Assessments  
Workplace Competency Schedules  
Learners Resources  
Other appropriate documentation

Note: not all records applicable to all courses

Curriculum & Assessments are corrected/up-dated by the appropriate unit in consultation with stakeholders and in compliance with the National Award Standard

Curriculum, Assessments  
Workplace Competency Schedules  
Learners Resources  
Other appropriate documentation

Note: not all records applicable to all courses

Reviewed Programme / Course is signed off by the appropriate Manager

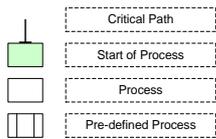
Programme appraisal is carried out as per the Programme Approval Agreement Process, if appropriate  
R: Programme Appraisal Form

Manager / Programme Manager Approval

Relevant Officer Approval

Curriculum transferred onto the Enquiry NCDB, Assessments updated on CAMS system and resources updated on the learner resource server, where appropriate. All relevant stakeholders notified and updates posted on the Intranet by the authorised personnel

Programme Approval Process for Programmes leading to a common Award Standard including migrated awards



## **5.8 Monitoring Evidence of Implementation**

5.8.1 This ETB training centre monitors the implementation of this Programme Development Delivery and Review policy

5.8.2 Evidence to confirm implementation of this Programme Development, Delivery and Review policy and procedure will at a minimum, include:-

- Identification of Training Needs research results
- Programme schedules
- Training and assessment specifications
- Minutes of meetings relevant to programme development, delivery and review
- Awards Council programme validation application results
- Improvement actions
- Programme Appraiser Handbook
- Transition Quality Assurance System (TQAS) Documents and Forms
- Monitoring reports
- Programme review reports
- Programme evaluation reports

## 6. Fair and Consistent Assessment of Learners

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### Policy

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This ETB is committed to the fair and consistent assessment of learners and to the utilisation of standards-based assessment systems. THIS ETB considers assessment an essential element of the learning process, as a mechanism to facilitate learner access, transfer and progression in terms of labour market needs and the National Framework of Qualifications.

In order to provide fair and consistent assessment of learners this ETB co-ordinates, designs and approves a range of assessment instruments which meet National Standards and which utilise four main assessment principles - Standards, Accuracy, Fairness, and Practicality.

#### 6.1 Purpose

6.1.1 The purpose of this policy is to ensure that fair and consistent assessment of learners is provided in ETB provided and/or organised and/or procured training programmes.

#### 6.2 Responsibilities

6.2.1 This ETB has responsibility for:

- a) Development and dissemination of 'Quality Assurance Assessment Operating Procedures
- b) Dissemination of Assessment Regulations
- c) Ensuring compliance with ETB Assessment Policy and requirements
- d) Auditing of assessment in ETB provided, organised or procured training programmes.

6.2.2 This ETB has responsibility for development and approval of assessment instruments in accordance with approved assessment design mechanisms e.g. :-

- a) ETB approved assessment design methodologies  
([ETB methodologies can be inserted here](#))
- b) Assessment Design Series, (QA98/01, QA98/02, QA98/03)
- c) Assessment Regulations
- d) Policy on Assessment Development and Marking and Grading for Adult Courses

6.2.3 This ETB training centre has responsibility to:

- a) Implement assessment instruments, maintaining an ethical approach and ensuring the integrity of the assessment process

#### 6.2 Assessment Design

6.3.1 This ETB has responsibility to:

- a) Maintain 'QUALITY ASSURANCE ASSESSMENT OPERATING PROCEDURES' to ensure fair and consistent administration, delivery and review of assessments
- b) Reflect the 'QQI FETAC POLICY ON ASSESSMENT' and/or 'MARKS AND STANDARDS' policy and procedures document

6.3.2 THIS ETB has responsibility to:

- a) Ensure that the design of assessment instruments is in accordance with best practice, ETB Assessment Policy and requirements.
- b) Provide an assessment design validation process to ensure technical and pedagogical validity and compliance with ETB assessment policy and procedures
- c) Meet the National Standards as determined by the relevant Awards Council.

#### **6.4 Coordinated Planning of Assessments**

6.4.1 THIS ETB coordinates programme design, delivery and assessment to identify and clearly state the stages in the training programme when assessment should occur. This ensures that assessment is integrated in the programme and addresses the needs of learners.

#### **6.5 Information to Learners**

6.5.1 This ETB and the ETB training centre ensure that appropriate, relevant and accurate assessment information is available to for dissemination to learners. This information includes:

- a) Learner responsibilities regarding assessment
- b) Assessment methods, stages and appropriate sequencing
- c) Repeat assessment criteria and learner appeals mechanisms
- d) Guidelines regarding assessment modifications and accommodations, where appropriate, to facilitate specific learner needs.

6.5.2 Pre-course programme information reflects an outline of the award and an overview of assessments.

#### **6.6 Assessment Security and Accommodation**

6.6.1 This ETB and the ETB training centre ensure that systems are in place to protect the security and integrity of the assessment process.

6.6.2 The ETB training centre ensures that resources and monitoring are in place to:

- a) Protect the security and integrity of learner assessment documentation and assessment materials, including learner work where appropriate
- b) Maintain and secure assessment results and records
- c) Supervise assessments
- d) Address any intentional or unintentional acts by learners and staff, which may impact on the validity of the assessment process
- e) Monitor a representative sample of assessment events at the point of assessment delivery
- f) Review regularly local assessment security arrangements and update these as appropriate.

6.6.3 The ETB training centre operates in accordance with the Results Approval Process to ensure the accuracy of all results data submitted to the Awards Councils.

6.6.4 This ETB training centre provides for the adaptation of assessment processes, as necessary and reasonable, to accommodate learners with particular needs, in compliance with current equality legislation.

6.6.5 This ETB implements a process to address identified errors and omissions which impact on the validity of the assessment process.

## **6.7 Consistency of Marking**

6.7.1 This ETB:-

- a) Specifies the roles and responsibilities of personnel who carry out assessment duties
- b) Develops training programmes, to equip personnel to carry out their assessment responsibilities.

6.7.2 This ETB training centre

- a) Implements the system for fair and consistent marking in accordance with the 'QUALITY ASSURANCE ASSESSMENT OPERATING PROCEDURES' (or similar procedure developed by the ETB and agreed with QQI) within the assessment criteria specified in the assessment instrument.
- b) Operate a system for moderating of assessments in accordance with the 'QUALITY ASSURANCE ASSESSMENT OPERATING PROCEDURES' (or similar procedure developed by the ETB and agreed with QQI) within the assessment criteria specified in the assessment instrument.

## **6.8 Feedback to Learners**

6.8.1 At course level, This ETB training centre ensures that learners:

- a) receive timely and constructive feedback on their assessments, appropriate to the nature of the assessment, i.e. formative or summative
- b) are provided with an opportunity to repeat an assessment when appropriate
- c) are informed about the appeals process in relation to assessment results.

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## PROCEDURES – FAIR AND CONSISTENT ASSESSMENT OF LEARNERS

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The QUALITY ASSURANCE ASSESSMENT OPERATING PROCEDURES' were developed through an extensive consultative process. They are designed to set out the assessment quality framework that underpins the planning, setting, operation, marking, recording, approval of results, and verification of all assessments leading to the request of an award certificate from an Irish Awarding Body.

The document containing the procedures has been divided into three sections:

**Section 1 – The Purpose of Assessment.** This section explains the role of assessment in the context of training and outlines the various approaches to assessment.

**Section 2 – The Assessment Process.** This section includes a process map of the assessment process in and outlines the various roles and responsibilities of those involved.

**Section 3 – Quality Assuring the Assessment Process: Assessment Operating Procedures.** This section contains a specific listing of all assessment procedures stating their purpose, associated responsibilities and a detailed description of the steps required to meet the requirements of each procedure. (see TQAS Section 6 Fair and Consistent Assessment of Learners, Documents)

Quality Assurance Fair and Consistent Assessment of Learner procedures are available in this Over-Arching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

### TQAS Section Six Process Maps

- TQAS - 6 Fair and Consistent Assessment (Notifications Overview)
- TQAS - 6a Fair and Consistent Assessment of Learners Overview
- TQAS - 6b AVAA Calendar Process
- TQAS - 6c Assessment Process
- TQAS - 6d Internal Verification on the Conduct of the Assessment Process
- TQAS - 6e Peer Review of Assessment Results
- TQAS - 6f Pre Results Approval Process and Internal Results Verification
- TQAS - 6g External Authentication
- TQAS - 6h Results Approval Process and Meeting
- TQAS - 6i Processing of Results - Post Results Approval
- TQAS - 6j Learner Assessment Appeal Process
- TQAS - 6k Certification Audit Process

Transition Quality Assurance System (TQAS)

TQAS – 6 Fair and Consistent Assessment (Notifications Overview) V1.0

Learners are assessed using many different assessment methods and assessment is carried out as per the assessment specification. The Training Standards Office provides relevant and timely advice, information and support to Management, Instructors, Contracted Training Officers and Community Development Officers on matters relating to the assessment process, the processing of certification, training materials and training aids, training methodologies and training practices to meet the requirements of certifying agencies associated with the delivery of the programmes. All assessment events are subject to sample verification of process and results.

Modular Assessment Programmes (MAP)

Assessment Instrument Specifications (AIS – CAS)

3<sup>rd</sup> Party Assessment Programmes

Assessment Specifications (NCVA)

SBA Modular Assessment Programme

Online Assessments

The Training Standards Office is notified of each assessment event in advance in order to produce and maintain the Assessment Schedule.

**MAP**  
When requested, assessments are generated from CAMS. Assessment events must be notified to the Training Standards Office in advance of the assessment.  
Advance notice:  
• For in-centre courses 5 working days  
• For Second Provider courses 10 working days  
  
R:TQAS-6c-F11

**AIS**  
When requested, at the start of the course, assessments are generated in line with "Guide to CAS Assessment Instrument Specification Release" from CAMS and are issued to relevant instructors /second providers. The "Request and Declaration for CAS AIS" in regard to assessment security must be signed prior to issue for all Second Providers, Contracted Trainers and Approved Training Organisations. Assessment events must be notified to the Training Standards Office in advance of the assessment.  
• For in-centre courses 5 working days  
• For Second Provider courses 10 working days  
R:-TQAS-6c-F11  
CAS Level 3 Notification of Assessment Events  
Guide to CAS AIS Assessment Techniques Release  
Request and Declaration for CAS AIS  
(For Completion by Contracted Trainers /Second Providers)

**3<sup>rd</sup> Party Assessments**  
When requested, assessments are generated/prepared as per the relevant awarding body guidelines  
  
R:TQAS-6c-F11

**NCVA (former)**  
Notified part of assessment events are:  
A) the skills demonstration element  
B) examinations/tests  
C) when portfolios are being assessed.  
The events must be notified to the Training Standards Office 10 working days prior to the event.  
R:TQAS-6c-F11  
NCVA Notifiable Assessment Events Levels 4-6

**On-line Assessments**  
Assessments are generated and conducted on-line as per the relevant awarding body guidelines. Assessment events are notified to the Training Standards Office 10 working days prior to the event  
  
R:TQAS-6c-F11

**Locally Devised Assessments**  
Locally Devised Assessments must adhere to the TQAS process for development of same.

**Note:** Second Providers/ Contractors must ensure that they have the current version of MAP/AIS and must meet the request and notification processes as outlined in the TQAS

**Note:** When CAS AIS are released to Training Centre Instructors (including Night Course Instructors), the required number of copies are generated by Training Standards Office.

**Note:** Test packs issued to Instructors (including night course Instructors) must be retained securely and confidentially.

Transition Quality Assurance System (TQAS)

TQAS-6a Fair and Consistent Assessment of Learners Overview V1.1

The FETAC Business System includes final submission dates for the certification period. These dates are outlined below which, in turn, requires a cut off date for the Training Standards Office to receive results and assessment evidence prior to Results Approval.

Final Submission Date to QQI / FETAC 12 <sup>th</sup> February	Final Submission Date to QQI / FETAC 12 <sup>th</sup> April	Final Submission Date to QQI / FETAC 12 <sup>th</sup> June	Final Submission Date to QQI / FETAC 12 <sup>th</sup> August	Final Submission Date to QQI / FETAC 11 <sup>th</sup> October	Final Submission Date to QQI / FETAC 12 <sup>th</sup> December
-------------------------------------------------------------------	----------------------------------------------------------------	---------------------------------------------------------------	-----------------------------------------------------------------	------------------------------------------------------------------	-------------------------------------------------------------------

**Note:** The following colour pens are to be used on scripts:  
 - Red pen by the Assessor  
 - Green Pen by the TSO, if necessary  
 - Black / Blue pen by the Authenticator

Internal verification, peer review and results approval are scheduled to meet the QQI / FETAC-submission dates as per the Assessment Verification, Authentication and Approval Process  
[TQAS-6b](#)

**Note:** There should be evidence on the scripts to show that they have been assessed. In addition to this, the overall result should also be on the scripts. These results should be transcribed to the Individual Assessment Sheets and the Summary Assessment Sheet

Peer Review  
[TQAS-6e](#)

Assessments are conducted and marked (using red ink / pen) as per the Assessment Process  
[TQAS-6c](#)

Internal Verification on the Conduct of the Assessment Process  
[TQAS-6d](#)

Internal Verification of results is carried out as per the Pre Results Approval Process and the Results Approval Checklist  
[TQAS-6f](#)

**Note:** This verification of results includes the check carried out by the TSO Office and/or 2<sup>nd</sup> Providers as appropriate, as per the Results Approval Checklist

External Authentication (record marks / comments in black / blue ink)  
[TQAS-6g](#)

**Note:** Results are submitted for Results Approval to Training Standards Office for all programmes with the exception of CTCs and STPs

Results are submitted to the Results Approval Panel and the Results Approval Meeting takes place as per the Results Approval Process.  
[TQAS-6h](#)

**Note:** Results Approval Panel Meetings will be conducted locally by CTCs and STPs and must be attended by an ETB Training Centre designated Observer

**Note:** Training Standards Office will request certificates from QQI / FETAC for all second providers

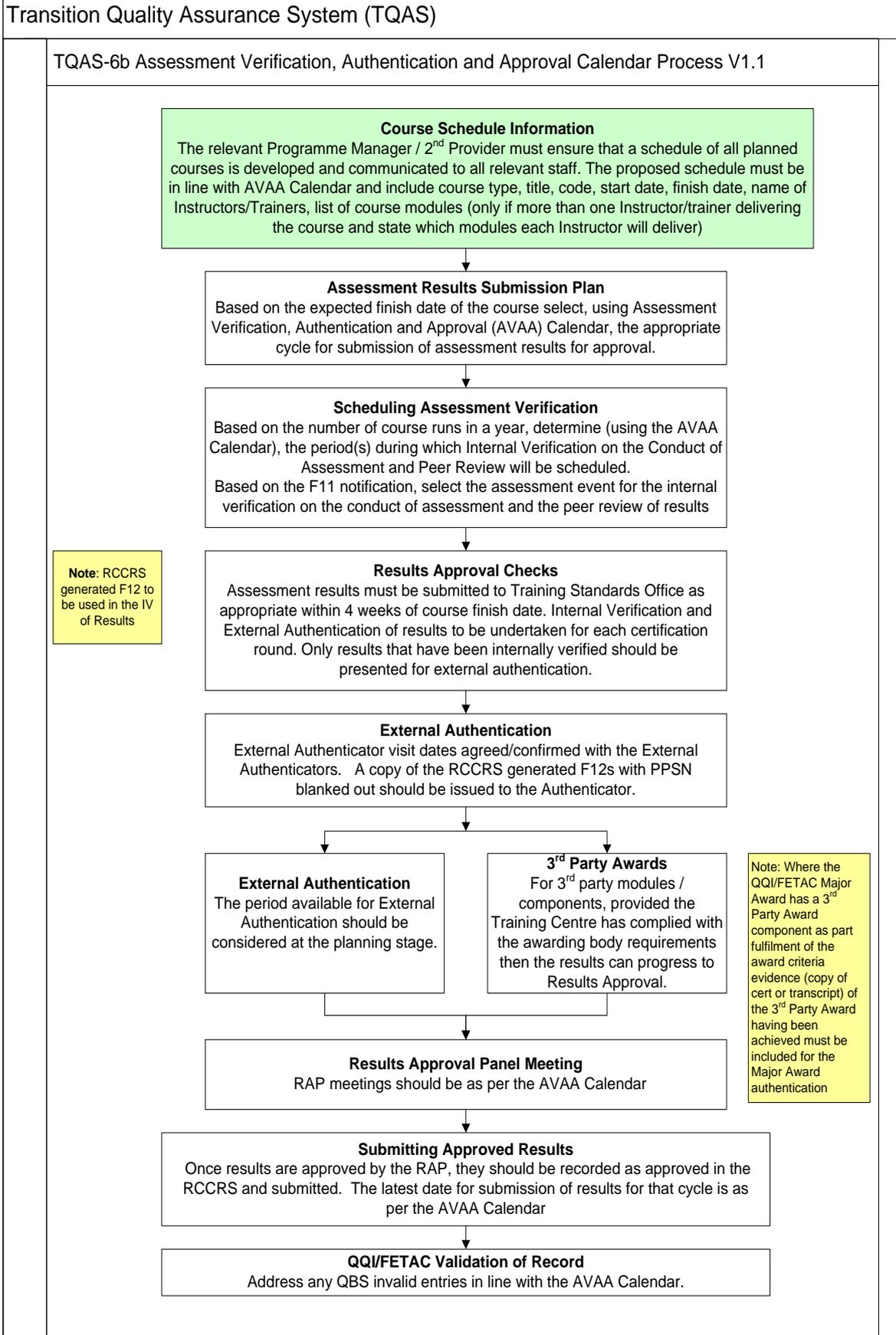
The TSO processes the RAP approved results as per the Post Results Approval Process  
[TQAS-6i](#)

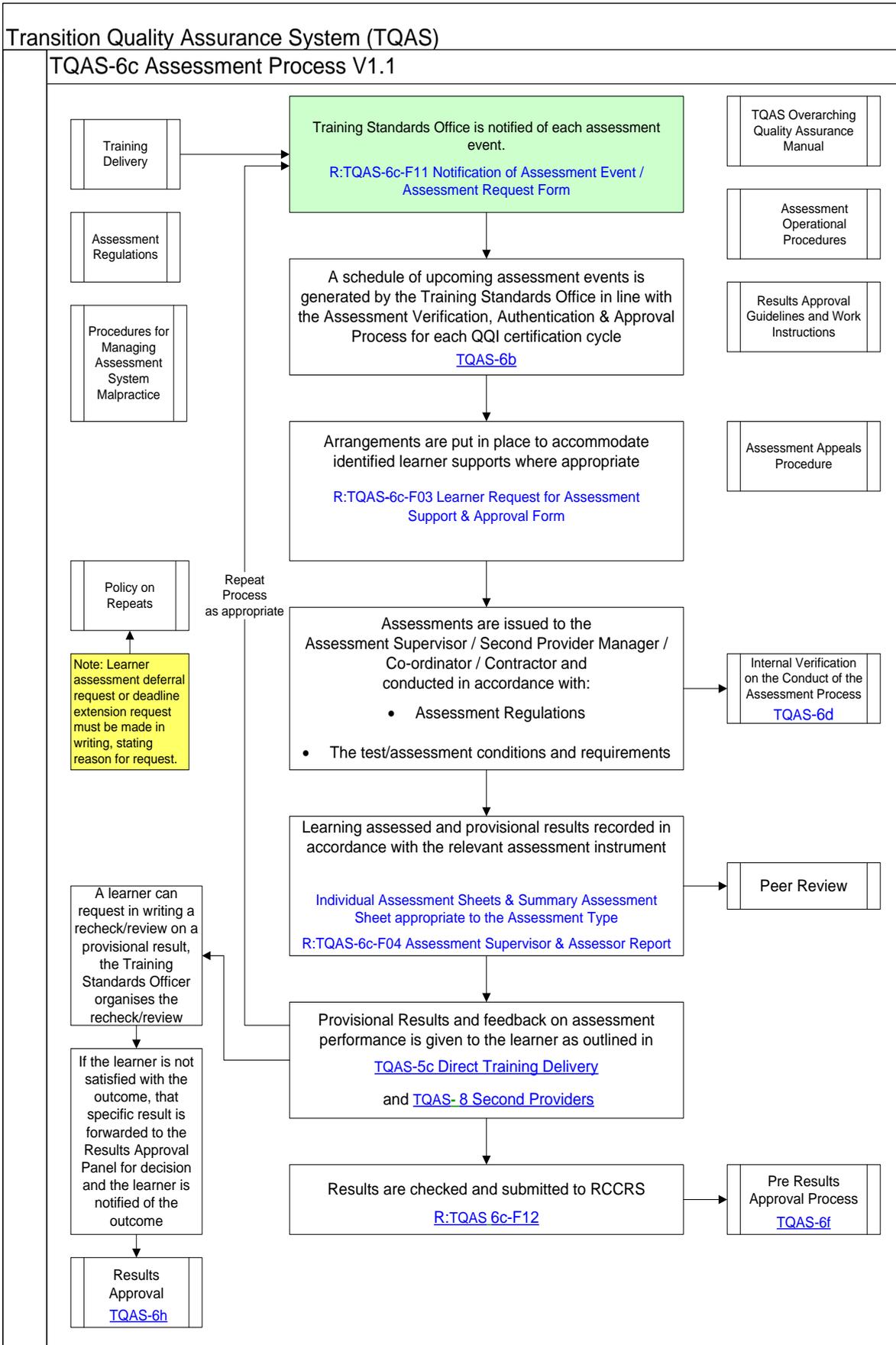
Appeals Process for approved results  
[TQAS-6j](#)

Certificates and transcripts received from QQI / FETAC are checked against the approved F12s  
[TQAS-6j](#)

**Note:** Certificates can be issued to the learner directly by **Training Centre** or by the Second Provider with approval and a cover letter from the **Training Centre**. A 100% check of certificates must be conducted prior to issue to the learner. Evidence of Certificates being issued to the learner must be retained.

Certificates are issued to learners / second providers





Transition Quality Assurance System (TQAS)

TQAS-6d Internal Verification on the Conduct of the Assessment Process V1.1

Note: The sample is a minimum of one assessment event per Training Centre instructor, CTC/ J/W Instructor / Tutor, STP Instructor /trainer, LTI Coordinator, Assistant Coordinator / Trainer per annum. For CT once per contract for verification of process.

Sample selected in line with the Assessment Verification, Authentication and Approval Process / Training Centre Plan / Annual Course Assessment Process and Results Plan as per TQAS-6c for each QQI/FETAC certification cycle. The TSO and the relevant Management Team / 2<sup>nd</sup> Provider will ensure that over time all assessment types and arrangements are included in the sample.  
**R: TQAS-6c-F01a/b/c Annual Course Assessment Process and Result Plan**

Note: The current sample requirements will remain for CT: one per contract organised by Contractor and one process verification conducted by TSO.

TQAS Overarching Quality Assurance Manual and Assessment Operational Procedures

Select the assessment events to be verified, where appropriate

TS Office / 2<sup>nd</sup> Provider Identify the Process Verifier for each assessment event to be verified.

Inform all relevant staff as appropriate of the internal verification on the conduct of assessment schedule.

Assessment Regulations

Carry out the verification of the process  
**R: TQAS-6d-F01 Internal Verification Report on the Conduct of the Assessment Process**

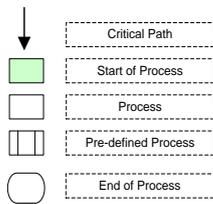
Assessments may be adjourned in the event of serious breach of procedures or H&S requirements

Procedures for Managing Assessment System Malpractice

The Internal Verifier acknowledges good practice and identifies any non-conformances / suggested improvements  
**R: TQAS-6d-F01 Internal Verification Report on the Conduct of the Assessment Process**

Non-Conformances / Suggested Improvements identified / notified to the TS Office are logged as appropriate by the TSO

All relevant documentation is made available for External Authentication, Results Approval and Monitoring



Transition Quality Assurance System (TQAS)

TQAS-6e Peer Review of Assessment Results V1.1

**Note:** The relevant Manager will arrange for this information i.e. list of all courses including Instructors/trainers to be provided to the Training Standards Office

**Note:** For Contracted Training the Contractor will arrange the peer review of assessment results. To be conducted at least once per contract as per the contract and the procedures

TQAS Overarching Quality Assurance Manual

Assessment Operational Procedures

Assessment Regulations

Procedures for Managing Assessment System Malpractice

The Peer Review of Assessment Results is scheduled in line with the Assessment Verification, Authentication and Approval Process / Schedule / Annual Course Assessment Process and Results Plan as per TQAS-6c for each QQI/ FETAC certification cycle as per the sample. The TSO, Programme Management Team / 2<sup>nd</sup> Provider will agree the schedule and ensure that over time all assessment types and arrangements are included in the sample.  
**R: TQAS -6c-F01a/b/c Annual Course Assessment Process and Result Plan**

**Note:** The sample is a minimum of one assessment event per Training Centre Instructor, CTC / JW Instructor/tutor, STP Instructor / trainer, LTI Coordinator, Assistant Coordinator / Trainer, per annum. For all other second provider contracts once per contract for peer review of assessment results.

Inform all relevant staff of the relevant Peer Review of Assessment Results Schedule

Confirm the peer reviewer for each assessment event to be reviewed

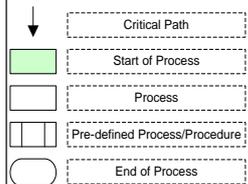
The Assessor and the peer reviewer review the results to ensure the assessments were marked in line with the award standard and the assessment specification  
**R: TQAS-6e-F01 Peer Review of Assessment Results**

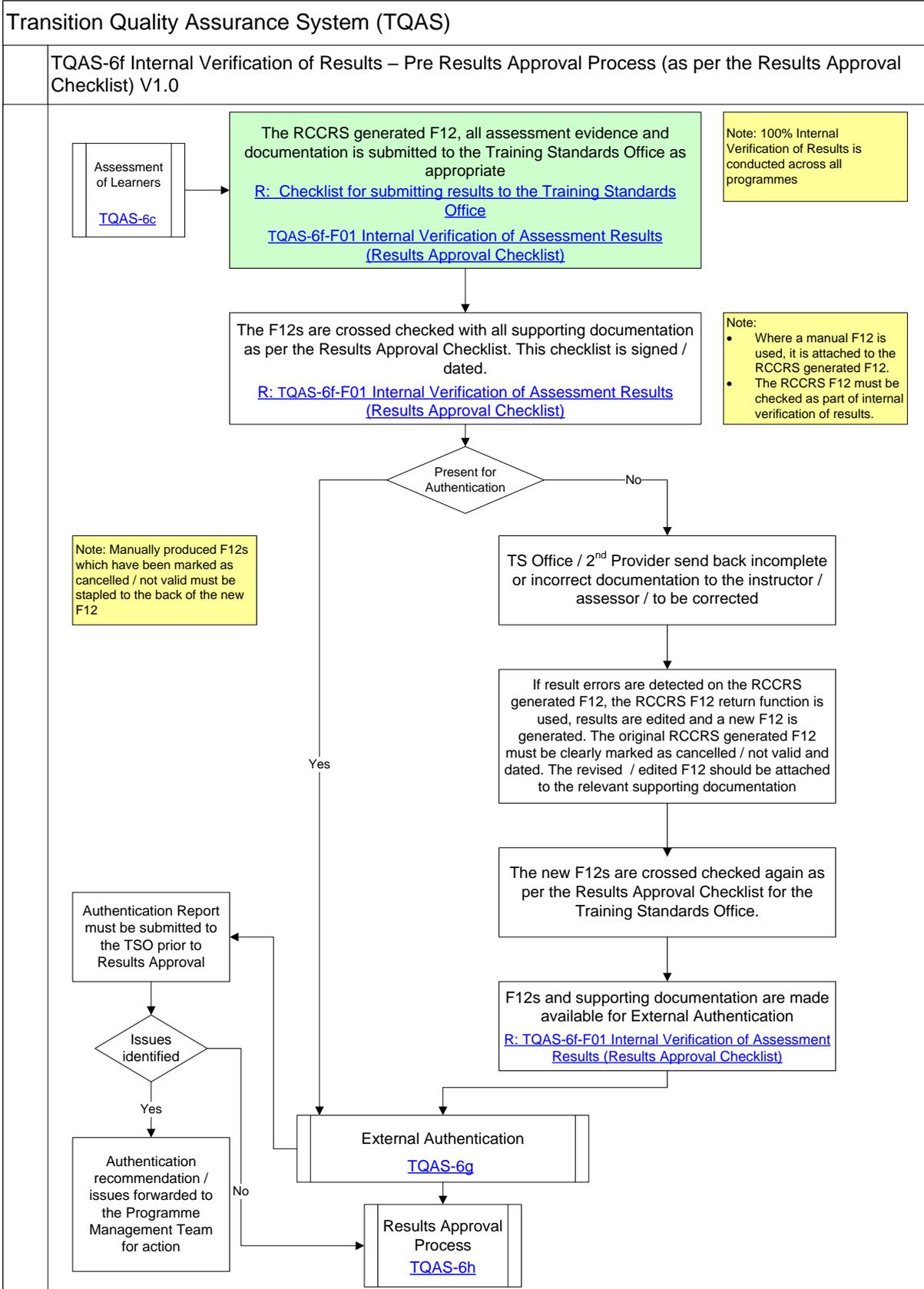
The peer reviewer acknowledges good practice and identifies any non-conformances and highlights them in the report. They give a copy to the Assessor and forward to the Training Standards Office / 2<sup>nd</sup> Provider as appropriate  
**R: TQAS-6e-F01 Peer Review of Assessment Results**

Non-conformances reviewed by the Training Standards Office, programme management team and/or 2<sup>nd</sup> Provider as appropriate

Non-Conformances / Suggested Improvements identified / notified to the TS Office are logged as appropriate by the TSO

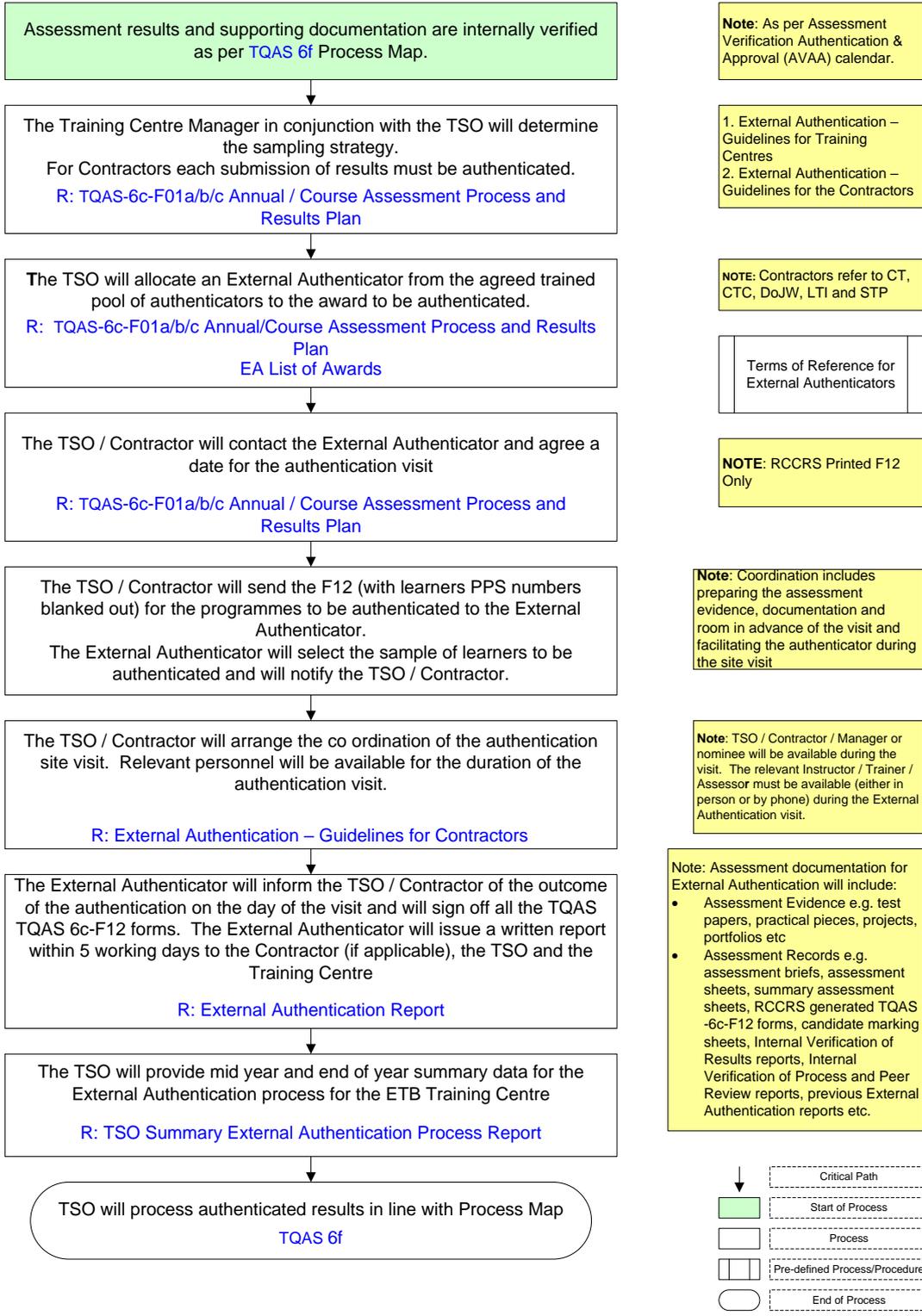
All relevant documentation is made available for External Authentication, Results Approval, Monitoring and Auditing





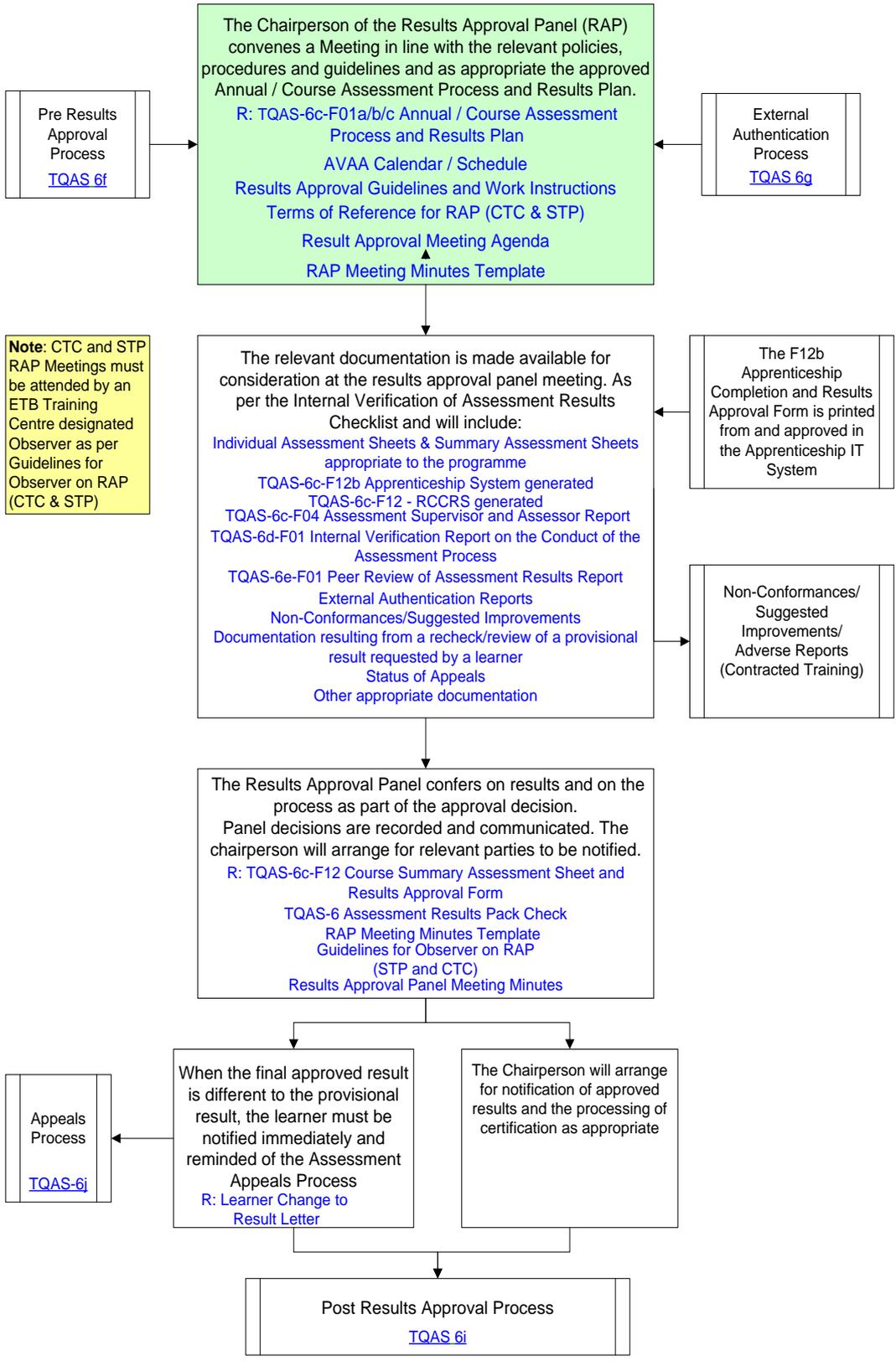
Transition Quality Assurance System (TQAS)

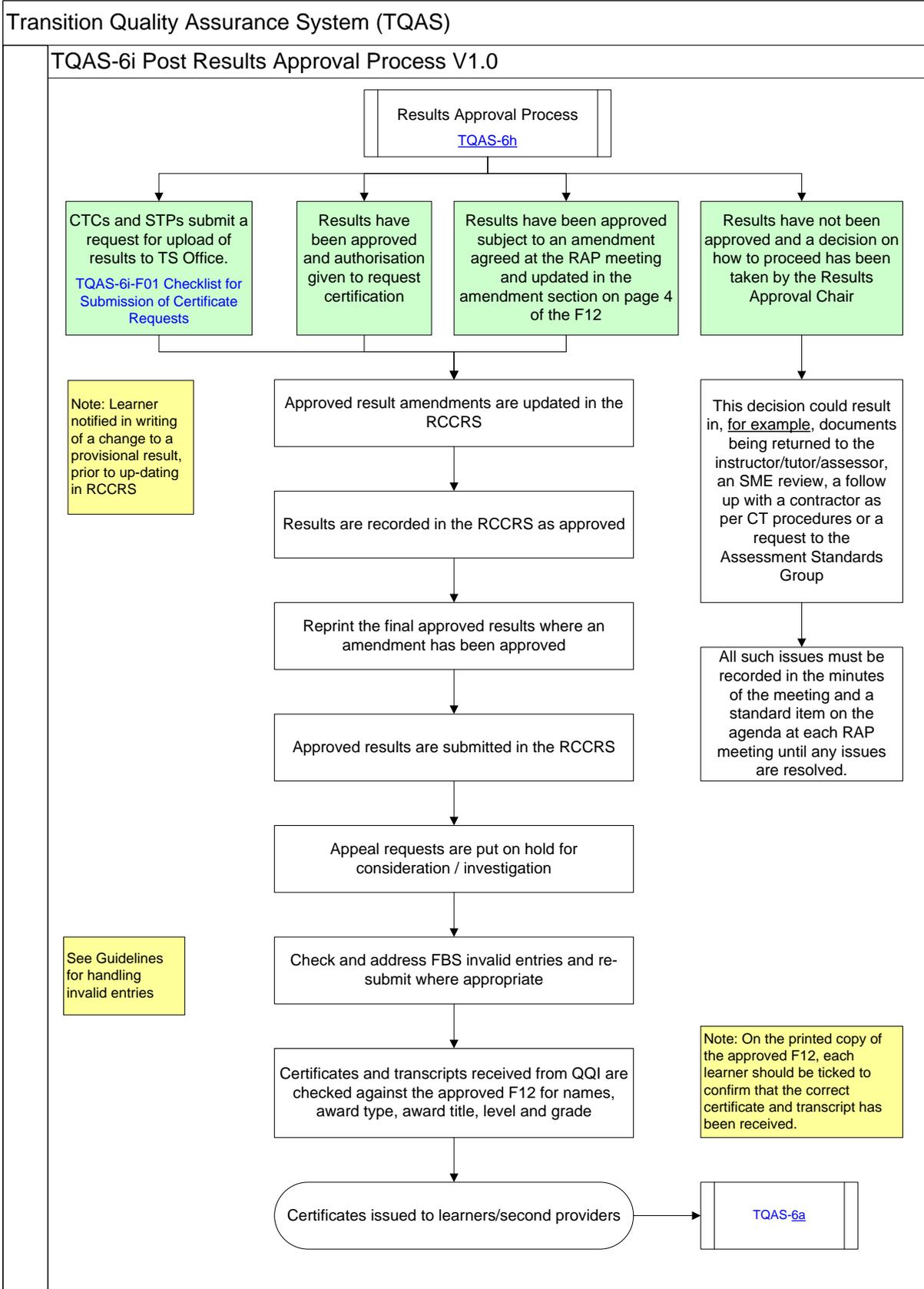
TQAS-6g External Authentication V1.1



Transition Quality Assurance System (TQAS)

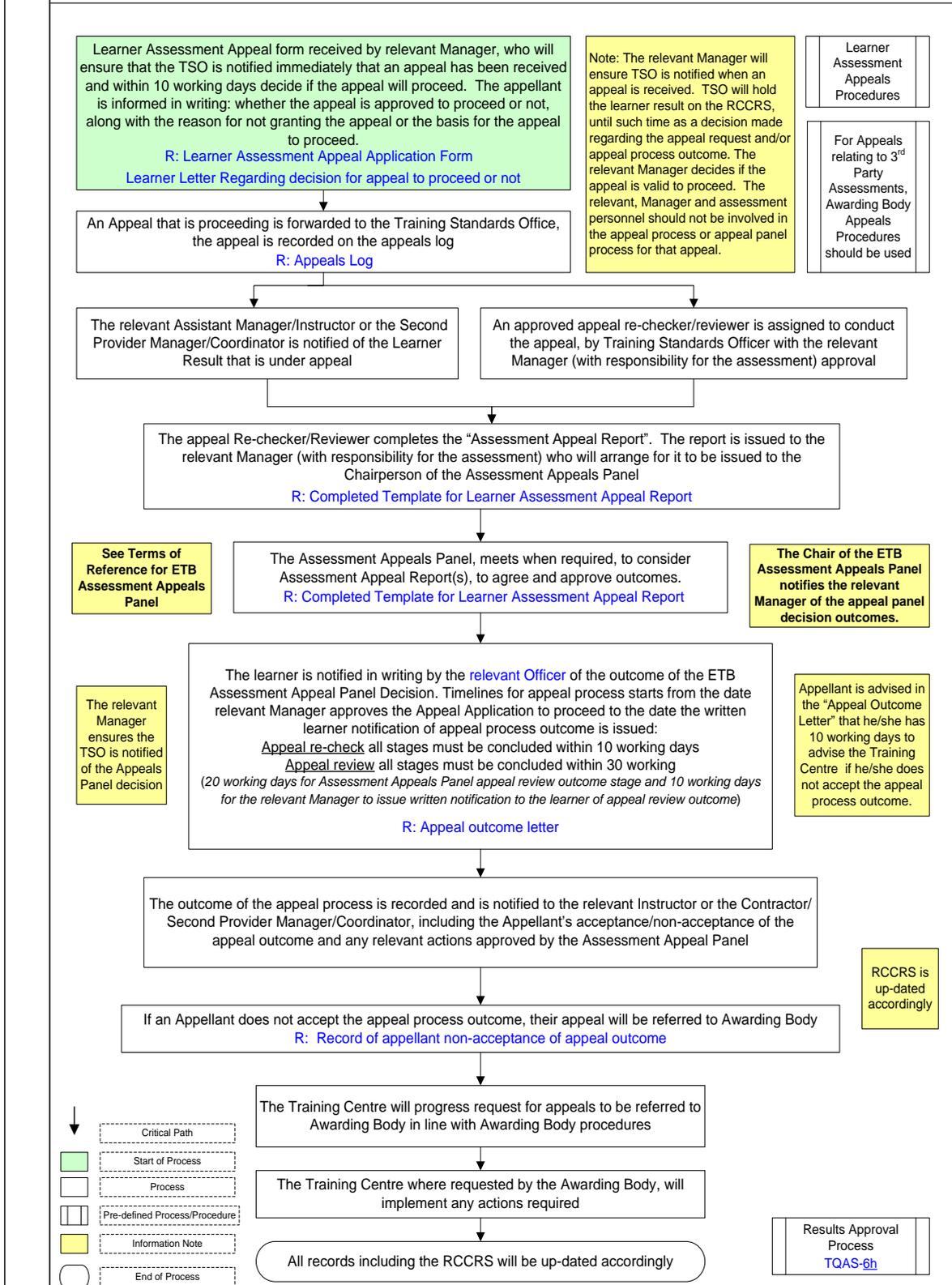
TQAS-6h Results Approval Process and Meeting V1.1





Transition Quality Assurance System (TQAS)

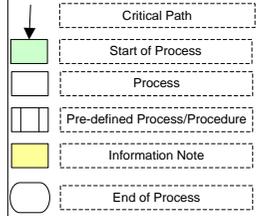
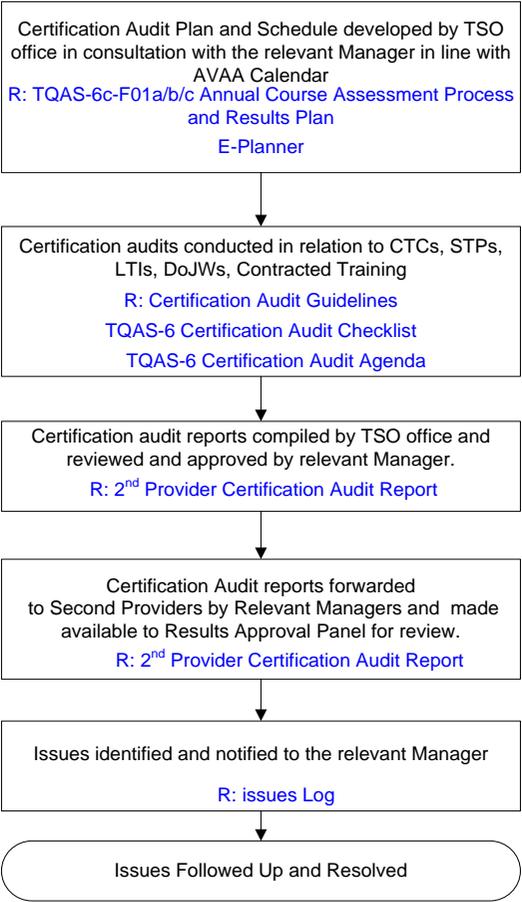
TQAS-6j Learner Assessment Appeal Process V1.0



Transition Quality Assurance System (TQAS)

TQAS-6k Certification Audit Process V1.0

Certification Audits are conducted at local level in relation to Second Providers.



## 6.9 Monitoring Evidence of Implementation

6.9.1 This ETB training centre monitors the implementation of this Fair and Consistent Assessment of Learners Policy

6.9.2 Evidence to confirm implementation of this Fair and Consistent Assessment of Learners policy and procedure will at a minimum, include:-

- Records of design validation process
- Quality Assurance Assessment Operating Procedures
- Certification data and statistics
- Internal Verification reports
- External Authentication reports
- Results Approval Panel Meeting reports
- Monitoring reports
- Certification Audit reports
- Review of assessment instruments report
- Assessment complaints records
- Transition Quality Assurance System (TQAS) Documents and Forms

## 7. Protection for Learners

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### Policy

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This ETB recognises the need for protection for learners in the event of the unexpected cessation of a training programme and has in place systems to protect learners.

#### 7.1 Purpose

7.1.1 The purpose of this policy is to ensure that learners are protected in the event of the unexpected cessation of any training programme provided, and/or organised and/or procured through this ETB

#### 7.2 Responsibilities

7.2.1 This ETB will manage the implementation of this policy

7.2.2 The ETB training centre is responsible for disseminating information on these arrangements to learners.

#### 7.3 Arrangements on the Unexpected Cessation of Programmes

7.3.1 This ETB has a written statement of arrangements in place for the protection of learners in accordance with section 45 of the Qualifications (Education and Training) Act 1999. This statement includes:-

- a) A statement that section 43 of the Qualifications ( Education and Training) Act does not apply
- b) An ETB commitment to protection for learners in the event of the unexpected cessation of any training programme
- c) Where arrangements are required they take cognisance of:-
  - I. Refund of fees
  - II. Learner transfer
  - III. Arrangements for non-fee paying learners

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## **PROCEDURES – PROTECTION FOR LEARNERS**

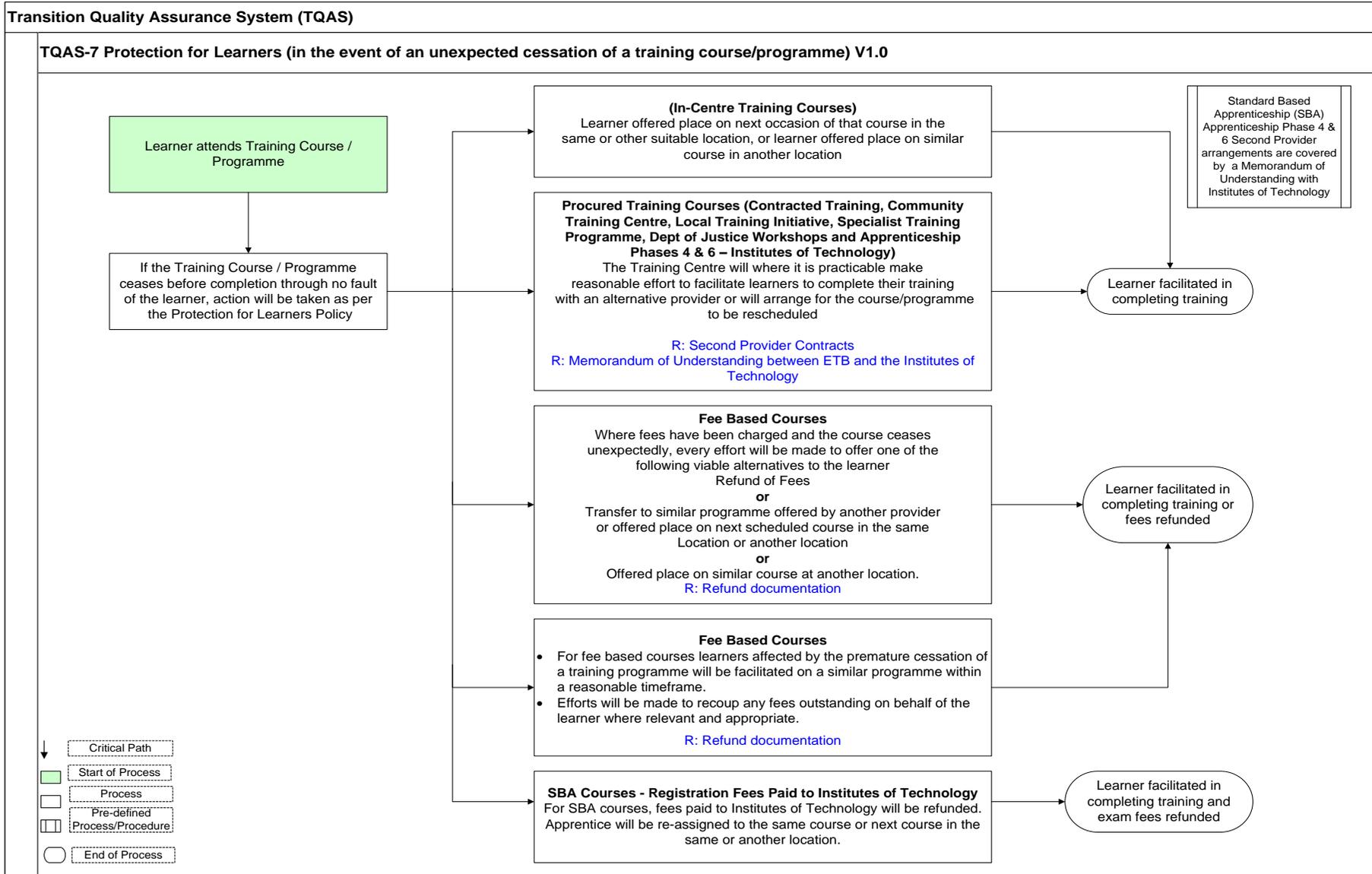
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Quality Assurance, Protection for Learners Procedures are available in this Overarching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

### **TQAS – Section Seven Process Map**

- TQAS–7 Protection for Learners

Statements of Arrangements relating to Protection for Learners, where appropriate, are available from this ETB.



#### **7.4 Monitoring Evidence of Implementation**

7.4.1 This ETB Training Centre monitors the implementation of this Protection for Learners policy.

7.4.2 Evidence to confirm implementation of this ETB Protection for Learners policy will at a minimum, include:-

- A statement of arrangements for Protection for Learners in programme information
- Fee refund documentation, where it applies
- Learner transfer documentation, in the event of the unexpected cessation of programmes
- Transition Quality Assurance System Documents and Forms

## **8. Procuring Programme Delivery Through Utilisation of Second Training Providers**

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### **Policy**

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This ETB, as first provider, is committed to a consistent approach in working with second providers and assuring the quality of all organised and procured training programmes and related services.

#### **8.1 Purpose**

8.1.1 The purpose of this policy is to ensure that this ETB and its second providers have clear agreement regarding their respective quality assurance roles and responsibilities.

#### **8.2 Responsibilities**

8.2.1 This ETB and the training centre Manager manage the implementation of this Procuring Programme Delivery through utilisation of a Second Provider Policy.

#### **8.3 Selection of a Second Provider**

8.3.1 ETB as appropriate select second providers who meet specific ETB training provision criteria as specified in the relevant procedures.

8.3.2 Selection criteria are regularly reviewed by this ETB to ensure compliance with the organisations quality assurance requirements.

#### **8.4 Statement of Arrangements/Contractual Agreement**

8.4.1 This ETB ensures that quality assurance roles and responsibilities of the ETB as first provider and any second provider involved form part of an agreed written statement or contract.

8.4.2 Second providers provide evidence that their staff involved in providing ETB organised or procured training programmes and related services are assigned on the basis of capability to satisfy statements of arrangement/contract requirements

8.4.3 ETB statement of arrangements or contractual agreements incorporate the following:-

- a) Effective consultation has taken place between ETB, as first provider, and any second provider, in respect of the programme and their respective roles and responsibilities.
- b) Agreement has been reached on the implementation of quality assurance
- c) Clear communication, monitoring and reporting arrangements are in place.

8.4.4 This ETB ensures that relevant programme operational procedures are incorporated in second provider statements of arrangements/contract.

## **8.5 Reporting Arrangements**

8.5.1 Reporting requirements specify the following:-

- a) The contact person(s) in the ETB and the in the second provider
- b) The content, form and frequency of communication between the ETB and any second provider

8.5.2 The content of the second provider report advises the ETB about strengths and, identified areas for improvement and corrective actions taken in relation to the following:-

- a) Programme design and content
- b) Programme delivery
- c) Assessment and learning outcomes
- d) Related programme services and resources
- e) Attainment of programme objectives
- f) Learner and staff feedback

8.5.3 The ETB ensures that second provider report findings are made available for utilisation in programme reviews, monitoring and evaluation.

## **8.6 Monitoring Arrangements**

8.6.1 The ETB ensures that they specify and agree monitoring arrangements with any second provider re ETB monitoring.

8.6.2 Monitoring arrangements are in accordance with the ETB Quality Assurance approach to monitoring.

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## **PROCEDURES – PROCURING PROGRAMME DELIVERY THROUGH UTILISATION OF SECOND PROVIDERS**

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Quality Assurance, Procuring Programme Delivery Through Utilisation of Second Providers Procedures are available in this Overarching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

### **TQAS – Section Eight Process Map**

- TQAS – 8 Procuring Programme Delivery Through Utilisation of Second Training Providers

Process maps related to individual 2<sup>nd</sup> providers are available on the TQAS as follows:-

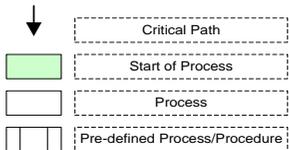
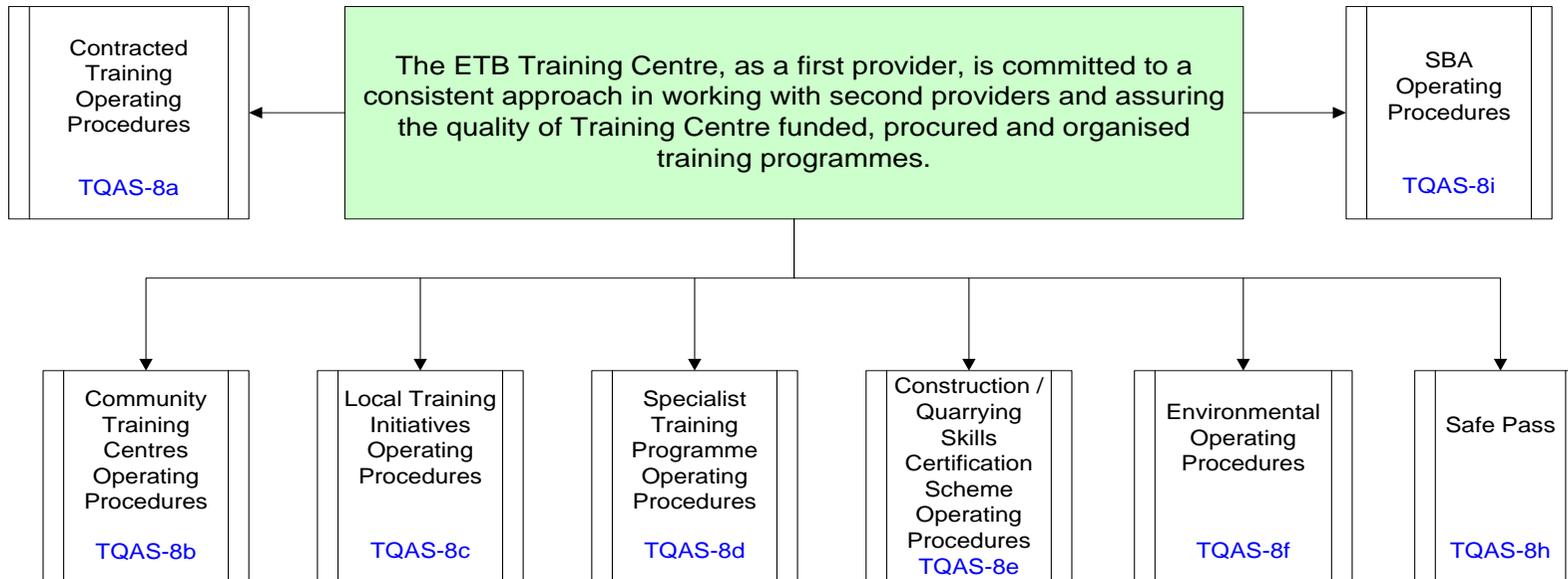
- 8a Contracted Training
- 8b Community Training Centres
- 8c Local Training Initiatives
- 8d Specialist Training Programmes
- 8e CSCS/QSCS
- 8f Environmental Training
- 8i Apprenticeship

ETB agreements with second providers range from a contractual agreement to a Memorandum of Understanding and programme procedures specific to the individual provider type.

An example of a contractual agreement is that which forms the basis of Contracted Training. In this instance, contracted training organisations registered through the Approved Trainer Organisation (ATO) process, deliver ETB funded training programmes either in the ETB training centre or in other locations. Other types of agreements relate to ETB training delivered in community based setting such as Specialist Training Providers i.e. Training Centres for People with disabilities and Community Training Centres.

Transition Quality Assurance System (TQAS)

TQAS-8 Second Provider Training V1.1



## **8.7 Monitoring Evidence of Implementation**

8.7.1 This ETB Training Centre monitors the implementation of this Procuring Programme Delivery through Utilisation of Second Training Providers policy.

8.7.2 Evidence to confirm implementation of this Procuring Programme Delivery Through Utilisation of Second Training Providers policy and procedure will at a minimum, include:-

- Statements of arrangements or contractual agreements
- Relevant correspondence and minutes of meetings with second providers
- Second provider reports
- Monitoring reports.
- Learner and staff feedback results
- Records of achievement of programme objectives, including certification and placement, where appropriate
- Monitoring improvement plan actions
- Transition Quality Assurance System (TQAS) Documents and Forms
- Second Provider Portal Documents and Forms

## 9 MONITORING

### Policy

This ETB recognises the importance of and is committed to maintaining Quality Assurance standards through a systematic approach to monitoring of its training programmes and related services. This process of monitoring leads to continuous improvement initiatives that contribute to maintaining programmes which address labour market requirements, social cohesion and economic competitiveness at a national, geographical, sectoral, organisational and individual level.

#### 9.1 Purpose

9.1.1 The purpose of this policy is to ensure that our training programmes and related services are monitored in accordance with our quality assurance monitoring policy.

#### 9.2 Responsibility

9.2.1 This ETB and the ETB training centre has responsibility to manage the implementation of this monitoring policy at a local level and to monitor the dissemination of information to prospective learners.

9.2.2 Monitoring procedures have been developed in keeping with the ETB approach to Quality Assurance monitoring.

9.2.3 This ETB training centre has particular responsibility to monitor the dissemination of information to prospective learners.

#### 9.3 Quality Assurance Monitoring System

9.3.1 This ETB and the ETB training centre integrate monitoring of Awards Councils' requirements with existing internal quality management systems, where relevant.

9.3.2 Quality assurance monitoring applies to the following Awards Councils' requirements

- I. Communications
- II. Equality
- III. Staff Recruitment and Development
- IV. Access, Transfer and Progression
- V. Programme Development Delivery and Review
- VI. Fair And Consistent Assessment of Learners
- VII. Protection for Learners
- VIII. Procuring Programme Delivery Through Utilisation of Second Providers
- IX. Evaluation of programmes and Services

9.3.3 For programmes that are validated, this ETB is required to ensure that monitoring systems are structured to measure the following:-

- a) The on-going validity of a training programme, in the context of developing knowledge in the discipline and practice.
- b) The extent to which the programme outcomes are being attained by learners
- c) The appropriateness of the curriculum and assessment in relation to learning outcomes.

**9.4 Monitoring Plan and Monitoring Report**

- 9.4.1 The ETB training centre develops monitoring plans to schedule activity and produce a report(s) to record monitoring findings.

**9.5 Development and Implementation of Improvement Plans**

- 9.5.1 This ETB and the ETB training centre develop and implement continuous improvement and preventative and corrective processes in accordance with the ETB approach to quality assurance monitoring.

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## PROCEDURES – INTERNAL MONITORING

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As indicated in the ETB Monitoring policy and the ETB approach to Quality Assurance monitoring underpins the organisation's monitoring procedures and activity.

This monitoring framework is described in the document called - 'QUALITY ASSURANCE MONITORING FRAMEWORK (FOR PROVIDED, ORGANISED AND PROCURED TRAINING PROGRAMMES AND RELATED SERVICES) 2006'. (see TQAS Section 9 Internal Monitoring, Documents)

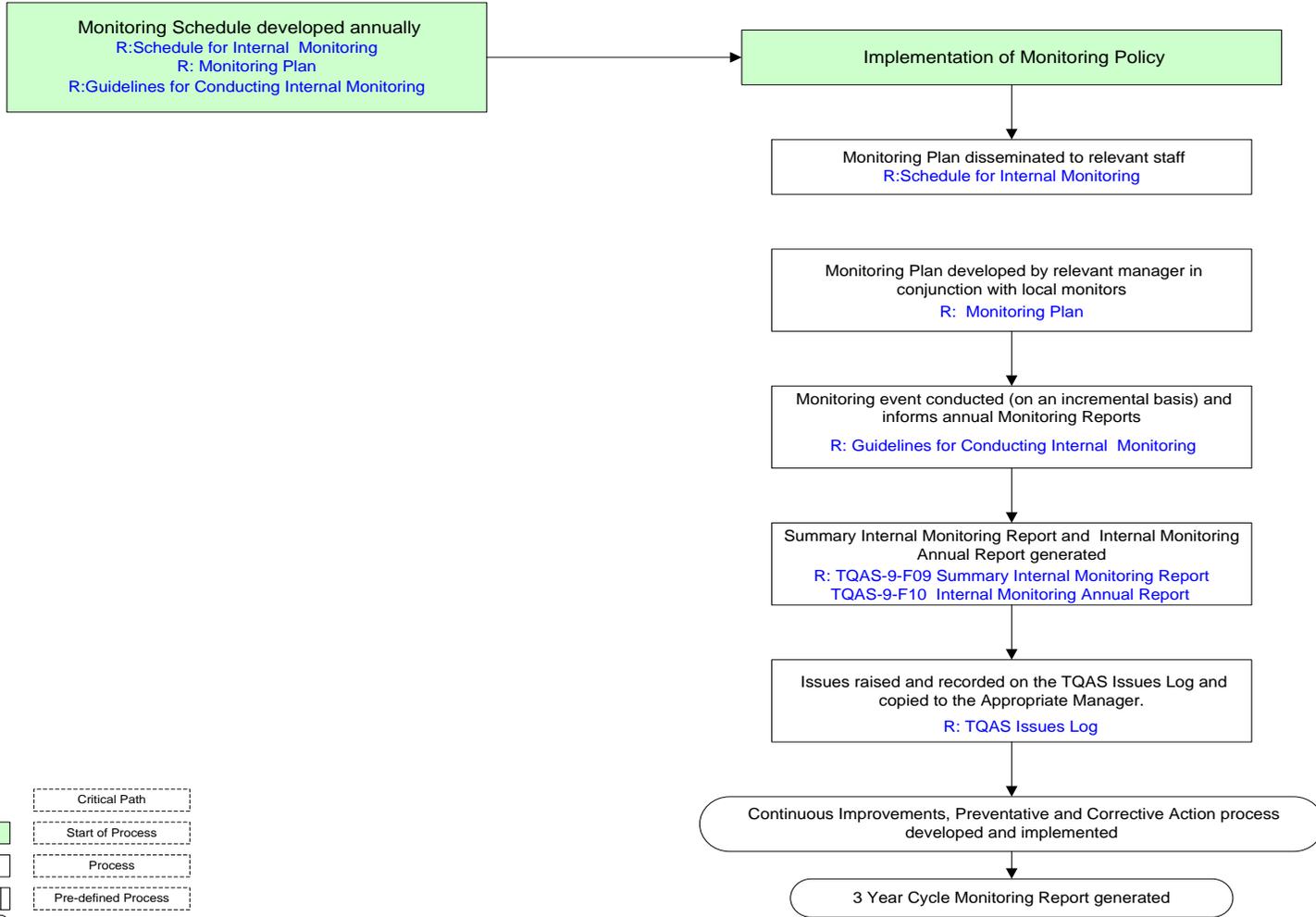
Quality Assurance, monitoring procedures are available in this Overarching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

### **TQAS Section Nine Process Maps**

- TQAS-9 Internal Monitoring

Transition Quality Assurance System (TQAS)

TQAS-9 Internal Monitoring of the Transition Quality Assurance System V1.1



## 9.6 Monitoring Evidence of Implementation

9.6.1 THIS ETB monitors the implementation of this Monitoring policy.

9.6.2 Evidence to confirm implementation of the ETB Monitoring Policy and procedure will at a minimum, include:

- Monitoring schedules and plans
- Monitoring reports:- Internal and second provider monitoring reports
- ETB Quality Assurance Monitoring Approach document.
- Programme corrective, preventative and improvement actions
- Learner, staff and other stakeholder feedback results.
- Transition Quality Assurance System (TQAS) Documents and Forms

## 10. SELF-EVALUATION OF PROGRAMMES AND SERVICES

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### POLICY

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This ETB is committed to the on-going evaluation of its programmes and services to ensure continued relevance of each training programme and related services to stakeholders and to facilitate continuous improvement.

#### 10.1 Purpose

10.1.1 The purpose of this policy is to ensure the continued relevance and effectiveness of ETB programmes and related services to address labour market requirements, social cohesion and economic competitiveness at a national, geographical, sectoral, organisational and individual level.

#### 10.2 Responsibilities

10.2.1 The ETB Management is responsible for evaluation of programmes and related services and oversees the implementation of the ETB evaluation process.

10.2.2 ETB *Quality Assurance Operational Procedures for Evaluation of Programmes and Services* (or approved ETB procedure) support the Quality Assurance evaluation process.

10.2.3 This ETB manages the implementation of this Evaluation of Programmes and Services policy.

#### 10.3 Programme Evaluation Range and Schedule

10.3.1 This ETB establishes an annual schedule for the evaluation of training programmes and related services.

#### 10.4 Programme Self Evaluation

10.4.1 Quality assurance self-evaluation is a formal and structured process, undertaken by this ETB, in consultation with relevant stakeholders, which include programme staff and learners directly involved in a programme.

10.4.2 This ETB takes part in self-evaluation of its training programmes and related services.

10.4.3 This ETB carries out evaluation of training programmes and related services in a formal, inclusive and evidence-based way and:-

- a) Include the findings of all programme reviews and monitoring
- b) Include evaluation contributions from learners, staff and other key stakeholders
- c) Use a standardised quality assurance self-evaluation checklist to ensure that the relevant policy and procedure is being implemented
- d) Involve an External Evaluator for ETB programmes leading to a QQI award. This External Evaluator is independent of programme delivery and capable of comparing the quality of the programme being evaluated with that of similar programmes available elsewhere
- e) Produce a standardised Programme Self Evaluation Report which identifies strengths, areas for improvement and recommendations in relation to:-
  - i) Programme design and content
  - ii) Programme delivery
  - iii) Assessment of learning
  - iv) Associated services and resources
  - v) Attainment of programme objectives
- f) Produce a standardised Programme Improvement Plan based on recommendations from the Self Evaluation Report and which specifies the following:
  - i) Identification of improvement actions agreed
  - ii) Responsibilities for improvement actions required
  - iii) Agreed timeframe for implementation of improvement actions
  - iv) Implementation of improvement actions
- g) Submit the Programme Self Evaluation Report and the Programme Improvement Plan to the relevant officer for consideration and approval

10.4.4 This ETB submits an internal evaluation report to QQI FETAC

10.4.5 This ETB considers, responds to and implements, as appropriate, Awards Councils' recommendations for improvement, if any.

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## PROCEDURES – SELF-EVALUATION OF PROGRAMMES AND SERVICES

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The ETB QUALITY ASSURANCE OPERATIONAL PROCEDURES FOR EVALUATION OF PROGRAMMES AND SERVICES' were developed through an internal consultative process, and draw on systems, structures, processes and procedures that are already in place and/or planned in this ETB. They take a pragmatic approach that aims to be cost and human resource effective. They have been developed to support this ETB in ensuring the continued relevance and effectiveness of its programmes and services in relation to labour market needs.

They provide the basis for this ETB to implement the ETB Quality Assurance Policy regarding Evaluation of Programmes and Services and to improve training practice. This helps to ensure organisational consistency while allowing the flexibility to take relevant issues such as range and nature of different programmes – into account in the design and implementation of evaluations.

They address areas such as:-

- The evaluation process
- Range of evaluations
- Roles and responsibilities
- ETB evaluation principles
- ETB evaluation methodology.

These procedures are subject to an on-going consultation process.

Quality Assurance, procedures are available in this Overarching Quality Assurance Manual and on the Intranet /Transition Quality Assurance System (TQAS) as follows:-

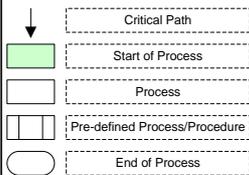
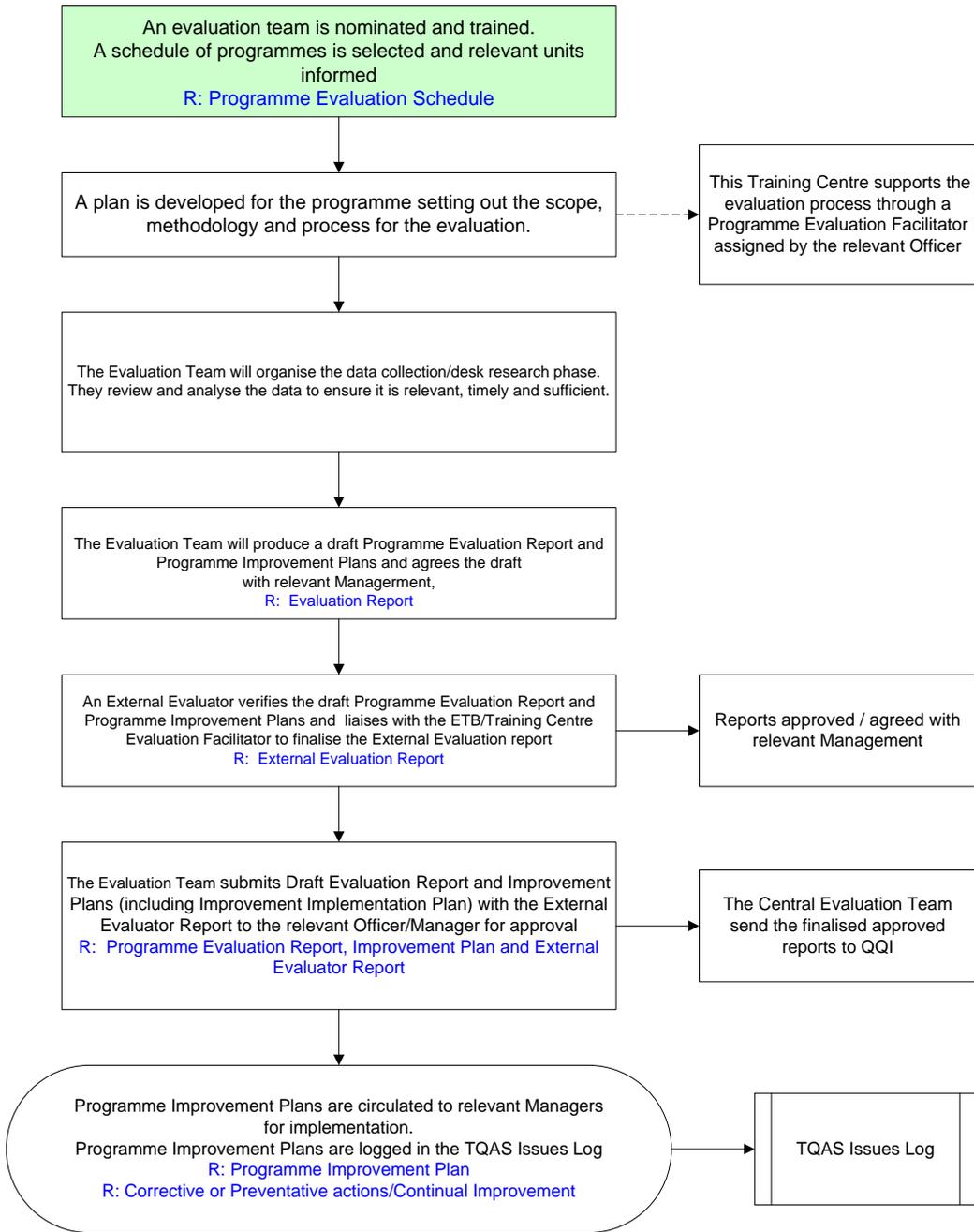
### **TQAS Section 10 Process Maps**

- TQAS-10 Programme Evaluation

Additional information is also contained in the ETB Quality Assurance Operational Procedures for Evaluation of Programmes and Services leading to QQI FETAC awards located on TQAS Section 10 Programme Evaluation, Documents.

Transition Quality Assurance System (TQAS)

TQAS-10 Programme Evaluation Process V1.1



## **10.5 Monitoring Evidence of Implementation**

10.5.1 This ETB monitors the implementation of this Evaluation of Programmes and Services policy.

10.5.2 Evidence to confirm implementation of this Evaluation of Programmes and Services policy and procedure will at a minimum, include:-

- Self- evaluation reports
- External evaluation reports
- ETB programme evaluation improvement plans
- Evidence of implementation of the improvement plans