BORD OIDEACHAIS AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION AND TRAINING BOARD

KERRY EDUCATION AND TRAINING BOARD QUALITY ASSURANCE AGREEMENT WITH QQI 2006

As part of the Quality Assurance agreement with QQI, the centres listed in Table A confirmed their participation in and commitment to the operation of this quality assurance system.

➢ Each centre outlined how the system operates within its own structure (i.e. the interaction of internal and external components of the overall system)
➢ Each centre briefed staff on their role in implementing the quality assurance system
➢ Details of the nominated person acting as the contact for QQI in respect of quality assurance matters were provided

1.	42250K	An Tochar Adult Education Centre
2.	41129K	Dingle Further Education and Training Centre
3.	70510S	Kenmare Adult Education Centre
4.	70550H	Kerry College of Further Education
5.	42339D	Kerry ETB Adult Education Service
6.	42517B	Killarney Adult Learning Centre
7.	70450D	Killarney Community College
8.	40033P	Killarney VTOS
9.	40671B	Killarney Youthreach
10.	40954N	Killorglin Adult Learning Centre
11.	42596A	Listowel Adult Basic Education and Literacy Centre
12.	40767O	Listowel Youthreach
13.	70500P	North Kerry College of Further Education
14.	70470J	O'Connell Centre for Adult Education
15.	42257B	Tech Amergin
16.	40922A	Tralee Adult Basic Education and Literacy Centre
17.	40014L	Tralee VTOS Tech an Eolas
18.	40540J	Tralee Youthreach

Kerry Education and Training Board
B1 Communications Policy
Kerry Education and Training Board regards the maintenance of effective communication to be of key importance, and is committed to continuous improvement in its communication with learners, tutors and others who have a current or potential interest in the work we do. We believe that, to be effective, communication must be two way and inclusive of diversity. Therefore we commit to: – listening to the views of learners, tutors and stakeholders and in particular valuing their opinions about the services and programmes we offer – providing accurate and clear information about our programmes and services and making that information available in formats that ensure accessibility to a diverse range of learners and interest groups Kerry Education and Training Board will comply with the requirements of the Official Languages Act 2003. It is the intention of Kerry ETB to provide a language choice between Irish and English to its customers and to the public. The objective is to give the option of using Irish or English to the individual in every area of communications with Kerry ETB by 2010.

Provider: Kerry ETB	Policy Area: Communications

Procedure Title:	B1.1 Communications with Learners	Date: April 2006

Purpose: This procedure describes the mechanisms in place for learners to provide feedback on their individual and collective experiences of programmes and services.
Staff Involved: Programme Tutors, Local Programme Coordinator/Centre Manager

Method(s)	Who does it	Evidence Generated
Individual meetings between learners and tutors - scheduling to be appropriate to context of programme	Programme Tutors	Record of feedback meetings between tutors and individual learners
Focus group meeting/class meeting to obtain collective overview- scheduling to be appropriate to context of programme or Conduct Learner survey on effectiveness of information and feedback mechanisms	Programme Tutors	Record of focus group/class meeting Learner Verification- Survey of representative sample

Kerry ETB Learners Forum meetings are held	Learners Forum Representatives Local Programme/Centre Manager County Coordinator AEO	Schedule and Record of meetings

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager County Coordinator AEO	On an annual basis	Consultation with Learners Review of records of learner feedback

Provider: Kerry ETB	Policy Area: Communications

Procedure Title:	B1.2 Communications with Staff	Date: April 2006

Purpose: This procedure sets out how tutors contribute feedback and suggestions for improvement to the programmes and services in which they are involved. This procedure also describes the mechanism for providing tutors with information on the Programme(s) and associated services.
The Kerry ETB web site will have static items, such as Policy Statements, Annual Reports etc. in Irish by September 2008.

Staff Involved: Programme Tutors, Local Programme Coordinator/Centre Manager, County Coordinator, AEO

Method(s)	Who does it	Evidence Generated
Provide all relevant information on - developments in the programme and assessment - developments relating to National Qualifications Framework - CDP Programme	Local Programme Coordinator/Centre Manager County Coordinator AEO	Minutes of Quality Assurance Team Meeting Kerry ETB Website/Intranet Notice Board Staff circulars

Implement series of staff feedback meetings- scheduling to be appropriate to context of programme or Conduct Staff survey on effectiveness of information and feedback mechanisms	Local Programme Coordinator/Centre Manager	Schedule and record of Staff Feedback Meetings Staff Verification- Survey of representative sample
Review and evaluate mechanisms for staff communication	Local Programme Coordinator/Centre Manager County Coordinator AEO	Record of training and evaluation of CDP Programme

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager County Coordinator AEO	On an annual basis	Through consultation with Staff Through Management Team Review

Provider: Kerry ETB	Policy Area: Communications

Procedure Title:	B1.3 Communications with Stakeholders	Date: April 2006

Purpose: This procedure describes how Kerry Education and Training Board provides stakeholders with information on the programme(s) and services available. Brochures for Adult and Further Education will be in bilingual format by September 2007.Public Meetings in the Gaeltacht will be conducted in Irish, or bilingually if that is more appropriate.
Staff Involved: Local Programme Coordinator/Centre Manager, County Coordinator, AEO

Method(s)	Who does it	Evidence Generated
Distribute Programme Prospectus/Course brochures/Programme Information	Local Programme Coordinator/Centre Manager	Record of correspondence with/mailing to local groups and local employers/industry
Conduct small scale surveys of employers where appropriate	Local Programme Coordinator/Centre Manager County Coordinators AEO	Local Surveys/Questionnaires

| Local Programme/Centre Open Day

Participate in Kerry ETB Open Day | Local Programme Coordinator/Centre Manager

County Coordinators AEO | Report/Evaluation of Open Day |
|---|---|---|
| Engage with identified local networks (where appropriate)

Engage with direct stakeholders through Kerry ETB Employers Forum, Kerry ETB Students Forum, and Community Networks | Local Programme Coordinator/Centre Manager

County Coordinators AEO | Record of correspondence/ meetings |

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager
County Coordinators AEO	On an annual basis	Review of consultation with stakeholders (through local advisory groups/local networks and Kerry ETB Forums)

Monitoring Checklist

| Policy: Communications
Monitor: _____ Date: _____ |
|---|

| Procedure | Evidence Found | Action Plan
State: What should be done, by whom and by when |
|---|---|---|
| Communication with Learners | | |
| Communication with Staff | | |
| Communication with other Stakeholders | | |

Kerry Education and Training Board
B3 Staff Recruitment and Development Statement

Kerry Education and Training Board is committed to complying with employment equality legislation, and aims to develop and implement best practice in recruiting, developing and supporting all staff working in Kerry ETB Adult and Further Education programmes.

Kerry Education and Training Board will comply with the requirements of the Official Languages Act 2003. It is the intention of Kerry ETB to provide a language choice between Irish and English to its customers and to the public. The Kerry ETB recruitment policy will be reviewed in the context of proficiency in the Irish Language being an essential requirement for a number of posts which serve the Gaeltacht areas or where deemed essential to meet the requirements of the scheme.

Kerry Education and Training Board commits to:
- Applying our employment equal opportunities policy through a code of practice for recruitment and promotion, training programmes and grievance procedures
- Promoting and monitoring our polices and practice
- Providing accurate and clear information about job specifications, which include details about the knowledge, skills and competencies necessary for compatibility with requirements of the post(s)
- Providing application forms in Irish and English
- Providing training in spoken Irish to identified staff, to support them in developing proficiency in oral skills and general conversation
- Providing induction and support to new staff and staff taking on a new role within the Service
- Delivering Continuing Professional Development activities that are based on the identified needs of our staff and informed by their professional views and experiences

Provider: Kerry ETB	Policy Area: B3 Staff Recruitment and Development

Procedure Title:	B3.1 Staff Recruitment and Allocation	Date: April 2006

Purpose: This procedure provides for a mechanism to ensure compliance with employment equality legislation. It also provides for the documenting of the knowledge, skills and competences that are required of staff for a particular role, and for the setting out of clear and consistent recruitment criteria and processes. A recruitment policy is being introduced which will see the recruitment of a minimum of ten per cent of administrative staff and at least one person at each local centre with a high level of proficiency in Irish over the next five years.
Staff Involved: Local Programme Coordinator/Centre Manager, County Coordinator, AEO, Personnel Officer, Equality Officer

Method(s)	Who does it	Evidence Generated
Job specifications reviewed periodically to ensure compliance with employment equality legislation Document and disseminate knowledge, skills and competencies of teaching staff necessary for compatibility with requirements of post(s) Document experience of teaching staff and other staff who impact directly on learner experience	Personnel Officer AEO Equality Officer County Coordinator Local Programme Coordinator/ Centre Managers	Job advertisements & Circulars/Memos are clear, accurate, non discriminatory and in compliance with employment equality legislation Record of interview notes Clear statements of qualifications/experience relative to content of programme taught Records of staff qualifications and experience Record of job specifications review
Deliver training programme to support good practice in recruitment and selection	AEO Personnel Officer Equality Officer County Coordinator AEO Personnel Officer Equality Officer	Record of Training Programme for those involved in recruitment and selection. Staff Verification
Identify and put in place special measures for staff with a disability that would assist them in their role Provide training in spoken Irish for identified staff to support their development in proficiency in oral skills	Local Programme Coordinator/ Centre Managers County Coordinator AEO Personnel Officer Equality Officer	Reasonable accommodation for staff with disabilities –to access training, to participate in interviews, to prepare for taking on new roles (of responsibility) Record of Training in Spoken Irish Programme and evaluation

and general conversation		
Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/ Centre Manager County Coordinator AEO	On an annual basis	Review of recruitment and allocation Consultation with staff and those involved in recruitment process Review of Management reports

Provider: Kerry ETB	Policy Area: B3 Staff Recruitment and Development

Procedure Title:	B3.2 Staff Induction	Date: April 2006

Purpose: An induction Programme is being introduced which will see Centre Managers and Local Programme Coordinators (across all Programmes) delivering induction to new staff over the next two years. This Programme will also provide for a mentoring system for new staff tutoring on full time programmes, and for those staff (part-time and full-time) taking on a new role of responsibility at our centres.
Staff Involved: AEO, County Coordinator, Local Programme Coordinator/Centre Manager

Method(s)	Who does it	Evidence Generated
Induction programme and mentoring system for new teaching staff developed - to include sections on teaching learning and assessment methodologies and materials	AEO County Coordinator Local Programme Coordinator/ Centre Manager/	Induction process detailed and in place-to include list of staff who received induction training Staff Verification-evaluation Record of mentoring arrangements in place Kerry ETB web-site/Intranet information
Induction programme for staff taking on a new role developed - with clear reference to general duties, specific duties and reporting structure	AEO County Coordinator Programme Coordinator/ Centre Manager	Induction process detailed and in place – to include list of staff who received induction training Staff Verification-evaluation Kerry ETB web-site/Intranet information

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/ Centre Manager County Coordinator AEO	On an annual basis	Consultation with Staff. Evaluation of Induction programmes Review of Management reports

Provider: Kerry ETB	Policy Area: B3 Staff Recruitment and Development

Procedure Title:	B3.3 Staff Development	Date: April 2006

Purpose: This procedure sets the system that will be developed from 2006 onwards. A Staff Development and Training Pilot Programme was developed in 2005 Using the learning that will emerge over a 2 year period (2005-07) be
A Kerry ETB Staff Development Programme will be introduced in September '07 (using the learning that will emerge from the 2 year pilot (2005-07)). The Programme will identify, prioritise and meet staff training and development needs as they relate to Quality Assurance - focusing on supporting the quality of programme delivery at centre level (including operating internal assessment of learning). The CDP Programme will be reviewed in the context of identified additional training needs relevant to sector and national changes.

Staff Involved: Programme Coordinator/Centre Director, County Coordinator, AEO

Method(s)	Who does it	Evidence Generated
Identify CPD needs, including those relating to a new role	Local Programme Coordinator/ Centre Manager/ County Coordinator AEO	Staff development and review record Staff Verification
Plan for and secure resource and budget allocation	County Coordinator AEO Community Services Department	Budget Allocation Staff Development Plan and Programme Staff Verification
Deliver Professional Development activities to address identified	Local Programme Coordinator/ Centre Manager/	Budget Allocation

| areas, to support the operation of Kerry ETB Quality Assurance System

Plan for and secure resource and budget allocation | County Coordinator

AEO | Record of agreed CDP programme

Staff Verification |
|---|---|---|
| Conduct Management Team Review- to identify additional support needs relevant to sector and national changes/ priorities, wider legislation and policy developments | County Coordinator

AEO

Community Services Department | Record of Programme Management team Review |

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager

County Coordinator

AEO | On an annual basis | Consultation with Staff

Evaluation of CPD programme

Review of Management Reports |

Monitoring Checklist

Policy: B3 Staff Recruitment and Development Monitor: _____ Date: _____

Procedure	Evidence Found	Action Plan State: What should be done, by whom and by when
B3.1 Staff Recruitment and Allocation		
B3.2 Staff Induction		
B3.3 Staff Development		

Kerry Education and Training Board
B4 Access, Transfer and Progression Policy

Kerry Education and Training Board is committed to facilitating the entry and successful participation of each individual learner in a programme and promoting their learning progression.

From September 2006 onwards the following approach to learner access, transfer and progression will be adopted:

➢ Learners will be provided with information that will enable them to plan their learning in an informed way.
➢ Learner entry arrangements onto all Kerry ETB Programmes will be transparent and fair and provide for the recognition of prior learning that may have been acquired through formal, non-formal or informal routes.
➢ Learner transfer and progression will be facilitated and promoted. All Kerry ETB Programmes will enable learners who so wish to transfer or progress to another programme leading to an award within the National Framework of Qualifications.
➢ Kerry ETB will also provide programmes, which provide progression options into specific occupational fields.

Kerry Education and Training Board is committed to facilitating diversity and its procedures have particular regard to the relevant provisions of the Equality Legislation.

Kerry Education will comply with requirements of the Official Languages Act 2003. It is the intention of Kerry ETB to provide language choice between Irish and English to learners, service users and to the public.

Provider: Kerry ETB	Policy Area: B4 Access, Transfer and Progression

Procedure Title:	B4.1 Information Provision	Date: April 2006

Purpose: This procedure sets out the information system(s) that will be available to learners to enable them to plan their learning in an informed way- on the basis of a clear understanding of the programme and award being offered, the associated entry arrangements and the possible transfer and progression routes. From September 2006 Kerry ETB will build on existing provision, with the objective of having all information made available in bilingual format and in formats that ensure accessibility to a diversity of learners by September 2007.
Staff Involved: AEO, County Coordinator, Local Programme Coordinator/Centre Manager,

Method(s)	Who does it	Evidence Generated
Publish in an appropriate and accessible format: -Learner entry arrangements, setting out learner entry arrangements, relevant detail on knowledge skills and competencies needed as a basis for successful participation on the programme (where appropriate), eligibility requirements (where they apply) -Arrangements to assess learner eligibility to enter programme and further selection arrangements (where these apply) -Arrangements available for recognition of prior learning,	AEO County Coordinator Local Programme Coordinator/ Centre Manager	Programme Information Kerry ETB website Interview/selection arrangements (where they apply) Statement of arrangements in place to provide for the recognition of prior learning for entry onto a programme and/or exemption from elements of a programme
Provide information on: -Programme content, structure and duration, placement of award on the National Qualifications Framework and associated transfer and progression options -Fees, grants and associated regulations -Protection for Learners Policy; (B7)	AEO County Coordinator Local Programme Coordinator/ Centre Manager	Programme Information Kerry ETB Website Provider Policy Statement B7

Provide appropriate information on available learning supports		
Consult with learners and staff to ensure appropriate use of/understanding of information provided	Local Programme Coordinator/ Centre Manager County Coordinator AEO	Learner Verification- Survey of representative sample Record of meeting of Kerry ETB Learners Forum

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/ Centre Manager County Coordinator AEO	On an annual basis	Through consultation with Staff and Learners

Provider: Kerry ETB	Policy Area: B4 Access, Transfer and Progression

Procedure Title:	B4.2 Learner Entry Arrangements	Date: April 2006

Purpose: This procedure sets out the systems that are in place which ensure that transparent, fair and consistent entry arrangements are applied, and are in compliance with equality legislation. From September 2006 Kerry ETB will build on existing systems, with the objective of having all information regarding learner entry arrangements made available in bilingual format and in formats that ensure accessibility to a diversity of learners by September 2007.
Staff Involved: AEO, County Coordinator, AEO, Local Programme Coordinator/Centre Manager, Equality Officer

Method(s)	Who does it	Evidence Generated
Publish in a standard and accessible format and apply the following: -Statement of entry requirements for the Programme, with clear reference to how decisions regarding allocation of places are made, including any restrictions that may apply (as set out in Department regulations) -Arrangements in place for an appeals process (where entry requirements apply) - Provide information regarding supports/programme adaptations available and examples of where they may apply Consult with learners to ensure appropriate use of/understanding of information provided	AEO County Coordinator Local Programme Coordinator/Centre Manager	Statement of entry requirements and selection process (if applicable) in bilingual and accessible format Details of Appeals Mechanism and its implementation (where entry requirements apply) Information regarding programme adaptations and/or learning supports available Learner Verification-Survey of representative sample
Monitoring		
Monitor	Frequency	Method(s)
AEO, County Coordinator Local Programme Coordinator/ Centre Manager	On an annual basis	Through consultation with Staff and Learners

Provider: Kerry ETB		Policy Area: B4 Access, Transfer and Progression

Procedure Title:	B4.3 Recognition of Prior Learning	Date: April 2006

Purpose: Kerry Education and Training Board facilitates the recognition of previous learning achievement including learning that has not previously been recognised. RPL applies for entry onto a programme and/or for exemption from elements of a programme. RPL arrangements are in accordance with QQI Policy and Guidelines on RPL.
Staff Involved: AEO, County Coordinator, Local Programme Coordinator/Centre Manager

Method(s)	Who does it	Evidence Generated
Publish in a bilingual and accessible format and apply the following- Arrangements that facilitate the recognition of prior learning for the purposes of access/entry onto the Programme and/or exemption from an element(s) of a programme	AEO County Coordinator	Statement of RPL arrangements for current and prospective learners setting out the purposes for which RPL can be used Record of where RPL applied and associated assessment records

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/ Centre Manager	Twice Yearly	Through consultation with Staff

Provider: Kerry ETB		Policy Area: B4 Access, Transfer and Progression

Procedure Title:	B4.4 Facilitation of Diversity	Date: April 2006

Purpose: This procedure sets out how selection procedures, entry requirements and programme content/delivery can be adapted, and/or specific supports made available to facilitate learners with particular needs.

Staff Involved: AEO, County Coordinator, Equality Officer, Local Programme Coordinator/Centre Manager		

Method(s)	Who does it	Evidence Generated
Implement positive action measures regarding entry/selection procedures Positive action may include- • Introductory and preparatory programmes and arrangements for progression • Pre-programme guidance and support	Local Programme Coordinator/Centre Manager County Coordinator	Record of where positive action measures were implemented- with clear reference to adaptations to facilitate entry Learner enrolment, retention and attainment monitoring data
Implement positive action measures regarding adaptation of programme content/delivery and learner assessment process. Positive action may include- • timing and location of programmes and outreach into the community • alternative assessment strategies/ methods	Local Programme Coordinator/Centre Manager County Coordinator	Record of where positive action measures were implemented –with clear reference to adapted delivery, alternative mechanisms for assessment etc. Learner enrolment, retention and attainment monitoring data
Identify and plan for additional support needs Implement appropriate learning support plan	Local Programme Coordinator/Centre Manager Programme Tutors	Learning support plans or Record of supports appropriate to needs of learners Budget allocation

Promote, publicise and target under-represented learner groups and use inclusive language/images in promotional material (that is consistent with programme provision) Plan for and provide reasonable accommodation for people with disabilities	AEO County Coordinator Local Programme Coordinator/Centre Manager Equality Officer	Service information available bilingually and in a variety of formats such as large print, taped information and translation into appropriate community languages Access audit Budget allocation Record of physical adaptations to premises to facilitate access
Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator Equality Officer Local Programme Coordinator/ Centre Manager	On an annual basis	Consultation with Staff and Learners Management report Budget allocation review (learner support and provision of reasonable accommodation)

Monitoring Checklist

Policy: Access, Transfer and Progression Monitor: _____ Date: _____

Procedure	Evidence Found	Action Plan State: What should be done, by whom and by when
B4.1 Information Provision		
B4.2 Learner Entry Requirements		
B4.3 Recognition of Prior Learning		
B4.4 Facilitation of Diversity		

Kerry Education and Training Board
B5 Programme Development, Delivery and Review

It is the policy of Kerry Education and Training Board to develop, deliver and support education programmes that respond to the personal, social, cultural, economic and civic needs of our learners. Kerry ETB is committed to developing and delivering Adult and Further Education Programmes that are 'needs responsive' and not producer led.

The implementation of the Kerry ETB Quality Assurance System will provide for a systematic approach to the development, delivery and review of programmes:

> ➤ Strengthening communication links with all stakeholders to inform programme planning in response to local social, cultural and economic contexts, and to the changing characteristics of our student body
> ➤ Continuing to provide, enhance and manage resources (including accommodation and facilities for learning), to ensure programmes are delivered in a manner that meet learner needs, maximise learner engagement and record learner achievement.
> ➤ Implementing reviews that examine all key areas of practice, with a particular focus on supporting access, improving the quality of the learner experience, and facilitating transfer and progression.

Provider: Kerry ETB	Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.1 Need Identification	Date: April 2006

Purpose: This procedure describes how the need for programmes of learning is currently identified, through communication with groups of potential learners and (where appropriate), through localised learner surveys. Kerry ETB will build on existing networks with other providers and employers to strengthen and develop further links, which will inform service provision.

Staff Involved: Local Programme Coordinator/Centre Manager, County Coordinator, AEO

Method(s)	Who does it	Evidence Generated
Develop (outreach) contact with identified potential learners/potential learner groups	Local Programme Coordinator/ Centre Manager County Coordinator	Record of correspondence with local groups and local community networks
Carry out localised surveys to ascertain learner needs (where appropriate)	Local Programme Coordinator/ Centre Manager	Small scale surveys/questionnaires

Map current employer links and explore potential for further links	County Coordinator AEO	Record of meetings of Kerry ETB Employers Forum Record of meetings with other providers
Map Cross provider contact regarding progression pathways for learners and explore potential for further links	County Coordinator AEO	Record of meetings with other providers

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/ Centre Manager County Coordinator AEO	On an annual basis (to be appropriate to context of Programme)	Centre consultation with learners Management Team Review

Provider: Kerry ETB	Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.2 Programme Design	Date: April 2006

Purpose: Where Kerry Education and Training Board develops Programmes leading to New Awards the following will apply: Programme structure, delivery and assessment methods will adhere to Kerry ETB policy on access for learners- maintaining relevance to learner, economy and employer needs. Programme design will facilitate learner transfer and/or progression, whilst adhering to the assessment policy of the programme concerned.
Staff Involved: AEO, County Coordinator, Programme Tutors, Local Programme Coordinator/ Centre Manager

Method(s)	Who does it	Evidence Generated
Develop and implement guidelines that will ensure Programme Design is informed by Kerry ETB policy on access for learners (B4)	AEO County Coordinator	Kerry ETB Guidelines on Programme Design for Programmes leading to New Awards
Develop and implement guidelines to ensure that	AEO	Record of feedback from/input from Subject Matter Tutors

Programme design accommodates a variety of approaches to learning and assessment, which reflects and validates a wide range of learning styles	County Coordinator	Kerry ETB Guidelines for Programme Design for Programmes leading to New Awards
Develop and implement guidelines to ensure that Programme design - is informed by Kerry ETB policy on transfer and progression (B4) and provides for learning opportunities in the workplace (where appropriate)	AEO County Coordinator	Kerry ETB Guidelines on Programme Design

Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	On an annual basis	Learner review reports. Management Team Review

Provider: Kerry ETB	Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.3 Programme Approval pre Submission for Validation	Date: April 2006

Purpose: This procedure sets out the system for the checking of and receiving approval for Programmes from Management, prior to their submission to QQI for validation.
Staff Involved: Programme Tutors, Local Programme Coordinator/ Centre Manager, County Coordinator, AEO

Method(s)	Who does it	Evidence Generated
Ensure Programme is informed by good practice and reflects	Programme Tutors	Minutes of Quality Assurance Team Meetings

the following: - Kerry ETB Mission Statement - Need Identification - Resource allocation	Local Programme Coordinator/ Centre Manager County Coordinator	Record of resource allocation
Ensure effective guidance from Subject Matter Tutors has been received	Programme Tutors Local Programme Coordinator/ Centre Manager County Coordinator	Minutes of Quality Assurance Team Meeting Record of feedback from/input from Subject Matter Tutors
Presentation of Programme Document to Management for approval, with clear reference to - Programme content and delivery - Assessment procedures and Progression pathways	Local Programme Coordinator/ Centre Manager County Coordinator AEO	Programme Proposal and supporting documentation Record of Management approval
Programme Proposal approved by Management as being in accordance with QQI requirements	AEO	Checklist against QQI requirements (Programme Validation)

Monitoring		
Monitor	Frequency	Method(s)
County Coordinator AEO	On an annual basis (to be appropriate to context of Programme)	Review of Programme under National Standards Review of Programme under QQI Criteria and Requirements

Provider: Kerry ETB	Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.4 Programme Planning	Date: April 2006

Purpose: This procedure (which will operate from September 2006 onwards) provides for the development of Programme Plans that address all areas that impact on the learner experience. The Programme Plans will identify areas for Programme Improvement.
Staff Involved: Programme Tutors, Local Programme Coordinator/Centre Manager

Method(s)	Who does it	Evidence Generated
Programme team to set out Programme Plan detailing: -Teaching Preparation -Subject/Course Plan (including use of work placement where relevant) -Learner Support Plan (where relevant)	Programme Tutors Local Programme Coordinator/ Centre Manager	Minutes of Quality Assurance Team Meetings Programme Plan
Schedule of learning activities and assessments	Programme Tutors Local Programme Coordinator/ Centre Manager	Programme timetables/schedules detailing -learner tutor contact time -assessment schedule -learner support time
Engage learners and staff in a process of review which will inform programme improvement	Programme Tutors Local Programme Coordinator/ Centre Manager	Record of agreed areas for programme improvement and suggested strategies for further supporting retention, achievement, core skills development etc.

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/ Centre Manager	On an annual basis (to be appropriate to context of Programme)	Programme/Centre Report with update on learner and staff review Review of progress on agreed areas for Programme Improvement

Provider: Kerry ETB	Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.5 Programme Delivery	Date: April 2006

Purpose: This procedure will operate from September 2006 onwards. Local Programme Coordinators/Centre Managers will carry out Programme Review(s) with learners and staff. These reviews will inform the systems/arrangements in place at centre level which ensure that programme resources, equipment and modes of delivery are appropriate for the curriculum and to the learners participating on the programme.

Staff Involved: Local Programme Coordinator/Centre Manager,

Method(s)	Who does it	Evidence Generated
Identify and put in place materials and equipment (including ICT) required for the delivery and support of the learning and teaching process Identify and provide for sufficiency of teaching and support staff	Local Programme Coordinator/ Centre Manager	Indices of resources/record of Programme Resources Record of teacher allocation and support staff for Programme Minutes of Quality Assurance Team Meetings <u>or</u> Record of review of programme modes of delivery
Review programme modes of delivery to support 'good fit' between methodologies and learner needs	Local Programme Coordinator/ Centre Manager	Minutes of Quality Assurance team meetings <u>or</u> Record of feedback from/input from Subject Matter Tutors
Ensure timetables/schedules are adhered to and provide clarity in relation to staff cover arrangements	Local Programme Coordinator/ Centre Manager	Record of timetable reviews Contingency plan for staff cover
Meet with learner groups to ascertain feedback on Programme Delivery <u>or</u> Conduct Learner survey to ascertain feedback on Programme Delivery	Local Programme Coordinator/ Centre Manager	Record of learner feedback Learner Verification- Survey of representative sample

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/ Centre Manager	On an annual basis (to be appropriate to context of Programme)	Programme report detailing any changes made to programme delivery

AEO		Management team Review
County Coordinator		

Provider: Kerry ETB	Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.6 Learner Records	Date: April 2006

Purpose: This procedure sets out how learner files are maintained detailing attendance, learning support plans, assessment, certification and progression. Learner records may be used to inform the planning and improvement of Programmes. Kerry Education and Training Board undertakes to protect the confidentiality of all personal information contained on Learner files. Learner files will be protected from unauthorised access.
Staff Involved: Programme Tutors, Local Programme Coordinator/Centre Manager

Method(s)	Who does it	Evidence Generated
Learner files are maintained, recording learner participation, learner achievement, and learner support needs	Programme tutors Local Programme Coordinator/ Centre Manager	Record of learner attendance and achievement Record of identified learner support needs and associated learner support plan
Agree and record procedure regarding the protection of confidential information- with clear reference to security arrangements in place regarding access to personal data	Local Programme Coordinator/ Centre Manager	Responsibility assigned for dealing with requests relating to personal information on Learner Files Verification regarding the application of agreed procedures to protect confidential information
Records and data on learner progression and transfer routes are documented (where appropriate) Checklist for data required by QQI for monitoring	Local Programme Coordinator/ Centre Manager	Certification records and data on learner progression Data available for QQI monitoring
Monitoring		
Monitor	Frequency	Method(s)

Local Programme Coordinator/ Centre Manager	On an annual basis (to be appropriate to context of Programme)	Review of all maintenance or Learners Records Review of application of procedures to protect confidential information
Provider: Kerry ETB		Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.7 Provision and Maintenance of Learner Facilities and Resources	Date: April 2006

Purpose: Kerry Education and Training Board will aim to provide appropriate and accessible facilities to all sections of the community without prejudice or bias. Wherever possible we will provide a learning environment, which is accessible to disabled people. Kerry ETB conducts access audits of our premises that identify where improvements can be made. Implementation plans are put in place to address identified issues, (see B5.8). The responsibility for the management of the Programme Learning Environment is assigned to the Local Programme Coordinator/Centre Manager. The following systems are in place to provide for a safe, clean and comfortable environment for learners and staff.

Staff Involved: Local Programme Coordinator/Centre Manager, Capital/Buildings Projects Administrator, AEO

Method(s)	Who does it	Evidence Generated
Establish the facilities and equipment required to deliver all aspects of the programme- with clear reference to Programme Objectives Ensure system is in place to provide for the consistent maintenance of learner facilities and equipment Establish what additional measures/resources are needed to provide for reasonable accommodation	Local Programme Coordinator/ Centre Manager	Review of information/documentation from B5.5 Stock/equipment records Record of Learner Facility - maintenance and repair Report setting out reasonable accommodation needs Budget Allocation
Record of measures put in place/adaptations	Local Programme Coordinator/	Record of reasonable accommodation measures

made in order to provide reasonable accommodation for learners with disabilities and additional support needs Record of physical adaptations to premises in order to - facilitate access - meet learner support needs identified	Centre Manager Capital/Buildings Projects Administrator AEO	Record of physical adaptations to premises Budget Allocation
Meet with learner groups and staff to ascertain feedback on learning facilities and resources or Conduct survey to ascertain feedback on learning facilities and resources	Local Programme Coordinator/ Centre Manager	Record of learner and staff feedback on learning facilities and resources Learner &Staff Verification- Survey of representative sample

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager Capital/Buildings Projects Administrator AEO	On an annual basis	Programme/Centre Report Management Team Review of learner facilities and resources (including maintenance plans/schedules).

Provider: Kerry ETB	Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.8 Health and Safety	Date: April 2006

Purpose: From September 2006 onwards an external consultant will be appointed to work with Local Programme Coordinators/Centre Managers to develop and review Safety Statements. Safety Training for Local Programme Coordinators/Centre Managers will follow. From January 2007 onwards Maintenance Plans will be established (by the Local Programme Coordinator/Centre Manager) and agreed with the AEO and Capital/Buildings Projects Administrator. This procedure sets out the mechanisms that will be put in place from September 2006 onwards to ensure that physical premises (including temporary premises) and facilities are accessible. The procedure also describes the mechanisms used to maintain premises and facilities so as to ensure the health and safety of learners and staff.
Staff Involved: Local Programme Coordinator/Centre Manager, Capital/Buildings Projects Administrator, AEO

Method(s)	Who does it	Evidence Generated
Health and Safety Statement- as the Management Document for Health and Safety in each centre Safety Training for staff Agree system for monitoring implementation and effectiveness of Health and Safety Statement	Local Programme Coordinator/ Centre Manager External Consultant (appointed by Kerry ETB) Capital/Buildings Projects Administrator AEO	(From September 2006 onwards) Safety Statement Record and evaluation of Safety Training Hazard Checklist Health and Safety report Records of compliance with Health and Safety legislation
Agree Maintenance Plan- detailing short term and long term actions Implement Maintenance Plan	Local Programme Coordinator/ Centre Manager Capital/Buildings Projects Administrator AEO	(From January 2007 onwards) Maintenance Plan and schedule identifying facilities/items requiring preventative maintenance and repair Budget allocation

		Organisation level budget allocation
Conduct access audit of Kerry ETB premises

Agree implementation plan to address identified access issues

Criteria for new premises and temporary premises established and disseminated | Internal Officer/External Officer

Capital/Buildings Projects Administrator

AEO | Audit report

Implementation Plan

Budget allocation

Criteria for temporary premises documented and adhered to |
| Monitoring | | |
| Monitor | Frequency | Method(s) |
| Local Programme Coordinator/ Centre Manager

External Consultant

Capital/Buildings Projects Administrator AEO | On an annual basis
and
Every two years by external consultant appointed by Kerry ETB | Health and Safety procedures reviewed systematically Access to Premises/Facilities reviewed |

Provider: Kerry ETB	Policy Area: B5 Programme Development, Delivery and Review

Procedure Title:	B5.9 Programme Review	Date: April 2006

Purpose: This procedure will operate from September 2006 onwards. Local Programme Coordinators/Centre Managers will carry out Programme Review(s) with learners and staff. Programmes will be reviewed at key intervals by the staff involved, in conjunction with the learners, to ensure that the quality of provision is maintained and improved and any problems identified and addressed.
Staff Involved: Programme Tutors, Local Programme Coordinator/Centre Manager

Method(s)	Who does it	Evidence Generated
Involvement of teaching staff and support staff in review process	Programme Tutors

Local Programme Coordinator/ Centre Manager | (From September 2006 onwards)

Review Schedule

Minutes of Quality Assurance Team Meetings |

Involvement of Learners in review of relevant aspects of programme- to include - Programme/Course specific feedback - Feedback on issues/themes	Programme Tutors Local Programme Coordinator/ Centre Manager	Record of Review Meeting with Learners <u>or</u> Learner Verification- Survey of representative sample
Involvement of identified stakeholders in review process (through mechanisms provided by Kerry ETB Forums, Community Councils etc.)	County Coordinator AEO	Employer and Cross Provider surveys/correspondence <u>or</u> Record of Review Meeting with Stakeholders
Conduct analysis on feedback information Plan for changes	Programme Tutors Local Programme Coordinator/ Centre Manager	Record of proposed changes in light of profile information and qualitative information
Monitoring		
Monitor	Frequency	<u>Method(s)</u>
Local Programme Coordinator/ Centre Manager	On an annual basis (to be appropriate to context of Programme)	Record of review process Identification of how/where feedback informs the quality assurance process

Monitoring Checklist

Policy: B5 Programme Development, Delivery and Review
Monitor: _____ Date: _____

Procedure	Evidence Found	Action Plan State: What should be done, by whom and by when
B5.1 Need Identification		
B5.2 Programme Design		
B5.3 Programme Approval Pre Submission for Validation		
B5.4 Programme Planning		
B5.5 Programme Delivery		
B5.6 Learner Records		
B5.7 Provision and Maintenance of Learner Facilities and Resources		
B5.8 Health and Safety		
B5.9 Programme Review		

Kerry Education and Training Board
B6 Fair and Consistent Assessment of Learners Policy

Kerry Education and Training Board regards assessment as an integral part of the learning process. We believe that to be effective assessment strategies must assist learners in understanding their subject area(s), consolidate learning and provide opportunities to demonstrate skills and understanding.

We commit to implementing assessment procedures that are valid, reliable fair and transparent. Therefore the assessment process of Kerry Education and Training Board will be-

- ➢ Objective- based on observations of the learning that has taken place and the demonstration of learning outcomes
- ➢ Monitored- to ensure reliability and consistency with national standards of knowledge, skill and competency
- ➢ Fair- providing equity of opportunity for learners in line with Equality legislation
- ➢ Transparent - where full information on assessment is available to all those involved in the assessment process, particularly the learners

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.1 Coordinated Planning of Assessment	Date: April 2006

Purpose: This procedure describes how Programme assessment is coordinated to facilitate learners to maximise the value of their assessments across the Programme(s) of learning that they undertake.
Staff Involved: Local Programme Coordinators/Centre Managers, Programme Tutors/Internal Assessors

Method(s)	Who does it	Evidence Generated
Draw up assessment schedule, indicating where integration across Programme occurs and where timing of assessment is coordinated	Local Programme Coordinator/Centre Manager Programme tutors/Internal Assessors	Assessment schedule with associated integration /coordination of assessment table Minutes of Quality Assurance Team Meetings
Consultation with learners regarding sequencing and timing of assessment	Local Programme Coordinator/Centre Manager Programme tutors/Internal Assessors	Record of Learner Feedback or Learner Verification-survey of representative sample

Set out assessment methods appropriate to Programme content and associated learning outcomes	Local Programme Coordinator/Centre Manager Programme tutors/Internal Assessors	Minutes of Quality Assurance Team Meetings Record of assessment methods which are in line with standards of knowledge, skill and competencies of the associated award

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/ Centre Manager	On an annual basis	Review of Assessment Planning in consultation with tutors and learners

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.2 Information to Learners	Date: April 2006

Purpose: This procedure details how learners will be provided with the information needed for them to engage with and participate successfully in on-going assessment. Appropriate information will be provided, setting out learner responsibilities in relation to assessment, assessment methods/schedule, and special arrangements for learners with particular needs, policy on reassessment and appeal.

Staff Involved: Local Programme Coordinator/Centre Manager, Programme Tutors/Internal Assessors

Method(s)	Who does it	Evidence Generated
Document and disseminate information to learners on assessment schedule and application, setting out relevant information on assessment methods, criteria, grading etc.	Local Programme Coordinator/ Centre Manager Programme tutors/Internal Assessors	Assessment schedule Learner Information Leaflet on Assessment for Candidates Relevant Award Specification/Module Descriptor
Document and disseminate information to learners on learner responsibilities in relation to assessment	Local Programme Coordinator/ Centre Manager Programme tutors/Internal Assessors	Learner Information Leaflet on Assessment for Candidates

Document and disseminate information to learners on Programme Assessment Policy, setting out deadlines and location for submitting evidence, and practice of providing receipts on submission of learners work, authentication of learners work etc.	Local Programme Coordinator/ Centre Manager Programme tutors/Internal Assessors	Programme Assessment Policy Learner Information Leaflet on Assessment for Candidates
Provide information on assessment arrangements/adaptations to cater for the needs of learners covered by Equality legislation	Local Programme Coordinator/ Centre Manager Programme tutors/Internal Assessors	Information leaflet on types of special arrangements/adaptations to cater for the needs of learners covered by Equality legislation
Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager	On an annual basis	Review of Information mechanisms and leaflets in consultation with learners

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.3 Security of assessment related processes and material	Date: April 2006

Purpose: This procedure sets out the systems that are in place to ensure the security and integrity of assessment materials, assessment processes, learner work and learner records. Each system will provide for the retention of evidence to facilitate learner appeals.		
Staff Involved: Local Programme Coordinator/Centre Manager, Programme Tutors/Internal Assessors		
Method(s)	Who does it	Evidence Generated
Provide for secure storage facilities for assessment materials and related documentation Assessment materials, tests, examination papers etc. logged and securely stored	Local Programme Coordinator/ Centre Manager	Log sheet Storage facilities record

Record and implement agreed arrangements relating to assessment instruments, assessment carried out under exam conditions, skills demonstrations etc.	Local Programme Coordinator/ Centre Manager Programme Tutors/Internal Assessors	Minutes of Quality Assurance Team Meetings QQI Assessment Policy and Guidelines for Providers Roll to confirm submission of coursework, attendance at examinations, participation in skills demonstration etc. Retention of evidence to facilitate learner appeals
Record and implement agreed arrangements to ensure authenticity of learners work and verification of ownership	Local Programme Coordinator/ Centre Manager Programme Tutors/Internal Assessors	Minutes of Quality Assurance Team Meetings Verification of Authorship statement(s) Receipt (date stamped) for receipt of candidates work Retention of evidence to facilitate learner appeals

Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager	Twice Yearly	Review of Storage facilities and security of assessment processes in consultation with tutors

Provider: Kerry ETB		Policy Area: B6 Fair and Consistent Assessment of Learners
Procedure Title:	B6.4 Reasonable Accommodation	Date: April 2006
Purpose: This procedure describes the systems that are in place to provide for special arrangements/adaptations for assessment to cater for the needs of learners covered by Equality legislation. The procedure will provide for the retention of evidence to facilitate learner appeals.		
Staff Involved: Local Programme Coordinator/Centre Manager, Programme Tutors/Internal Assessors		
Method(s)	Who does it	Evidence Generated

Provide information to learners relating to procedures for requesting adaptations to assessment	Local Programme Coordinator/Centre Manager Programme tutors/Internal Assessors	Information leaflet on types of special arrangements for learners with special requirements
Agree assessment instruments to facilitate special arrangements/adaptations -to provide for learner needs and facilitate learners to demonstrate achievement of the standards being assessed	Local Programme Coordinator/ Centre Manager Programme Tutors/Internal Assessors	Minutes of Quality Assurance Team Meetings Assessment instruments/record of adaptations QQI Assessment Policy and Guidelines for Providers
Implement agreed special arrangements/adaptations	Local Programme Coordinator/ Centre Manager Programme Tutors/Internal Assessors Internal Verifier External Verifier	Assessment Record- with associated information on the application of special arrangements/adaptations Internal Verifiers Report External Verifiers Report

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager Centre Manager	Twice yearly	Management report- setting out systems in place to provide for reasonable accommodation in relation to assessment

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.5 Consistency of marking between assessors	Date: April 2006

Purpose: The following procedures will be implemented by Kerry ETB. Assessment practice will provide for the comparison of results achieved across a range of learners

so as to check for consistency/reliability of marking across assessors. Internal verification will apply, informing assessors on consistency of marking and ensuring parity of standards across minor and major awards at the same level.		
Staff Involved: Local Programme Coordinators/Centre Managers, Programme Tutors/Internal Assessors, Internal Verifier		

Method(s)	Who does it	Evidence Generated
Apply assessment criteria according to Award Specification/Module Descriptor Mark all evidence according to marking scheme, indicating a clear breakdown of how marks were awarded	Programme tutors/Internal Assessors	QQI Assessment Policy and Guidelines for Providers and Award Specification/ Module Descriptor Candidate Marking Sheets and associated evidence of achievement of learning outcomes
Operate Internal Verification: -peer group of tutors/Internal Assessors verify sample of each others work and meet to discuss any issues arising -Internal Verifier facilitates this process or In centres/subject areas where there are small numbers of learners: -one tutor/Internal Assessor verifies all of a second assessors evidence	Programme tutors/Internal Assessors Local Programme Coordinator/ Centre Manager Internal Verifier	Internal Verification report/log recording verification of consistency/reliability, and consistency with national standards Record of meetings/correspondence Retention of evidence to facilitate learner appeals
Retain and/or copy sample of assignments for later use in checking year on year consistency of marking between internal assessors, and consistency with national standards	Programme tutors/Internal Assessors Local Programme Coordinator/ Centre Manager Internal Verifier	Sample of assignments and associated marking sheets for comparison of results Record of review of consistency of marking

Compare results achieved across a range of learners so as to check for consistency of marking		
Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager	On an annual basis	Review of internal verification logs and associated reports

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.6 Assessment performed by third parties	Date: April 2006

Purpose: This procedure describes the system that is in place to ensure that assessment carried out by third parties is fair and consistent. Third party assessors appointed by Kerry ETB will be provided with sufficient information and support to enable them to fulfil their responsibilities regarding assessment.
Staff Involved: Local Programme Coordinator/Centre Manager, Programme Tutors, 3rd party conducting Assessment, Internal Verifier

Method(s)	Who does it	Evidence Generated
Agree and document clearly part(s) of Programme to which assessment performed by 3rd parties will apply	Local Programme Coordinator/ Centre Manager

Programme Tutors/Internal Assessors | Minutes of Quality Assurance Team Meetings

Record of where third party assessment will apply

Award Specification/ Module descriptor |
| Agree the evidence necessary to demonstrate validity of assessment methods (e.g. evidence that will result from assessment conducted by 3rd party)

Agree required form and coverage of report required from 3rd party | Local Programme Coordinator/ Centre Manager

Programme Tutors/Internal Assessors

Internal Verifier

3rd party conducting | Minutes of Quality Assurance Team Meetings

Award Specification/ Module descriptor

Correspondence with 3rd party

Record of meeting(s) with 3rd party |

	Assessment	
3rd Party conducts assessment in accordance with required design, structure and associated marking/grading scheme of programme	Programme Coordinator/ Centre Director	Report from 3rd party conducting Assessment
	Programme Tutors/Internal Assessors	Assessment record(s) Minutes of Quality Assurance Team meetings
3rd party submits at agreed time(s) written report on assessment process and standards of learner attainment	3rd party conducting Assessment Internal Verifier	

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager	On an annual basis	Internal review of assessment conducted by 3rd party

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.7 Consistency of marking with national standards	Date: April 2006

Purpose: This procedure provides for the accurate assessment of evidence of learning against national standards. Kerry ETB will ensure that selected assessment methods and operating procedures allow for the demonstration and recording of learning outcomes achieved to national standards.
Kerry ETB will operate internal verification to ensure marking is in line with national standards at the appropriate level.
For New Awards, Kerry ETB will also select an External Verifier from the national register who will sit on the Kerry ETB Authentication panel and provide independent verification of assessment.

Staff Involved: Local Programme Coordinator/Centre Manager, Programme Tutors, Internal Verifier, External Verifier, Kerry ETB Authentication Panel

Method(s)	Who does it	Evidence Generated
Present candidate marking sheets and associated evidence to External Assessor and facilitate external	Local Programme Coordinator/Centre Manager	Candidate Marking Sheets and associated evidence (portfolios) External Assessor report verifying that candidates

examining process (for existing awards L3-6)	Programme Tutors/Internal Assessors External Assessor	evidence has been marked in accordance with national standards
For New Awards, the Kerry ETB Authentication Panel will consider all marks/recommendations set out by Internal Verifier Kerry ETB Authentication Panel ratify and sign off on final results and submit to QQI to make awards	Internal Verifier External Verifier Kerry ETB Authentication Panel	Internal Verifiers report documenting verification process Report from Authentication Panel Report to QQI
Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager Internal Verifier Authentication Panel	On an annual basis	Review report(s) from External Assessor (for existing Awards L3-L6) Review report(s) from Internal Verifier Review of report(s)to Authentication Panel (for New Awards)
Provider: Kerry ETB		Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.8 Feedback to Learners	Date: April 2006

Purpose: Kerry ETB is committed to providing effective feedback on assessment. Therefore feedback to learners will be:
-Timely, recognising that learners benefit from speedy feedback on their assignments
-Relevant, linking information for improvement to the learning outcomes for the assignment
-Constructive, with dialogue on learning progress, skills development and suggestions on ways to improve learner achievement

Staff Involved: Local Programme Coordinators/Centre Managers, Programme Tutors

Method(s)	Who does it	Evidence Generated
Agree good practice in relation to Feedback to Learners Agree schedule for learner feedback	Local Programme Coordinator / Centre Manager Programme tutors	Minutes of Quality Assurance Team Meetings Schedule of learner feedback
Provide learner feedback–focusing on review of learner achievement to date and target setting for learner progress going forward	Local Programme Coordinator/Centre Manager Programme tutors	Record of learner feedback Retention of evidence to facilitate learner appeals

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager	Twice yearly	Review Learner Feedback mechanisms in consultation with Learners and Tutors

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.9 Learner Appeals	Date: April 2006

Purpose: This procedure provides for an internal appeals mechanism. Learners can appeal the result of their assessment and may seek more information/further detail of their assessment prior to this appeal process.

Staff Involved: Local Programme Coordinators/Centre Mangers, Programme Tutors

Method(s)	Who does it	Evidence Generated
Agree arrangements for Internal Learner Appeal	Local Programme Coordinator/Centre Manager Programme tutors/Internal Assessors	Minutes of Quality Assurance Team Meetings
Provide information on Internal Learner Appeal (process and arrangements) to learners	Local Programme Coordinator/Centre Manager	Information on Internal Learner Appeal (as part of Information Leaflet on Assessment)

	Programme tutors/Internal Assessors	
Apply Internal Learner Appeal arrangements in accordance with procedure	Local Programme Coordinator/Centre Manager

Programme tutors/Internal Assessors | Record of learner appeal

Record of outcome |
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager	On an annual basis	Review of Learner Appeal system - to include tutor and learner feedback

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.10 Return of Certification Data	Date: April 2006

Purpose: This procedure provides for the thorough checking of data (to be submitted to QQI for certification purposes). Data will be checked for accuracy and reliability
Staff Involved: Local Programme Coordinator/Centre Manager, Programme Tutors/Internal Assessor, External Assessor, Internal Verifier, Authentication Panel (for New Awards)

Method(s)	Who does it	Evidence Generated
Devise cross checking tool(s)/method(s) to facilitate the examination of data for validity and reliability:
-evidence matches requirements and format outlined in Award Specification /Module Descriptor
-evidence is deemed to have reached national standard | Local Programme Coordinator/Centre Manager

Programme Tutors/Internal Assessor

Internal Verifier | Minutes of Quality Assurance Team Meetings

Checklist for verification of validity and reliability of data |

-evidence is candidates own		
Devise cross checking tool(s) / method(s) to facilitate the examination of data for correctness: -results sheets completed accurately with clear result indicated -evidence is present for each candidate entry	Local Programme Coordinator/Centre Manager Programme Tutors/Internal Assessor Internal Verifier	Minutes of Quality Assurance Team Meetings Checklist for verification of correctness
Provide details of checking process to External Assessors (for existing Awards L3-L6)	Local Programme Coordinator/Centre Manager Programme Tutors/Internal Assessor	Details of checking process
Provide details of checking process to Authentication Panel (for New Awards)	Internal Verifier Authentication Panel	Internal Verifier Report

Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager Internal Verifier	On an annual basis	Review of Management reports Review of External Assessors report Review of Internal verification records

Provider: Kerry ETB	Policy Area: B6 Fair and Consistent Assessment of Learners

Procedure Title:	B6.11 Corrective Action	Date: April 2006

Purpose: This procedure provides for the development and implementation of a Plan for Corrective Action to deal with errors, omissions and/or deliberate acts by learners, tutors or others- any of which impact on the validity of the assessment process
Staff Involved: Local Programme Coordinator/Centre Manager, Programme Tutors/Internal Assessors, External Assessor, Internal Verifier, Authentication Panel

Method(s)	Who does it	Evidence Generated
Record and disseminate arrangements for Corrective Action with clear reference to notification to QQI of event(s) impacting on validity of assessment process	Local Programme Coordinator/ Centre Manager Programme Tutor/Internal Assessor Internal Verifier	Centre procedure document – 'Plan for Corrective Action' Minutes of Quality Assurance Team Meetings
Implement agreed 'Plan for Corrective Action'	Local Programme Coordinator/ Centre Manager Programme Tutor/Internal Assessor	Event log Record of immediate notification to QQI Records of corrective action taken
Record and apply final decision of External Assessor regarding corrective action (for existing Awards L3-L6)	Local Programme Coordinator/ Centre Manager Programme Tutor/Internal Assessor External Assessor	Report detailing External Assessors final decision regarding corrective action Correspondence with QQI
Record and apply final decision of Authentication Panel regarding corrective action (for New Awards)	Internal Verifier Authentication Panel	Report detailing Authentication Panels final decision regarding corrective action Correspondence with QQI
Monitoring		
Monitor	Frequency	Method(s)
Local Programme Coordinator/Centre Manager	On an annual basis	Review of Internal report detailing Corrective Action

Monitoring Checklist

Policy: B6 Fair and Consistent Assessment of Learners
Monitor: _____ Date: _____

Procedure	Evidence Found	Action Plan State: What should be done, by whom and by when
B6.1 Coordinated Planning of Assessment		
B6.2 Information to Learners		
B6.3 Security of assessment related processes and material		
B6.4 Reasonable Accommodation		
B6.5 Consistency of marking between assessors		
B6.6 Assessment performed by third parties		
B6.7 Consistency of marking with national standards		
B6.8 Feedback to learners		
B6.9 Learner Appeals		
B6.10 Return of Certification Data		
B6.11 Corrective Action		

Kerry Education and Training Board
B7 Protection for Learners
Kerry Education and Training Board (The VEC in Kerry) is not subject to Section 43 of the Qualifications Act. However given its responsibility for, and strong commitment to education and training in Kerry, Kerry ETB has put in place specific arrangements for programmes of 3 months duration or more which provide assistance to learners where provision ceases before completion of that programme.

Provider: Kerry ETB	Policy Area: B7 Protection for Learners

Procedure Title:	B7.1 Cessation of Programme(s)	Date: April 2006

Purpose: This procedure describes the arrangements in place for learners in the event of provision ceasing before completion of a programme.
Staff Involved: Local Programme Coordinator/Centre Manager, County Coordinator, AEO

Method(s)	Who does it	Evidence Generated
Agree and document types of assistance available to learners in finding appropriate provision that will enable them to complete their programme.	Local Programme Coordinator /Centre Manager County Coordinator AEO	Statement detailing types of assistance available -with reference to role of specialist advice/support services (e.g. Adult Guidance Service)
Document and provide for transfer arrangements where appropriate	County Coordinator AEO	Record of agreements to facilitate transfer arrangements where appropriate
Document and disseminate arrangements to refund any monies paid in respect of the programme	County Coordinator AEO	Statement detailing refund arrangements/ referenced in Programme Prospectus/Brochures etc. Proof of fee refund
Monitoring		
Monitor	Frequency	Method(s)

Monitoring Checklist

Policy: B7 Protection for Learners
Monitor: _____ Date: _____

Procedure	Evidence Found	Action Plan State: What should be done, by whom and by when
B7.1 Cessation of Programme (s)		

Kerry Education and Training Board
B8 Sub-contracting/Procuring Programme Delivery
Where Kerry Education and Training Board contracts delivery of a programme to a second provider it will retain ultimate responsibility for the quality of the programme and will exercise its responsibility through: - Defining and applying clear selection criteria - Issuing contracts that specify roles and responsibilities - Applying comprehensive reporting and monitoring procedures

Provider: Kerry ETB	Policy Area: B8 Sub-contracting/Procuring Programme Delivery

Procedure Title:	B8.1 Selection of a Second Provider	Date: April 2006

Purpose: This procedure provides for the setting out of clear selection criteria that specify the requirements and responsibilities regarding the programme(s) to be delivered by a second provider. Kerry Education and Training Board will comply with the requirements of the Official Languages Act 2003. It is the intention of Kerry ETB to provide a language choice between Irish and English to its customers and to the public. Exceptions will be made for technical documentation.
Staff Involved: CEO, AEO, Community Services Department

Method(s)	Who does it	Evidence Generated
Document and apply Kerry ETB Tender Guidelines and provide briefing sessions where required to those involved in selection of second provider	CEO AEO Community Services Department	Tender Guidelines Selection criteria as apply to Programme(s) Record of briefing session

Detailed specification of services required Clear selection criteria documented and applied in selecting second provider to deliver programme(s)	AEO Community Services Department	Detailed statements of criteria-referenced to the Kerry Education and Training Board Quality Assurance System Criteria clearly stated on tender documentation
Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	Twice yearly	Management Team Review

Provider: Kerry ETB	Policy Area: B8 Sub-contracting/Procuring Programme Delivery

Procedure Title:	B8.2 Contract Arrangements	Date: April 2006

Purpose: This procedure provides for a written contract, which will be in place prior to commencement of the programme. The contract shall detail the respective responsibilities agreed between Kerry Education and Training Board and a second provider.
Staff Involved: AEO, Head of Finance, Community Services

Method(s)	Who does it	Evidence Generated
Written contract detailing respective responsibilities, and reporting and monitoring arrangements	AEO Head of Finance Community Services	Contract – detailing roles and responsibilities of second provider Minutes of meetings with second provider Correspondence with second provider
Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	Twice yearly	Management Team Review

Provider: Kerry ETB	Policy Area: B6 Sub-contracting/Procuring Programme Delivery

Procedure Title:	B8.3 Reporting Arrangements	Date: March 9th 2006

Purpose: This procedure sets out the reporting arrangements that are in place, to ensure that the second provider furnishes Kerry ETB with detailed and up to date information on the delivery of the programme on a timely basis.
Staff Involved: AEO, Community Services, County Coordinator

Method(s)	Who does it	Evidence Generated
Document reporting arrangements, with clear reference to- ➢ Information required (qualitative and quantitative) ➢ Reporting method(s) ➢ Frequency of reports to be submitted by the second provider	AEO Community Services County Coordinator	Written Contract Checklist for reporting arrangements Report from second provider to Kerry Education and Training Board Minutes of meetings with second provider
Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	Twice yearly	Management Team Review

Provider: Kerry ETB	Policy Area: B6 Sub-contracting/Procuring Programme Delivery

Procedure Title:	B8.4 Monitoring Arrangements	Date: March 9th 2006

Purpose: This procedure sets out the monitoring arrangements that are in place. KERRY ETB will monitor Programme Delivery using Kerry ETB Quality Assurance mechanisms to ensure programme objectives are met, and learner satisfaction is maintained.
Staff Involved: AEO, County Coordinator

Method(s)	Who does it	Evidence Generated

Document method(s) by which Kerry Education and Training Board will monitor the Programme Delivery – with clear reference to how programme objectives and learner satisfaction will be monitored	AEO County Coordinator	Written Contract Checklist for Monitoring Report Minutes of meetings with second provider
Conduct monitoring of Programme as outlined above	AEO County Coordinator	Monitoring Report Learner Verification
Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	Twice yearly	Management Team Review

Monitoring Checklist

Policy: B8 Sub-contracting/Procuring Programme Delivery Monitor: _____ Date: _____

Procedure	Evidence Found	Action Plan State: What should be done, by whom and by when
B8.1 Selection of a Second Provider		
B8.2 Contract Arrangements		
B8.3 Reporting Arrangements		
B8.4 Monitoring Arrangements		

Kerry Education and Training Board
B9 Self Evaluation of Programmes and Services

Kerry Education and Training Board is committed to improvement through the effective evaluation of its programmes. It is the policy of Kerry Education and Training Board to implement an on-going process of self-evaluation. Kerry ETB will act on the findings of self evaluation- ensuring the relevance and validity of its programmes, and that there is consistency in programme quality and services across all centres.
Self-evaluation will involve learners, tutors, key stakeholders and an appointed external evaluator.

Kerry ETB as a provider is charged with the overall responsibility for programme development and quality assurance, whilst individual centres are responsible for actual programme delivery (QQI Monitoring Policy v1.0). Kerry ETB will set up a Steering Committee to support and oversee the self-evaluation process.
Information from centre monitoring will feed into the self-evaluation process, which will in turn provide opportunities to reflect on progress and challenges.

Programme Improvement Plans(s) will be devise and implemented which will promote the further development and improvement of programmes.
The Self Evaluation report, together with the associated Programme Improvement Plans, will be agreed by Management and go forward to QQI to assist in National Monitoring.

Provider: Kerry ETB	Policy Area: Self Evaluation

Procedure Title:	B9.1 Assignment of Responsibility	Date: April 2006

Purpose: This procedure provides for the collaborative development of a Self Evaluation Framework, which will map out a plan of work. The Framework will make clear reference to the assignment of responsibility, the allocation of resources and the evaluation schedule.

Staff Involved: AEO, County Coordinator, Local Programme Coordinator/ Centre Manager, Programme Tutors,

Method(s)	Who does it	Evidence Generated
Develop and disseminate an agreed Self Evaluation Framework in consultation with those who are actively involved in Programme work and associated services	AEO County Coordinator Local Programme Coordinator/Centre Manager	Quality Assurance Team Minutes Record of consultation with stakeholders Self Evaluation Framework document

Define role and responsibilities of Evaluator whose role will be to conduct effective evaluation of assigned Programme(s) and associated Services	AEO County Coordinator Local Programme Coordinator/Centre Manager	Role assignment and responsibilities of Evaluator documented
Define responsibilities of Self Evaluation Steering Group, whose role will to support and oversee the self evaluation process	AEO County Coordinator Evaluator Local Programme Coordinator/Centre Manager Programme Tutors	Terms of reference of Steering Committee
Agree resource allocation Agree and document 'Plan of Work'- indicating proposed schedule for self evaluation meetings/ sessions at centre level (e.g. sites of Programme delivery) and proposed schedule for meetings with Senior Management team and Support Services	AEO County Coordinator Evaluator Local Programme Coordinator/Centre Manager Programme Tutors	Record of budget/resource allocation Record of Programme Evaluation 'Plan of Work' indicating time and support requirements at centre level

Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	On an annual basis	Review in consultation with Staff

Provider: Kerry ETB	Policy Area: B9 Self Evaluation

Procedure Title:	B9.2 Frequency	Date: April2006

Purpose: Kerry ETB will conduct self-evaluation of its programmes within 12 months of reaching agreement with QQI on its Quality Assurance System. Thereafter time frames for Self Evaluation will be informed by the considered views of Management and Programme Teams.
The maximum duration between self-evaluations is set at 5 years.

This procedure sets out the criteria for setting how often self-evaluation of programmes and services will take place.
Staff Involved: Self Evaluation Steering Committee

Method(s)	Who does it	Evidence Generated
Apply Criteria for establishing frequency <u>Group A</u> Consider current available information from Centre Monitoring Consider evaluation 'Plan of Work'(9.1) which indicates time and support requirements at centre level	Self Evaluation Steering Committee	Minutes of Self Evaluation Steering Committee Information from Monitoring reports and associated data/returns to QQI
Apply Criteria for establishing frequency <u>Group B</u> Consider what timeframe will achieve balance between usefulness of the process with resources required	Self Evaluation Steering Committee	Minutes of Self Evaluation Steering Committee
Agree rationale for setting frequency of Self Evaluation	Self Evaluation Steering Committee	Timeframe setting out frequency of Programme Evaluation/ multiple of programme cycles, fixed frequency etc.
Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	On an annual basis	Review in consultation with Staff

Provider: Kerry ETB	Policy Area: B9 Self Evaluation

Procedure Title:	B9.3 Range	Date: April 2006

Purpose: This procedure provides for the grouping of programmes for the purpose of self-evaluation. Kerry ETB is a multi-location provider, with 17 Centres offering one of more programmes within a common quality assurance system. The grouping of programmes will take account of the diversity of learners, programmes and awards and the different contexts of programme delivery across the service

Staff Involved: Self Evaluation Steering Committee		

Method(s)	Who does it	Evidence Generated
Identify and gather information that informs possible grouping of programmes, in terms of delivery modes and settings	Self Evaluation Steering Committee	Record of Programme Grouping indicating: -variable duration of delivery -variable settings (community/outreach, centre based, workplace based etc.)
Identify and gather information that informs possible grouping of programmes, in terms of programme content	Self Evaluation Steering Committee	Record of Programme Grouping indicating -programme content and activities -learning strategies and methodologies -award types and levels
Identify and gather information that informs possible grouping of programmes in terms of programme context	Self Evaluation Steering Committee	Record of Programme Grouping indicating -fields of learning -National Economic Strategy/County Development Strategy -Relevant changes in National Standards and/or associated legislation
Agree range of Evaluation	Self Evaluation Steering Committee	Self Evaluation Framework and schedule with clear reference to range

Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	On an annual basis	Review in consultation with Staff

Provider: Kerry ETB	Policy Area: B9 Self Evaluation

Procedure Title:	B9.4 Learner Involvement	Date: April 2006

Purpose: This procedure sets out the mechanisms, which enable learners to contribute to the self-evaluation process. Mechanisms will include questionnaires, discussion groups, learner surveys etc.
Evaluative information from learners on programmes and services will be both qualitative and quantitative in nature.

	Staff Involved: Self Evaluation Steering Committee, AEO, County Coordinator, Local Programme Coordinator/ Centre Manager, Programme Tutors, Evaluator	

Method(s)	Who does it	Evidence Generated
Consult with Local Programme Coordinators/Centre Managers and Tutors regarding the design of Learner Questionnaires/Surveys Design Learner Questionnaires/Surveys	Evaluator in consultation with Local Programme Coordinators/Centre Managers and Tutors	Quality Assurance Team Minutes Minutes of Self Evaluation Steering Committee Learner Surveys/Questionnaires
Consult with Local Programme Coordinators/Centre Managers and Tutors regarding facilitating focus group discussions with learners Agree appropriate format/framework for facilitated Learner Discussion Groups	Evaluator in consultation with Local Programme Coordinators/Centre Managers and Tutors	Quality Assurance Team Minutes Minutes of Self Evaluation Steering Committee Framework for focus group session(s)
Distribute Learner questionnaires Conduct Learner survey	Evaluator facilitated by Local Programme Coordinators/Centre Managers and Tutors	Record of learner feedback (qualitative) and collation of information (quantitative)
Hold focus group session(s) with Learners as set out in agreed framework	Evaluator facilitated by Local Programme Coordinators/Centre Managers and Tutors	Record of discussion group(s) (qualitative) and collation of information (quantitative)

	Monitoring	
Monitor	Frequency	Method(s)
AEO County Coordinator	To follow on completion of Self Evaluation	Consultation with Staff and Learners Review evaluation process

Provider: Kerry ETB		Policy Area: B9 Self Evaluation	

Procedure Title:	B9.5 External Evaluator	Date: April 2006

Purpose: This procedure provides for the setting out of criteria for selecting an external Evaluator. The evaluator will be selected on the basis of his/her expertise in the programme area(s) and in the area of evaluation and review.
Staff Involved: Self Evaluation Steering Committee

Method(s)	Who does it	Evidence Generated
Agree parameters with regard to ensuring evaluator is independent of programme- Set out requirements with regard to required expertise of evaluator in programme area(s)	Self Evaluation Steering Committee	Internal report (criteria referenced)
Agree parameters with regard to ability of evaluator to compare quality of programme with that of similar programmes elsewhere	Self Evaluation Steering Committee	Internal report (criteria referenced)
Agree requirements with regard to expertise of evaluator to provide detailed critical analysis of findings	Self Evaluation Steering Committee	Internal report (criteria referenced)
Apply Criteria to the selection an External Evaluator	Self Evaluation Steering Committee	Record of selection process for appointment of External Evaluator
Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	To follow on completion of evaluation	Consultation with Staff Review evaluation process

Provider: Kerry ETB		Policy Area: B9 Self Evaluation	

Procedure Title:	B9.6 Methodology	Date: April 2006

Purpose: Methodology for Self Evaluation will include small and large group discussion, questionnaires, surveys, data collection etc. The focus will be on gathering evidence on all areas that impact on the learner experience, identifying good practice and highlighting areas for improvement. The information will be collated and documented. The Self Evaluation report will be forwarded to QQI.		
Staff Involved: Self Evaluation Steering Committee, Evaluator		

Method(s)	Who does it	Evidence Generated
Identify and agree methods and approach to evaluation which will provide a structured process for tutors, managers and those involved in support services to engage with and positively contribute to the self evaluation process	Self Evaluation Steering Committee

Evaluator | Minutes of Self Evaluation Steering Committee

Evaluation Plan- setting out approach and methodology |
| Identify and agree appropriate method(s) which will gather evidence on agreed aspects of programmes and services

Identify and agree appropriate method(s) which will recognise quality work carried out in centre and which will highlight good practice | Self Evaluation Steering Committee

Evaluator | Outline of approach and methodology –with reference to what qualitative/quantitative information will be available for analysis

Record of evaluation findings |
| Analysis of evaluation findings

Identification of areas for improvement

Identification of quality work carried out in centre and good practice | Self Evaluation Steering Committee

Evaluator | Evaluation report to include detailed sections on the analysis of Programme(s) and related services |
| Agree Programme Improvement Plans(s): | AEO

County Coordinator | Programme Improvement Plan(s) |

-to address issues arising which require attention and/or a change in practice -which will lead to the further development and improvement of programmes	Evaluator Local Programme Coordinator/Centre Manager Programme Tutors	

Monitoring		
Monitor	Frequency	Method(s)
AEO County Coordinator	To follow on completion of evaluation	Consultation with Staff Review evaluation process

Monitoring Checklist

Policy: Self Evaluation of Programmes and Services Monitor: _____ Date: _____

Procedure	Evidence Found	Action Plan State: What should be done, by whom and by when
B9.1 Assignment of Responsibility		
B9.2 Frequency		
B9.3 Range		
B9.4 Learner Involvement		
B9.5 External Evaluator		
B9.6 Methodology		

END