

# MBC Quality Assurance Manual



Date: 10/2025

Version: V4.0

Revision Number	Revision Date	Summary of Changes
1.0	22/03/2019	New document based on QQI's Core Statutory Quality Assurance Guidelines.
2.0	06/12/2021	Review of all sections and removal of names from committees. Updated terms of reference for the Quality Committee Added Quality Assuring Work Placement.
3.0	25/03/2022	Updated all sections. Arranged in Chapters and reformatted the document.
3.1	15/11/2022	Amendments as outlined in panel visit letter.
3.2	06/06/2023	Chapter 2 amended to add Professional Practice Placement Handbook as a QA document.
3.3	15/11/2023	Update the role of Support Staff.
4.0	16/10/2025	Validated programmes updated to reflect new ELC programmes. Updated Chapter 6 Assessment of Learners to reflect current practice. Chapter 7 Support for Learners: New Terms of Reference for Student Council added 7.5 updated to reflect current practice and roles. The title "Student Supports Officer" replaced by "Disability Officer". The title "Counsellor" replaced by "Personal Support Officer". Chapter 7: 7.8 New Referrals Policy added.

## Document Approval

Policy Owner      Board of Management

### *Approval Sign-Off*

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_

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## Definitions/Acronyms

<b>Academic Integrity</b>	Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship.
<b>ACCS</b>	Association of Community & Comprehensive Schools
<b>BOM</b>	Board of Management
<b>CPD</b>	Continuing Professional Development
<b>DES</b>	Department of Education and Skills
<b>ETBI</b>	Education and Training Boards Ireland
<b>FET</b>	Further Education & Training
<b>Discrimination</b>	The treatment of a person in a less favourable way than another person.
<b>Diversity</b>	Differences among groups of people and individuals
<b>EA</b>	External Authenticator
<b>ELC</b>	Early Learning & Care
<b>Equality</b>	Ensuring individuals or groups of individuals are not treated less favourably
<b>FAI</b>	Football Association of Ireland
<b>FESU</b>	Further Education Support Unit
<b>FOI</b>	Freedom of Information
<b>GAA</b>	Gaelic Athletic Association
<b>GDPR</b>	General Data Protection Regulation
<b>HEI</b>	Higher Education Institute
<b>Inclusion</b>	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc
<b>IV</b>	Internal Verifier
<b>IWS</b>	Irish Water Safety
<b>JMB</b>	Joint Managerial Body
<b>Learner Malpractice</b>	Learner Malpractice is defined as malpractice committed by a learner during the course of the assessment process. Examples of learner malpractice include but are not limited to Plagiarism and Inappropriate Behaviour.
<b>LMS</b>	Learner Management System
<b>Malpractice</b>	An assessment malpractice is any act or practice, which brings into question the validity, or integrity of the assessment process and which normally arises due to one or more non-accidental factors.
<b>Marking Scheme</b>	A marking scheme sets out the specific assessment points against which the assessment evidence is judged and applied by the assessor to determine to what extent the learner has demonstrated the required standard.
<b>MBC</b>	Moate Business College
<b>MCS</b>	Moate Community School
<b>MIS</b>	Management Information System
<b>NFQ</b>	National Framework of Qualifications
<b>PEL</b>	Protection for Enrolled Learners
<b>PHECC</b>	Pre-Hospital Emergency Care Council
<b>Plagiarism</b>	The practice of taking someone else's work or ideas and passing them off as one's own.
<b>PLSS</b>	Programme Learner Support System
<b>PPP</b>	Professional Practice Placement
<b>Programme Evaluation</b>	Programme evaluation refers to monitoring of the objectives of a programme of delivery offered by MBC to explore, reflect and report on the effectiveness of

	the programme and services delivered by MBC and identify areas for improvement.
<b>QA</b>	Quality Assurance
<b>QAM</b>	Quality Assurance Manual
<b>QAS</b>	Quality Assurance System
<b>QC</b>	Quality Committee
<b>QO</b>	Quality Officer
<b>QQI</b>	Quality and Qualifications Ireland
<b>RAP</b>	Results Approval Panel
<b>Reasonable Accommodation</b>	<p>Any adaptation of assessment which aims to facilitate the learner to demonstrate his/her achievement of the standard without altering the standard. The adaptation may include the following and/or other reasonable adaptation:</p> <ul style="list-style-type: none"> <li>○ Scribes/readers</li> <li>○ Modified presentation of assignment briefs/examination papers</li> <li>○ Rest breaks</li> <li>○ Use of assistive technology</li> <li>○ Additional time</li> </ul> <p>Separate room/space</p>
<b>RPL</b>	Recognition of Prior Learning
<b>Self-Evaluation</b>	Self-evaluation focuses on the quality of, or impact on, the learner's experience, achievements, contributions and on findings from the many stakeholders engaging in the quality system at centre level
<b>VSCCS</b>	Voluntary Secondary/Community Comprehensive Sector
<b>WE</b>	Work Experience
<b>WP</b>	Work Placement
<b>WPS</b>	Work Placement Supervisor

## Section A: Background and Context of Moate Business College

### Provider Profile

Moate Business College is the Further Education section of Moate Community School, which is a registered charity - CHY: 12410.

Moate Business College provides community services and training to the local community and the extended community. MBC's 'Catchment area' covers, in the main, the counties of Westmeath, Offaly, Longford, Roscommon and East Galway with a total population of circa 350,000. In addition, small numbers of learners may come from a much wider area. MBC is the largest centre of its type in the midlands with the greatest range of course options. Moate Business College opened in 1991 and we currently have developed a wide range of Further Education Courses (Business & IT, Childcare, Art, Creative Media, Sport, Nursing, Social Studies, Healthcare and Tourism) at level 5 & 6 in response to demand both at local and national level.

MBC's programmes are delivered primarily in Moate Business College, Lake Road, Moate, Co Westmeath. We have twenty training rooms, six of which are fitted out with computer suites. All our programmes incorporate face to face delivered tuition. We use blended learning technology tools to enhance the learning experience allowing us to offer more resources to our learners on dedicated learner platforms.

MBC provides an ever-increasing number of accredited QQI training courses. It has been an accredited FETAC Centre since 2007. MBC has grown to its current maximum capacity of 430 full-time learners. On average 75% of our graduates' progress to Higher Education Programmes. MBC has extensive contacts with employers through its QQI certified work placement programme. MBC deals, on a regular basis, with requests from employers, locally and nationally, seeking to recruit our graduates. MBC has a very successful international work placement programme funded principally by the EU through the Erasmus Project.

At Moate Business College, we aim to provide our learners with the highest quality education and training, which will prepare them for the world of work or further education. MBC deals directly with the Department of Education and its agents with the Local Partnerships to provide suitable certified training to people seeking career pathways and employment. By working closely with these companies, we have increased our internal knowledge base and developed subject matter expertise in this field of learning.

## Mission

Moate Business College is a teaching and learning community committed to quality and excellence in education and training. We are dedicated to:

- Creating an environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.
- Promoting personal achievement and academic success in a professional and supportive environment.
- Respecting the individuality of every student, and encouraging each, to reach their, full potential.
- Providing the best quality education and training to all our students.
- Excellence in further education through the provision of programmes leading to nationally and internationally recognised awards.
- Advancing the educational, cultural, social and economic development of the wider community.

## Values

- Commitment to the principle of provision of opportunities for the personal development of all learners, teachers and staff to enable them to achieve their maximum potential
- Development of a caring and responsive organisation that emphasises openness, trust and co-operation while delivering further education and training services of the highest quality
- Commitment to equality of opportunity regardless of age, colour, ethnic origin, sexual orientation, socio-economic status or special needs
- Provision of educational and training opportunities for all those groups in the community.
- Recognition and encouragement of the diversity of cultures and traditions within the broader community
- Continual development and introduction of new and appropriate training programmes that are relevant to the topical vocational needs of the community
- Commitment to the promotion and development of an ethos of positive social responsibility

## Learner Profile

- School leavers from surrounding secondary schools
- Adult learners

## Scope of Delivery/Awarding Bodies

- Programmes leading to major awards at levels 5 and 6 of the NFQ validated by QQI delivered using a face-to-face model of delivery in the areas of Business, Childcare, Art, Software Development, Healthcare, Sport, Tourism and Media
- The Pre-Hospital Emergency Care Council: (PHECC)
- IWS Pool Lifeguard
- GAA
- FAI



### MBC's Validated Programmes

• PG11306	Office Administration	5M1997
• PG11327	Information Processing	5M2067
• PG11329	Business Administration	5M2468
• PG11684	Art	5M1985
• PG16410	Art, Craft and Design	5M1984
• PG17640	Business	6M4985
• PG17641	Administration	6M5013
• PG17642	Tourism with Business	6M5012
• PG17643	Community Development	6M3674
• PG17644	Health Service Supervisory Management Skills	6M4978
• PG17645	Community Development	5M3050
• PG17646	Tourism with Business	5M5011
• PG17647	Creative Media	5M5048
• PG17648	Nursing Studies	5M4349
• PG17649	Healthcare support	5M4339
• PG17650	Community Care	5M2786
• PG17651	Community Health Services	5M4468
• PG21083	Training and Development	6S3372
• PG21084	Health Service Skills	5M3782
• PG21162	Sport, Recreation and Exercise	5M5146
• PG21740	Applied Social Studies	5M2181
• PG21764	Art	6M4169
• PG21774	Software Development	5M0529
• PG21779	Software Development	6M0691
• PG22323	Computer Studies	5M18294
• PG22336	Shallow Water Pool Lifeguarding Operations	5S18418
• PG22342	Deep Water Pool Lifeguarding Operations	6S18422
• PG25219	Advanced Certificate in Early Learning and Care	6M21471
• PG25228	Certificate in Early Learning and Care	5M21473

### School Structure

Moate Business College is the Further Education section of Moate Community School. The Principal is responsible for the running of Moate Community School and Moate Business College. The College Director is a Deputy Principal of Moate Community School.

The College Director, who reports to the Principal is a member of the Quality Committee and has the responsibility for the day-to-day management of Moate Business College.

There are 23 full-time equivalent teachers which include: one Deputy Principal, two Assistant Principal Grade 1 posts and four Assistant Principal Grade 2 posts within the college.

Posts of responsibility are part of a school's leadership and management structure. They are promotion posts and are referred to as Principal, Deputy Principal, Assistant Principal I and Assistant Principal II.

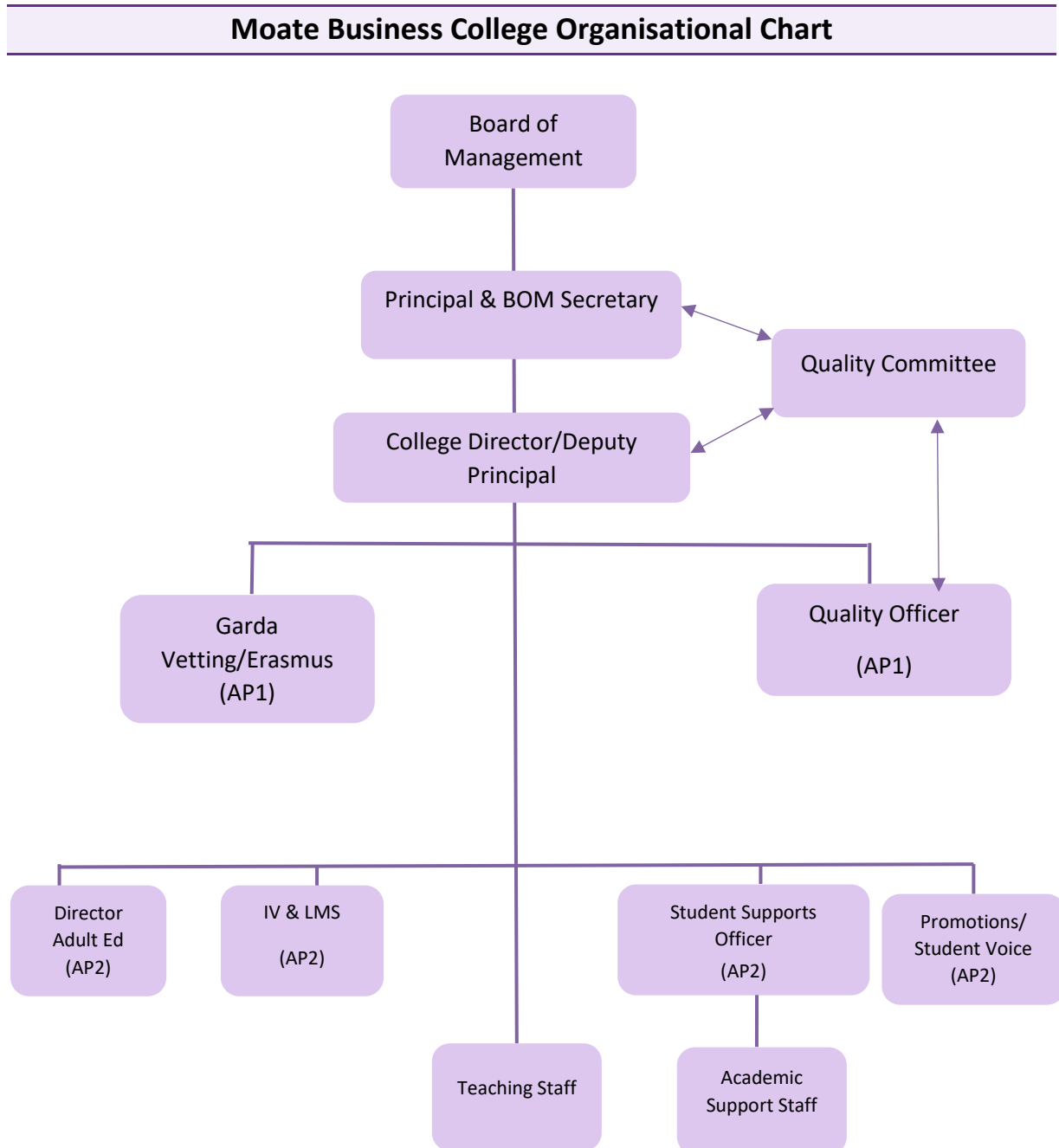


Figure 1: Organisational Chart



# Chapter 1

## Governance and the Management of Quality

### Revision History

<b>Date of This Revision:</b>	02/11/2022	<b>Date of Next Revision:</b>	02/11/2027
<b>Document Owner</b>	Board of Management		

Revision Number	Revision Date	Summary of Changes	Author
1.0	22/03/2019	New Policy Document 2019	Anne Ganly
2.0	06/12/2021	Updated Quality Committee terms Layout and formatting changes to each section	Anne Ganly & Aileen Martin
2.1	02/11/2022	Chairperson identified for the Board of Management, QC and RAP. Quorum added for the Board of Management. Schema updated to include College Director	Anne Ganly Aileen Martin

## Policy Statement 1.1: Governance and the Management of Quality

Moate Business College is committed to maintaining the highest standards of governance and management of quality systems.

Moate Business College have in place a Board of Management (BOM) who is responsible for the governance and direction of the college, the use of college resources and the management of budgetary allocations made to the college by the Minister. While the Board has delegated many responsibilities to the Principal and in some circumstances to sub committees, it must remain aware of its responsibilities and of its accountability to the Minister.

The BOM has set up a Quality Committee (QC) as a sub-committee and has assigned specific duties and term of reference to oversee governance, fairness and transparency and all policies embedded in QQI QA. The QC has two external members. Such a structure ensures separation of responsibilities between those who design, develop and delivery programmes and those who approve them.

### Governance in Moate Business College

Department of Education Roll Number: 91501L

A Board of Management is the highest level of governance in MBC and has delegated responsibility for managing of the College to the Principal and College Director (Deputy Principal).

Terms of Reference Board of Management			
<b>Associated Policy</b>	CG1 Governance		
<b>Version No:</b>	2.1	<b>Version Date:</b>	11/11/2022
<b>Effective from:</b>	21/11/2022	<b>Review Date:</b>	12/11/2027
<b>Document Owner:</b>	Board of Management		

### Role/Purpose

The board's main function is to manage the school on behalf of the patron and for the benefit of the learners and to provide an appropriate education for each learner at the school/college. The board is accountable to the patron and the Minister for Education.

### Membership and Tenure

The Board of Management is made up of democratically elected members from the Trustees, Teachers and Parents of Moate Community School.

*Trustees:*

*Joint trusteeship is vested in:*

- Department of Education and Science
- Longford Westmeath ETB
- The Sisters of Mercy
- The Carmelite Order

The term of office for each member of the board is three years.

#### **Selection Criteria for Members**

- Three members are nominated by the religious authority.
- Three are nominees of LWETB.
- Two parents of pupils in the school and who are resident in the area are elected.
- Two teacher nominees are elected by all the teachers in the school.

#### **Chairperson of the Board of Management**

The term of office of the Chairperson of a Community School Board is one year without limit on the number of consecutive terms that may be served.

At the first meeting of a Community School Board of Management in each school year, i.e., the first one after July 31<sup>st</sup>, the election of the Chairperson should be the first item on the agenda. Until this item is disposed of, the outgoing Chairperson or, in his/her absence, the Secretary presides at the meeting; invites nominations for the position of Chairperson and conducts an election if there is more than one nomination. Once the election is over, the Chairperson assumes the chair. Every member of the Board, with the exception of the Principal, is eligible for election to the chair. *The current Chairperson is a nominee from the religious authority.*

If the Chairperson is absent from a Board meeting, the voting members present shall, before any other business is transacted, elect an Acting Chairperson from among their number to preside at the meeting.

#### **Responsibilities**

- The Board of Management is responsible for the governance and direction of the school, the use of school resources and the management of budgetary allocations made to the school by the Department of Education and Solas.
- The Board has overall responsibility for school policies and procedures including FET quality assurance policies and procedures.
- The Board approves all changes to quality assurance policies and procedures.
- The Board has responsibility for programme approval and development and review.
- The Board approves all programme documentation prior to submission to QQI for validation.
- The Board of Management is responsible for ensuring that the school maintains such records, reports and registers as are prescribed from time to time.
- The Board is responsible for approving all staff development initiatives.
- The Board receives periodic reports from the Quality Committee including programme proposals (ratification function), assessment results overview etc.
- The Board as Employer: Under Section 24 of the Education Act, 1998 (as amended by the Education (Amendment) Act, 2012) the Board the Board of Management is the employer of teachers and other staff of the School/College. The Board's role as an employer includes

responsibility for the recruitment and dismissal of teachers and other staff within the school, subject to relevant Department circulars and employment legislation.

- Self-Evaluation/Teaching and Learning: Under the Education Act, 1998 a school is required to establish and maintain systems whereby the efficiency and effectiveness of its operations can be assessed. The Board are keenly aware that self-evaluation is central to school improvement and will ensure ongoing evaluation and review of both the overall effectiveness and efficiency of the school and of the Board itself.
- To identify and monitor risk.
- The Board delegates powers to a number of sub committees namely finance sub-committee (oversight of financial resources) and quality committee (oversight of academic standards).

### Meetings

The Board meets bi-monthly usually and extra meetings can be scheduled for unplanned or exceptional circumstances if required. Meetings will take place either face-to-face or on Ms Teams.

### Quorum for Board Meetings

A meeting of the Board of Management may not proceed unless there is a minimum of five voting members present. Where a quorum ceases to be present arising from the early departure of members, the meeting should be adjourned and re-convened as soon as may be convenient.

### Academic Governance

The Principal is responsible for the day-to-day running of and internal business of the school. He oversees the academic organisation of the school, e.g. timetabling, staff allocation, class organisation, employment of and allocation of duties to non-teaching staff. He delegates authority to the College Director to oversee all further education and training.

### Quality Committee

Terms of Reference Quality Committee			
<b>Associated Policy</b>	CG1 Governance		
<b>Version No:</b>	2.1	<b>Version Date:</b>	11/11/2022
<b>Effective from:</b>	12/01/2022	<b>Review Date:</b>	12/11/2027
<b>Document Owner:</b>	Board of Management		

### Role/Purpose

The Quality Committee assists the Board of Management, the Principal, the College Director and the Quality Assurance Officer in:

- The planning, co-ordination, development and overseeing of the Quality Assurance.
- Overseeing all matters relating to education and training and protecting learner interests.
- Works to protect, maintain and develop the QAM and associated policies and procedures.

The terms of reference have been approved by the BOM.

## **Membership and Tenure**

Members are appointed by the Board of Management.

Our Quality Committee is comprised of the following members:

- College Director
- QA Officer
- FE Teacher Reps
- FE Student Rep
- Two Independent/External representatives
- Administrative Support

The term of office for members of the committee is three years except for the student representative whose term is usually one year and up to a maximum of two years.

All members have voting rights.

Subject to approval by the Board of Management, the QC may appoint additional members or set up ad hoc sub-committees if needed.

## **Selection Criteria for Members**

Teacher representatives are nominated by the staff.

Student representatives are nominated by the student body.

External representatives are appointed by the Board of Management. Potential candidates are identified and contacted by the College Director to see if they are willing to join the committee.

External representatives must have knowledge and experience of FE and professional expertise. There must be absence of any personal or financial interest in the college.

## **Chairperson of the Quality Committee**

The committee is chaired by one of the external representatives.

## **Responsibilities**

- Maintain oversight of academic standards.
- To prepare relevant QA reports and documentation.
- To report to the Board of Management.
- To review quality assurance policies and procedures prior to sending them to the Board of Management.
- To maintain and make recommendations on changes to FET quality assurance policies and procedures prior to submission to BOM.
- To consider new programme proposals and make recommendations to the BOM.

- To review all programme documentation for submission to QQI for validation and makes recommendations prior to submission to BOM.
- To receive and act on reports of follow-up action arising from quality reviews.
- To review all programme reports at the end of each academic year.
- Consider and approve teaching, learning and assessment strategies.
- To assist in contingency planning.
- Initiating the self-evaluation process.
- To consider outcomes from learner feedback.
- To approve External Authenticators on the recommendation of the QA Officer and to review External Authenticators.
- To review the outcomes of the IV, EA and RAP processes and makes recommendations for improvement (if appropriate).
- To make recommendations for staff development.
- To identify risk relating to the quality of FET.
- To monitor risk.

### **Meetings**

- The committee meet three times a year, mainly in September, December and May. Other meetings are scheduled as required.
- Meetings are chaired by the nominated external representative.
- The Administrator:
  - Provides administrative support and maintains minutes, reports and all other documentation
  - Writes up minutes/action plans and distributing them to QO
- The QO:
  - Issues an agenda and supporting documents agreed with the Chair in advance to members at least 5 working days in advance
  - Prepare meeting notes and information
  - Distributes the minutes/ action plans to members
- The College Director:
  - Send reports to Secretary of the Board of Management in a timely fashion
- Quorum - A meeting of the Quality Committee may not proceed unless there is a minimum of five members present (to include the Chair/nominee).
- Issues for discussion are usually determined by consensus. If consensus is not possible, the issue is decided by a majority of the members present voting and, in the case of an equal division of votes, the Chair has the casting vote.
- Members of school staff may be invited to join the meeting by the Chair to discuss specific items.



Report Schedule			
Report/document	From/To	Frequency	Presented By
Results approval panel report	Results approval panel	After each Results approval panel meeting	QO
QC Report	To: Secretary of BOM	After each meeting	College Director
Programme Reports	To: QC	Annually	Programme Coordinator

### Supporting Documentation

- Meeting Agenda
- Report Template

### Results Approval Panel

Terms of Reference Results Approval Panel			
<b>Associated Policy</b>	CG1 Governance CG6 Assessment of Learners		
<b>Version No:</b>	2.0	<b>Version Date:</b>	11/11/2022
<b>Effective from:</b>	12/11/2022	<b>Review Date:</b>	+ 2 years
<b>Document Owner:</b>	Quality Committee		

### Role

To confirm that results are fully quality assured and signed off before they are submitted to QQI.  
To ensure that appropriate decisions are taken regarding the outcome of the assessment and authentication processes.

### Membership and Tenure

The Results Approval Panel is composed of a minimum of 4 people

- An appropriately qualified independent chair
- Quality Officer
- One Programme Coordinator
- IV Coordinator

### Chairperson

The Results Approval Panel is chaired by the external representative.

### Occasional Members

The Chair may invite other members for all or a particular section of the meeting as appropriate e.g. external authenticator etc. Occasional members do not have voting rights on the approval of results or participate in decision-making.

The QC appoints members to the Results Approval Panel. In doing so, the committee must ensure that there is no conflict of interest.

Members must carry out their roles without bias and make their determinations based on the information provided to the Panel.

### **Responsibilities**

- To confirm that appropriate assessment evidence and records are available.
- Reviewing the internal verification and external authentication reports.
- Comprehensive reviewing of learner results recorded.
- Judging the outcomes of the assessment, verification and authentication processes and recommendations of the reports (including changes to assessment grades) made.
- Reaching agreement on any response/ actions required.
- Reaching agreement to approve the authenticated results and sign off by the Chair of the Panel
- Agreement to the submission to QQI by the Moate Business College of final results to request certification.
- Retain oversight of the systems in place to ensure security in assessment.
- Retain oversight of assessment-related risk.
- Report to the quality committee.
- Review any recheck outcomes which are unsatisfactory to the learner.

### **Meetings**

- The QO provides all necessary documentation.
- The Chair convenes meetings as required in line with our annual certification plan.
- The IV coordinator acts as secretary and records the minutes.
- Quorum - A minimum of four members (to include the Chair/nominee) must be present.
- The Panel discuss each set of results including any concerns and suggests appropriate corrective or improvement actions, if required.
- The Panel considers the reports and approves the final results.
- The QO records Panel decisions, and the Chair arranges for relevant parties to be notified.
- The Chair arranges for the relevant personnel and learners to be informed of the approved results, ensuring that, where there has been a change to provisional results that the learner is informed of the changed result and is made aware of the appeals process.
- The results are approved and signed off by the Chair on behalf of the fixed panel members who approved the results. This sign-off is the authorisation to submit the approved results to request certification.
- The Results Approval Panel Report is prepared by the Quality Officer and kept on file ensuring that any non-conformances identified are notified and recorded on our Results Approval Panel Report.

- Any documentation provided to members during meetings is returned to the QO at the end of the meeting.

### **Governance and Authority**

The RAP reports to the QC.

### **Externality in Governance**

MBC uses External Authenticators who are independent of the college. MBC has two external members on the Quality Committee who bring additional experience, skills and knowledge and helps prevent group think on our decisions.

### **Regulation and Compliance**

Moate Business College is a Department of Education and Skills funded Community & Comprehensive School. It is a member of the Association of Community and Comprehensive Schools (ACCS). Department of Education registration number 91501L.

Under the Charities Act 2009 there is a requirement for each Board of Management to have its school/college registered with the Charities Regulatory Authority (CRA) and to verify this information once a year. MBC's registered number is: 12410.

MBC must comply with all the regulations set out in the Governance Manual for Community & Comprehensive Schools. [Governance Manual for C&C Schools.pdf](#)

The Board of Management are responsible for ensuring that all legal requirements are met.

### **Risk Management**

Management of risk is everybody's responsibility in a school/college context. The Board of Management are responsible for ensuring that risks are identified and maintained in a risk register. Risks are categorised as Environmental, Financial, Health & Safety, Human Resource Management, Legal & Regulatory, Premises & Infrastructure, Strategic and Student Welfare & Learning and rated in terms of their likely impact. The QC maintains oversight of programme, academic and learner related risk. A copy of the relevant section of the risk register is available at Quality Committee meetings and any new or changing risks are highlighted by the Quality Officer.

Risks include:

- Staff Absenteeism: is covered by the DES substitution agreement.
- Business Risk: insufficient learners to run a course – learners will be facilitated on their second course choice.
- Financial Risk: Teachers' salaries are paid by the Department of Education and other funding is secured from Solas to cover the running costs of the college.

### **Resource Management**

Section 15 of the Education Act, 1998 requires the Board of Management, in carrying out

its functions, to monitor the efficient use of resources and, in particular, the efficient use of State funds. Boards have a statutory duty to ensure that appropriate systems are in place to ensure school resources (including grants, staffing and other resources) are managed appropriately and efficiently and in a manner that provides for appropriate accountability to the relevant parties.

### **Safeguarding**

Moate Business College complies with all health and safety legislation. The Safety Officer is responsible for the implementation and management of health and safety policy and procedures.

The following health and safety procedures are in operation in MBC:

- Safety Statement
- Fire Drills
- Hazard Book
- Regular inspection of equipment.

### **Other Policies**

1. Health & Safety Policy
2. Child Safeguarding
3. Data Protection Policy
4. Admissions
5. Anti-Bullying
6. Equality & Access Policy

Click [here](#) for links.

### **Equality Statement**

Moate Business College is fully committed to providing a harmonious working and learning environment that is free from any discrimination and in which staff and learners can maximise their full potential.

### **Protection for Enrolled Learners (PEL)**

Programmes in Moate Business College run for the full academic year. MBC is a public funded DES school. Once a programme commences then it will continue for the full academic year, therefore we do not need to have arrangements with other providers in place.

Where there are insufficient numbers to run a programme, learners will be offered their second choice, subject to availability and meeting the entry criteria.

## Policy Statement: 1.2 Management of Quality

### Quality Statement

Moate Business College's approach to the management of quality and standards is one of continuous improvement through a process of self-evaluation and action planning and on-going management meetings. Evaluation will include the views of the learners and independent evaluators. The governance structure enforces the separation of responsibilities between those who produce and develop material and those who approve it. The Quality Assurance system has been developed to promote a quality ethos for teaching staff, learners, and other stakeholders.

### Responsibilities

- The Board of Management is responsible for resourcing, supporting, maintaining, and ensuring the implementation and embedding of the QA system.
- The Quality Committee maintains oversight of the effectiveness of the QA system and makes recommendations with regard to its implementation and resourcing.

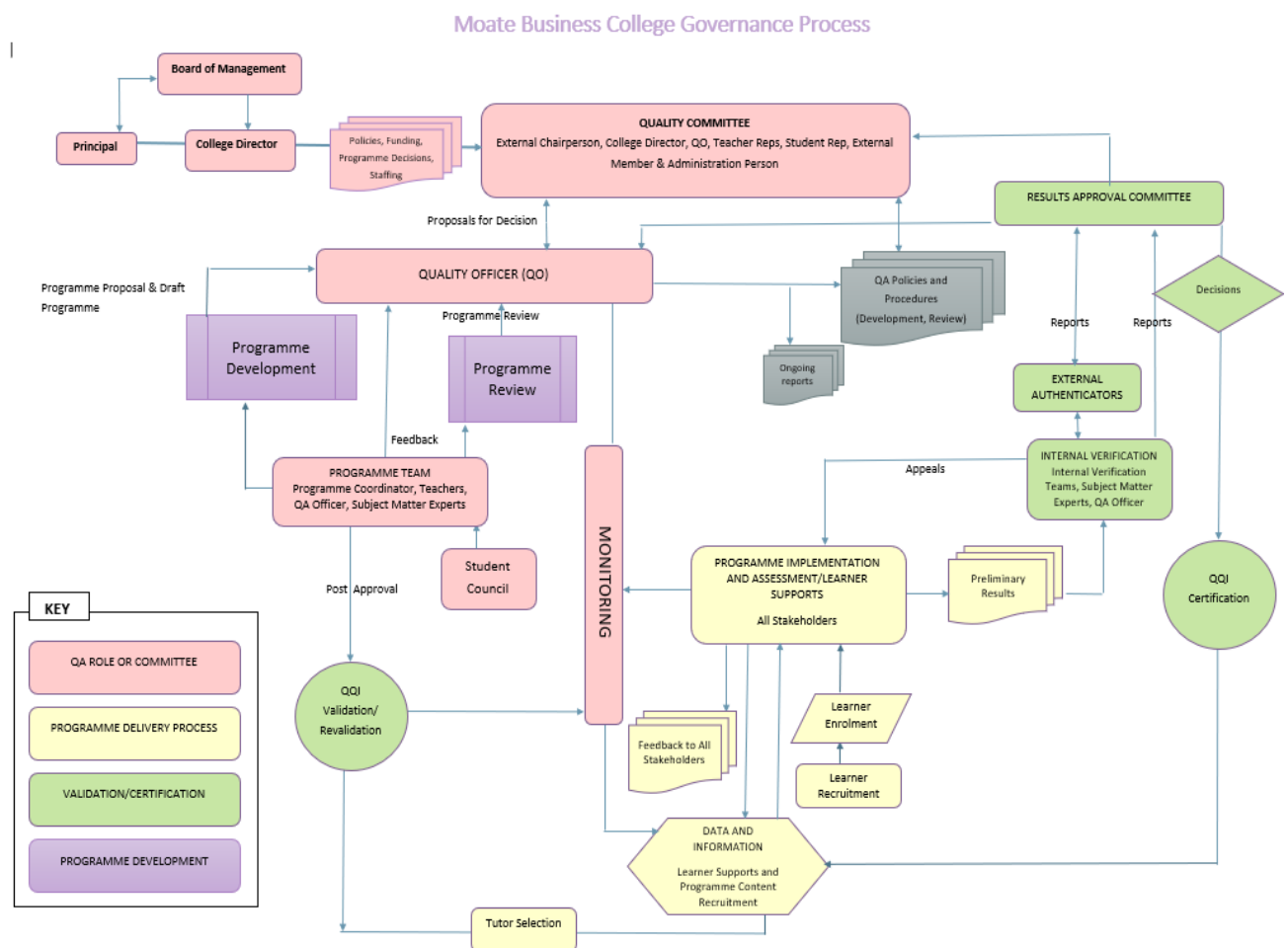


Figure 2 QA Schema

### **Aims of the QA System**

- To embed a culture in MBC that promotes quality assurance, continuous improvement and enhancement.
- To develop a quality culture between MBC and member organisations that permeates all parts of MBC for the benefit of all stakeholders.
- To identify gaps and promote best practice.
- To guide the introduction and development of programmes relevant to the vocational needs of learners.
- MBC commits to the principle of provision of opportunities for the personal development of all learners, teachers, and staff to enable them to achieve their maximum potential.
- To define a process for considering and acting on the findings of internal and external monitoring, evaluation, and review.
- To gather quantitative and qualitative data and get feedback from key stakeholder groups to support continuous improvement.
- To ensure regulatory and legislative compliance.

### **Scope of the QA System**

MBC's QA system applies to all training provision based on the QQI Core Statutory Quality Assurance Guidelines and is underpinned by the following pieces of legislation.

- The Qualifications and Quality Assurance (Education and Training) ACT 2012
- Qualifications and Quality Assurance (Education and Training) (Amendment) 2019
- General Data Protection Regulation (GDPR) 2018
- Safety, Health and Welfare at Work Act 2005
- Employment Equality Acts 1998–2015
- Equal Status Acts 2000-2015

### **Embedding the QA System**

Moate Business College's quality system will encompass a culture where all of a provider's board members, committee members, staff and learners are involved in quality assurance, and in which quality is accepted as a responsibility for all to improve upon. Board members, committee members, staff, learners will work together to improve quality and sign up to an acceptance that all share a part to play in that improvement.

The Board of Management are committed to the provision of adequate resources to enable and facilitate the implementation of the quality assurance procedures, the consistent application of those and quality improvement plans.

We ensure that our QA system is easy to access and use and staff are trained to implement it.

MBC implement and maintain procedures relating to the approval, monitoring and review of programmes and to gather quantitative and qualitative data and to conduct periodic surveys/social media to get feedback from key stakeholder groups including member organisations, learners, and programme teachers, for quality improvement.

There is regular and meaningful reporting on quality to the BOM, QC and the Principal.

We have clear roles and responsibilities for individuals and term of reference for committees which we review and update regularly.

### **Learner Involvement in Quality Assurance**

Learners are encouraged to be involved in quality assurance to enhance the learning experience in MBC. A Student Council is setup on commencement of each academic year. Learners from each programme are represented on this Council. The Council meets twice per term. A learner representative is elected by the Council on to the Quality Committee each year.

### **Externality in Quality Assurance**

MBC engages with local and regional stakeholders to support the continuous improvement and enhancement of quality assurance methods. MBC actively engages with local secondary schools to identify changes in demand for programmes and to satisfy the changing needs of school leavers. MBC engages with local employers to identify current training needs. The External Authenticators provide independent confirmation of fair and consistent assessment of learners. The external candidates on our Quality Committee brings additional experience, skills and knowledge and helps the committee increase its overall effectiveness.

### **Managing and Maintaining the QA System**

The Quality Committee are responsible for overseeing the implementation of these QA procedures including the monitoring and review process.

Policies and procedures may be drawn up and proposed by QC; however, they will be signed off by the Board of Management. The QA system and QA documents are reviewed as required and at least once every two years.

This is to ensure that the QA system:

- Reflects experience and changing contexts
- Is working effectively in terms of ensuring quality provision
- Is accessible and easy to use
- Remains 'fresh' and those obsolete documents are removed
- Meets regulatory requirements and the needs of all stakeholders, particularly QQI.

The Quality Officer compiles a report which is presented to, and considered by, the QC. The QO coordinates the implementation of the recommendations approved by the QC and updates the QA documents. Changes to policy must be ratified by the board of management and QC.



## Chapter 2

### Documented Approach to Quality Assurance

#### Revision History

<b>Date of This Revision:</b>	06/2023	<b>Date of Next Revision:</b>	12/2026
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Revision Number	Revision Date	Summary of Changes	Author
1.0	22/08/2021	Created in line with QQI Core Guidelines	Anne Ganly
2.0	04/12/2021	Layout and procedures modified	Anne Ganly
2.1	06/06/2023	New PPP handbook incorporated as a QA document.	Anne Ganly



## **Policy Statement 2: Documented Approach to Quality Assurance**

Moate Business College aims to provide a robust documented approach to its quality assurance system in line with The QQI Core QA Guidelines (2016, page 9). There are clearly documented policies and procedures available which set out our commitment to the quality of our service provision. MBC is also committed to continually improving its processes, programmes, and services and to maintaining and continually enhancing its Quality Assurance System in line with QQI requirements, relevant legislation and the changing needs and expectations of learners and employers.

The QA documents are designed and developed to be consistent; accessible; easy to read and all references and cross references correct and easy to follow, comprehensive and detailed and can be implemented in the daily operations of the college. We use a robust approach to document control and standardisation in supporting the QA system.

The documented QA framework allows for continuous monitoring and evaluation of the effectiveness of its policies and procedures.

<b>PROCEDURE</b>	<b>2.1 Documented Policies and Procedures</b>
<b>Associated Policy:</b>	<b>CG2 Documented Approach to Quality Assurance</b>

<b>VERSION</b>	3.1	<b>VERSION DATE</b>	12/2023
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	+3 years		

<b>PURPOSE</b>	To document comprehensively, the quality assurance system in a transparent manner to facilitate access by all stakeholders to necessary information as required, in usable formats.
<b>Scope</b>	<p>The scope of this QAS addresses the 11 main policy areas set out by QQI in the Core Statutory Quality Assurance Guidelines published by QQI (April 2016).</p> <ol style="list-style-type: none"> <li>1. Governance and Management of Quality</li> <li>2. Documented Approach to Quality Assurance</li> <li>3. Programmes of Education and Training</li> <li>4. Staff Recruitment, Management and Development</li> <li>5. Teaching and Learning</li> <li>6. Assessment of Learners</li> <li>7. Supports for Learners</li> <li>8. Information and data management</li> <li>9. Public information and communication</li> <li>10. Other Parties involved in Education and Training</li> <li>11. Self-evaluation, monitoring and review</li> </ol>
<b>Responsibilities</b>	<p>The Board of Management has overall responsibility for the QA system.</p> <p>The Quality Committee maintains oversight of the QA system and the documents that make up the system.</p> <p>The Quality Officer is responsible for the maintenance of the documents on a day-to-day basis.</p> <p>All staff are required to take personal responsibility for quality.</p>

## Policy

A *policy* is a statement or series of statements which set out a provider's position and commitment(s) on a particular area of education and training provision. It should show that a provider is aware of its obligations in the area and is committing to deliver on these obligations.

A *policy*:

- Is written for all stakeholders, internal and external, and has the primary purpose of informing those who read it as to the position of the provider on a particular aspect of its role.
- Sets out broad parameters.
- Is available to all stakeholders e.g. on a website.
- Has the understanding and backing of governance and senior management.

- Informs the learners of what they should expect from the provider.
- Informs staff of what is expected of them.
- Provides a protection and support to provider staff in carrying out their work.

### Procedures

- Policies are supported by procedures that set out the 'how', 'when' and 'by whom' written with a level of detail to that makes it clear how something is done. A procedure describes a process intended to deliver all or part of a policy commitment.

*A procedure:*

- Is written to be available and understood by the people who will be operating the process or engaging with it.
- Addresses the practicalities of the process – actions, forms, actors, timelines, information flows, records etc.
- Is designed with the intention of delivering quality and consistency.
- Must be capable of being monitored i.e. records and / or indicators will be generated which should show if the procedure is being followed and, crucially, if it is effective.
- Evolves over time as possible improvements are identified and implemented.

### Elements of our QA System

- The QA Manual – (this document)
- Role Descriptions Appendix 1
- Terms of Reference
- Learner Handbook
- Professional Practice Placement Handbook
- Teacher Handbook
- QA Document Register – Excel File to track all QA documents
- Reference documents that provide pertinent details for consultation e.g. QQI QA Guidelines, Qualifications and Quality Assurance (Education and Training) Act 2012
- Support documents we use to implement procedures e.g., internal verification form, learner evaluation form
- Visuals e.g. organisation chart, schema, assessment process chart
- Glossary – An alphabetical list of terms we use with the definitions for those terms

### Documented QA Policies and Procedures

MBC's QA system has been created under the guidelines of QQI's Statutory Quality Assurance Guidelines (April 2016/QG1-V2) and to reflect current legislation. The QA Manual is organised into single topic chapters based on the areas listed in Section 2 of these guidelines.

All policies and procedures are signed off by our Board of Management. They have agreed that all policies will be available on the college website in pdf format following reengagement.

QA Manual is available to teaching staff on Moodle. This documented approach enables staff to deliver programmes which satisfies MBC's policies and procedures.

Relevant policies and procedures are referenced in the learner handbook and available in the student hub on Moodle.

Professional Practice Placement (PPP) Handbook outlines the code of practice for ELC programme providers. This The code of practice sets out the roles, responsibilities, and operating procedures for the professional practice placements. The code of practice applies to all professional practice placements.

Management recognises that these policies and other QA documents are essential in the creation and delivery of a high-quality service for all learners and stakeholders.

### Presentation

MBC aims to have clear and concise communication that is easily understood. Therefore, our QAM must be accessible, navigable and user friendly. The QC ensures that the format and layout is as easy to use as possible.

MBC uses standardised policy templates which are version controlled and dated with a future designated review date by the quality committee. This monitoring process ensures that policies continue to meet the needs of all stakeholders. All policies generally follow a common template:

- Policy Title
- Date Effective, Version Number
- Policy Owner
- Policy Scope and Purpose
- Policy Details and Review Date
- Policy is informed by and aligned with QQI guidelines
- Where policies are to be shared publicly, they are available in a user-friendly manner.

All documents are readily identifiable by name, version and date.

All documents are in electronic format for ease of use and access.

QA documents which guide staff in the implementation of the QA process are available on the Teacher Hub on Moodle.

QA documents relating to learners are available on the Student Hub on Moodle.

QA documents are version controlled and the version number and date are visible on these documents.

Obsolete documents are removed from all our platforms.

We use a QA document register – an Excel file – to track and record all QA documents.

### Use of Visuals

We use visuals in our QA documents where they are appropriate and help to clarify the meaning of the text.

Visuals take many forms: process maps, workflow documents, the organisation chart, flowcharts. The following are the key visuals included in the QA manual:

- A visual representation of the organisational structure
- A process map of our QA system based on the QA schema designed by QQI
- Overview of Process for initiating New QQI Programme
- Assessment Process

### Naming Convention for Files

To maximise access to QA records in MBC we use short descriptive file names which include a version number and a date in the format of month and year. This makes it easier to organise, share and keep track of data files.

Reference Key for Documentation Naming

Name	Description	Version No	Version Date MMYYY
Risk Register MBC V2 012022	Risk Register MBC	V2	012022

### QAM Document Review and Maintenance

The Quality Committee are responsible for the management of the QAM. The QAM is a live document that is subject to input and recommendations which comes through various channels:

- Learner and other stakeholder feedback forms part of QA policy development. Staff members are encouraged to put forward reasonable suggestions for improvements to current or new policies and procedures.
- While every staff member in the College has a role in quality assurance, the primary activities are carried out by the various committees within the College.
- As part of the initiative “Looking at our Schools 2016” the College has encouraged all stakeholders to participate in the development, maintenance, and improvement of a robust and fit-for-purpose quality assurance system.
- External stakeholders are involved in programme development and also make up the part of the QA committee and other independent panels.
- Learners, staff, and external stakeholders of the College all contribute to the integrity of the policies and procedures.
- Learners are represented by the Student Council. The council is given guidance in their role of upholding quality assurance. Learners have an active on-going role in providing feedback to academic programmes.
- Policies, by definition, change infrequently.
- Procedures will be reviewed on an ongoing basis or as is needed when there are new or emerging QQI guidelines so that they remain fit for purpose.
- At an operational level the Programme Team will monitor and review the effectiveness of current QA policies and procedures and report any areas that are considered to require examination.
- Learner surveys and complaints logs will also inform decisions on effectiveness of policies/procedures to ensure a quality system. The learners will complete a confidential evaluation form (via Ms Forms) on an annual basis. Results are analysed by the QC.
- Formal consultation of final draft with relevant parties takes place.

## Handbooks

We regard the learner, teacher and PPP handbooks as key QA documents. They are updated annually with the input of users.

- Learner handbooks are available on Moodle. Our administration teams updates this annually.
- Our Moodle Administrator removes the old version from Moodle and uploads the new version each September.
- A PPP handbook is available in the ELC General folder on Moodle for all ELC learners.
- A Teacher handbook is available on Moodle in the Teacher Hub. It is updated by the QO as required.
- A teacher handbook is available in print format each September for all teaching and support staff. This is updated each year by our College Director.
- The tone of these handbooks is welcoming and direct and in reader-friendly language. The contents provide or point to the quality assurance policies and procedures which are most relevant to the audiences.
- These policies and procedures are available on Moodle.

## Integration

As a DES provider, MBC must comply with all relevant legislation and regulatory requirements as outlined by the Department of Education & Skills.

## Access to QA Documents

MBC Website

Moodle



## Chapter 3

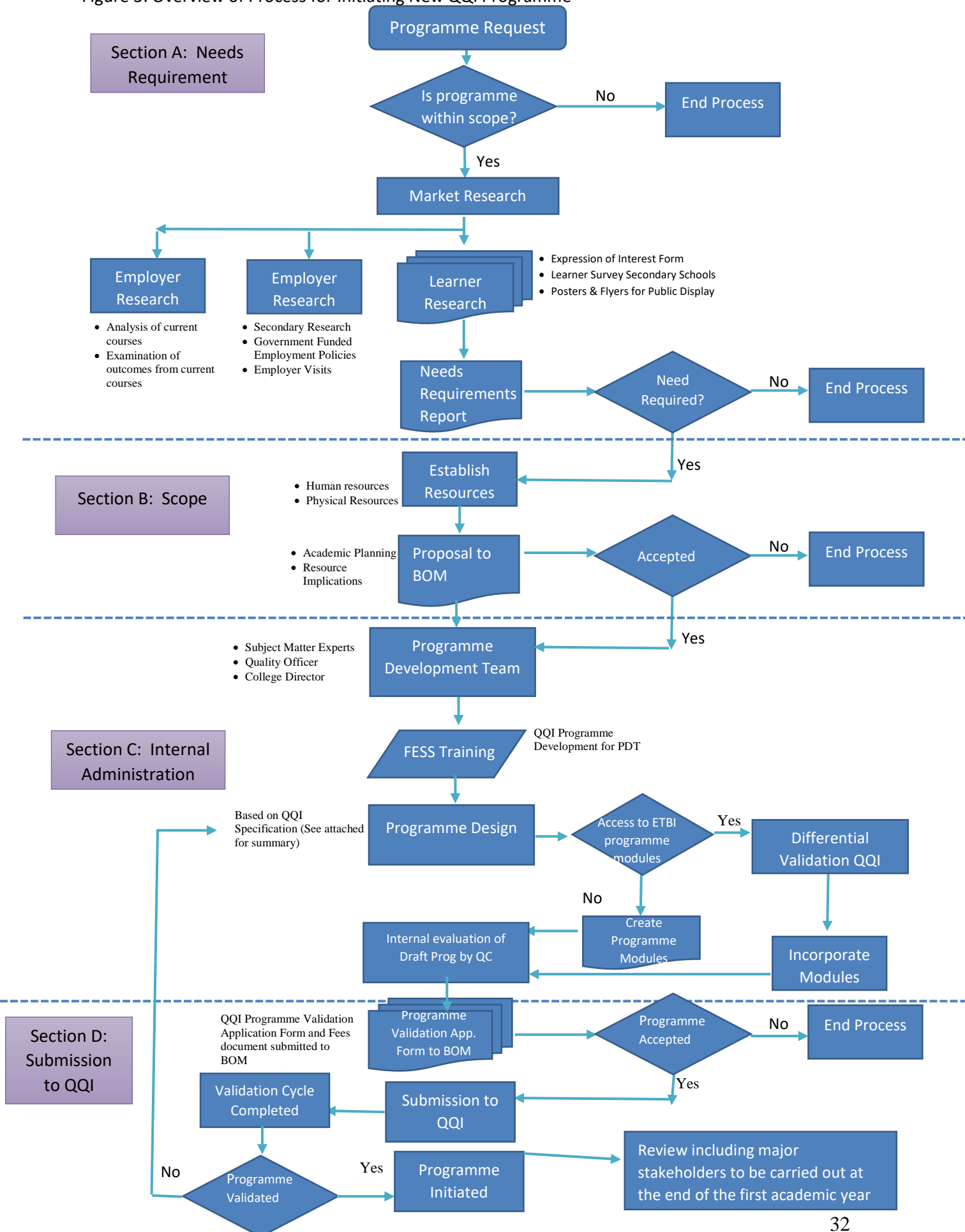
# Programmes of Education and Training

### Revision History

<b>Date of This Revision:</b>	14/11/2022	<b>Date of Next Revision:</b>	13/11/2023
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Revision Number	Revision Date	Summary of Changes	Author
2.0	12/04/2021	New Policy Document 2021	Anne Ganly
3.0	16/02/2022	Document reformatted Programme Development stages updated Managing and Quality Assuring Work Placements updated	Anne Ganly
3.1	14/11/2022	Updated 3.2 Managing and Quality Assuring Work Placements to reflect current practice	Anne Ganly
3.2	10/10/2025	Updated 3.1 Programme development and approval. Removed line "MBC Does not offer Blended Learning" Updated 3.1 Replaced "Institutes of Technology" with "Technological Universities." Updated 3.4 Programme Monitoring and Review. Replaced "Institutes of Technology" with "Technological Universities" Updated 3.3 Learner Admission, Progression and Recognition. Updated the line "Applicants are called for interview" to "Applicants may be called for interview" Edited the section on "RPL Procedure for Module Exemption and Gain Credit towards an Award " to include words "Learners availing of RPL complete the Exam Entries"	Aileen Martin

Figure 3: Overview of Process for Initiating New QQI Programme





## **Policy Statement 3: Programmes of Education and Training**

Moate Business College is committed to providing participative, active and meaningful programmes of education and training. It is our policy to identify the needs of the learners and/or other interested parties in the design and development of educational programmes which satisfy these needs. MBC aims to provide a lifelong learning experience based on predetermined national and international standards which lead to awards from QQI and other qualifying bodies. Every effort will be made in the provision of a high level of quality programmes which take account of the changing needs and expectations of learners. New programmes will be reviewed and evaluated on a regular basis by internal structures involving management and governance.

Programmes will be developed to ensure that there are pre-defined and published regulations relating to learner admission, progression, recognition and certification of awards. Access policies, admission and criteria will be established and implemented in line with national policy and procedures. Programmes will be developed and delivered using the principles of universal design to ensure that all learners can access the programme and its curriculum.

Programmes will be developed to ensure that learners will be competent in a specific discipline. This competency will be measured in achievement of stated minimum intended learning outcomes which are based on the knowledge, skills and competence framework of the National Framework of Qualifications.

Programmes and their delivery will be monitored and reviewed to include an annual evaluation by the Programme Team. This is to ensure that programmes are being delivered according to their approval, that amendments and/or adjustments which are informed by learners and departments can be incorporated and updated and that all learning outcomes are being met.

We have documented work placement procedures that include work placement guidelines that clearly articulate the roles and responsibilities of the work experience teacher, the learners on placement and workplace supervisors.

The policy should be read in conjunction with the other elements of the Quality Assurance Framework (QAF) as approved by the Board of Management. It is a working document and is subject to regular review. It will be reviewed in the light of feedback received from staff, learners, outside interests and new educational developments.

### **Definition**

"A programme of education and training is a process by which a learner acquires knowledge, skill or competence and includes a course of study, a course of instruction and an apprenticeship."

[QQI Policies and criteria for the validation of programmes of education and training validation of programmes of education and training, 2017, p.5](#)

### **Responsibilities**

- The BOM is responsible for all programme approval and both human and financial resource allocation.
- The Quality Committee maintains oversight of programme design and approval, delivery, quality, and resources for all programmes delivered in Moate Business College
- The Quality Officer coordinates all new programme planning, through to the validation process.
- A programme coordinator manages each specific programme including the development process, programme delivery and the RPL process for that specific programme under the guidance of the QO. The programme coordinator reports to the College Director and the Quality Committee.

<b>PROCEDURE</b>	<b>3.1 Programme Development and Approval</b>
<b>Associated Policy:</b>	<b>CG3 Programmes of Education and Training</b>

<b>VERSION:</b>	3.2	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	On an ongoing basis as required		

<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>○ To ensure that programme development is a systematic process with appropriate planning, implementation, review and evaluation.</li> <li>○ To ensure that programmes are relevant to the needs of learners and industry and to anticipate future training needs.</li> </ul>
<b>SCOPE</b>	This policy applies to all QQI programmes delivered in MBC.

### STEPS FOR IMPLEMENTATION

MBC delivers programmes developed to lead to QQI major or special purpose awards under the Common Awards System (CAS) and has a range of modules (in line with the award structure).

MBC mainly uses a shared curriculum designed by the ETBs under the ETBI Shared Programme Development Process and validated by QQI for delivery by MBC. MBC's strategy for programme development and approval is to develop apt and responsive programmes which will meet the needs of learners from the perspective of vocational and academic opportunities, and meet the needs employers, local community, and any other stakeholders. MBC also aims to deliver the Early Learning & Care (ELC) programmes using Professional Award-type Descriptors (PATD) leading to Professional Awards at Level 5 and Level 6.

### New Programme developed by MBC

- Identification of potential new programme(s), by any staff member, based on current Government initiatives, local employment trends, feedback from local employers and organisations, local Higher Education Colleges & prospective learner enquires.
- Formal research carried out and market identification through Expression of Interest surveys carried out in our feeder secondary schools by the career guidance counsellor.
- New programme(s) discussed with internal subject matter experts during programme team meetings.
- Determine if programme(s) is within our scope of provision.
- New programme(s) is presented to the College Director and discussed at a QC meeting.
- On QC approval new programme(s) proposal presented to the Board of Management by the College Director.
- The BOM considers the approval of proposed new programmes in the light of both academic and planning criteria, including a consideration of the resource implications of the proposal.
- Inform QQI of our proposal if required.
- Establishment of New Programme(s) Development Team by the College Director.

- A member of the team is appointed as programme coordinator.
- The team will consist of subject matter experts.
- The programme team will check transfer and progression opportunities by liaising with the college career guidance counsellor before continuing with programme development.
- MBC liaises with HEI's to check progress routes and entry requirements. *MBC has many links with local HEI's.*
- Programme Development training for the programme team by FESS.
- The team familiarise themselves with "Policies and criteria for the validation of programmes of education and training November 2017/QP.17-V1.03 © QQI".
- Project plan agreed by the team.
- Development of the programme by the programme development team, including involvement of relevant stakeholders.
- Programme(s) are designed based on the QQI CAS awards specifications using the Programme Descriptor Template available from QQI's website.
- Programme team determines the minimum intended programme learning outcomes (MIPLOs) for the programme.
- Programme(s) are designed to ensure that the content and learning environment are appropriate to the programme's intended learning outcomes.
- The programme involves authentic learning opportunities to enable achievement of the intended programme learning outcomes.
- The programme team consider all resources required both human and physical in detail.
- Clear instructions are included as to how the teacher and the learners must complete the programme activities.
- Appropriate assessment strategies are design.
- The team meeting with the College Director and Quality Officer on an ongoing basis to present work-in-progress.
- Ongoing monitoring and review schedules will be built into the programme.
- The team will carry out a risk assessment as part of the design process.
- The team produces a detailed programme descriptor containing all information relating to the new programme.

#### **Programme Validation/Revalidation**

- The team complete a draft application for validation.
- The programme coordinator presents the final documentation to the QC.
- The Quality Committee will discuss and carry out an internal evaluation of the programme against the applicable validation policies and criteria using QQI's Template for Self-Evaluation against QQI Validation criteria.
- On approval, completion of the QQI Programme Validation Application process with all the programme-related supporting documentation by the programme team and QO.
- QQI fees form is completed.
- All documentation submitted to the BOM for final approval and sign off.
- On BOM approval Submission to QQI through QHub by the Quality Officer.
- Validation is then sought from QQI in advance of delivery.
- On approval from QQI, authorisation is sought from Solas to offer the programme.

- On approval from Solas, funding is provided.
- Extra funding may be obtained by applying to Solas under the MAEDF fund.
- The Quality Committee together with the programme team will ensure that the programme as implemented does not differ in a material way from the programme as validated and that it is provided with the appropriate staff and physical resources as outlined in the programme application.
- MBC is aware of the revalidation process and the QC will initiate self-evaluation for the five-year review of the programme.
- The QC will initiate the revalidation process of continuing programmes every five years.

#### **Programmes developed under the ETBI Shared Programme Development Process**

- MBC will continue to work collaboratively with the ETBs to develop shared curricula.
- The Quality Officer on behalf of MBC requests shared programme descriptors from the relevant ETB through the Director of ACCS/JMB Further Education Support Unit (FESU)
- On receipt of the shared programme, the programme is modified by the team to choose the relevant programme modules required to meet the identified need
- Assessment instruments are prepared by module experts in our centre.
- The Quality Officer completes the QQI Application process
- Fees form completed
- Documentation is sent to the Quality Committee
- On approval all documentation is submitted to the BOM for final approval
- On BOM approval Submission to QQI by the Quality Officer
- Applications are submitted through the Q-Hub
- **Differential validation** is then sought from QQI
- Should a programme team wish to update an existing programme by the addition of a new module to that programme, the FET Programme Validation Application Form, Part 2 will be completed.
- This will be sent to the Quality Officer who will discuss the rationale and relevance to this module with college management and the Quality Committee.
- The proposal is then sent to the Board of Management.
- On approval the application form and supporting documentation is submitted by the Quality Officer to the Director of ACCS/JMB Further Education Support Unit (FESU) for screening.
- FESU screens the application for completeness and general accuracy.
- FESU may ask for additional information / clarification at screening
- The QO responds to FESU with additional information / clarification
- Following successful screening, FESU forwards the application to QQI for approval.
- QQI confirms approval with FESU and notifies the college through QHub that they have been approved.

**Programmes are developed in line with the requirements within the national framework of qualification and associated policies and procedures on Access, Transfer and Progression**

- It is MBC's strategy to give clear information to learners which should help identify pathways to, from and within programmes, and about awards and qualifications that may be achieved. Further to this, all programmes lead to major awards, minor awards or special purpose awards under the Common Awards System or Professional Awards.
- For each programme, the name of the awarding body and the title, award-type and framework level designation of the award associated with that programme is published on all our publicity documentation.
- Candidates who are already registered on any of our programmes and who wish to transfer to another programme may do so subject to meeting the entry requirements and availability of places.
- Progression routes into and onwards from all programmes leading to awards in the framework are published in promotional materials.  
Progression routes to HEI's are available on the CAO website.

**Learner and stakeholder involvement**

- Moate Business College's programme development and approval is informed by current market research carried out in local secondary schools, contact with employers, contact with other education institutions and relevant government reports and policies.
- As part of our research, we consult with External Authenticators who are independent experts and who are members of the broader community of practice within the programme's field of learning.
- MBC collaborates with other providers in our sector.
- On identification of potential new programme based on research carried out, MBC applies to Solas through the annual Overarching Planning and Funding requirements for FET Provision and in line with the outcome of market research reference above
- MBC has created partnerships with other relevant educational institutions, work placement settings and potential employers.
- MBC has developed a Student Council which provides a forum for the learner to participate, give programme feedback and provide suggestions for future programmes.
- MBC communicates verbally with employers to establish opportunities appearing in the workplace
- Workplace providers are visited in all vocational areas
- Emphasis is placed on the involvement of MBC internal staff from related programmes in the design and development of the programme.
- In designing the programmes in MBC, emphasis is placed on developing reflective practice, creating active engagement between the learner, the teacher and other stakeholders who have an involvement with the process.

**Externality**

- MBC engages with a host of external experts to ensure programmes fulfil vocational needs of learners and guarantee that course content is always up to date in each vocational area.
- All programmes in MBC have a vocational component which provides the learner with the opportunity of a structured learning experience linking knowledge and skills to their specific vocational area.

- Expert external organisations are divided between subject matter experts, examination bodies, professional associations, government agencies and public bodies.

### Programme Delivery

The College Director is responsible for planning and organising programme delivery ensuring that the venue, equipment, teachers, learner information and other resources are in place. A programme coordinator and team are appointed for each programme of education.

If any member of the programme team identifies a need for new or additional equipment or resources for his/her module, then he/she alerts the College Director who sources what is needed and consults with the Principal and Board of Management if significant expenditure is required.

The programme coordinator arranges a programme team meeting to discuss and organise:

- Learner induction
- Resources, equipment and facilities
- Assessment planning
- Review applications/learner profiles
- Arrangements for reasonable accommodation (if any)
- RPL applicants (if any)
- Monitoring and evaluation
- Updates to programme content

### Progression for learners within and between programmes

- Learners can experience significant changes in their learning environment and teaching approaches, when they progress within and between programmes, so MBC ensures that all programmes are developed to lead to major awards under the Common Awards System (CAS) or Professional Awards and has a range of modules (in line with the award structure). Therefore, all programmes follow the same structure enabling a smooth progression for learners.
- Details are outlined in our admissions policy.
- Follow on programmes are available where possible in Moate Business College.
- To progress externally the learner must attain a minimum of 8 passes to the value of 120 credits (to include relevant modules) to secure their full award.
- We have regular contact with Technological Universities and Universities including on-site visits.
  - Learners who have completed an Advanced Certificate Level 6 programme in Moate Business College may apply for Direct Entry to colleges who allow such applications.
  - This process allows learners entry to the second year of the Level 6 or degree programme they are applying to.
  - Learners should always check if there is a Direct Entry pathway to their chosen course and if they meet the entry requirements.
  - Learners may apply for their course via the On-line link for Advanced Entry on the individual college's website. Learners must make an individual application to each college they wish to apply to.

- In addition, supporting documentation such as examination transcripts, work experience, personal statement, CV must be forwarded to the Admissions Office of each college the learner is applying to.
- This documentation should always be clearly marked. Applicants who are due to take examinations must forward these transcripts as soon as they become available.
- Dates on which advanced entry opens in each college and deadline for applications vary from college to college, therefore learners must check each college website for these details.
- Applications are generally assessed on the basis of availability of places in the relevant programme and on merit.
- It is recommended that learners apply for year 1 of their chosen courses also.

Most Direct Entry applications to Institute of Technology's are made via the CAO website. However, for some courses, learners must apply directly to the IT or university and this list is available on the ITs/university website in the Advanced Entry section.

#### **To define the expected learner workload.**

- Each programme module descriptor has a detailed description of the expected workload. Presentations are prepared, based on these module descriptors, in advance of programme inductions. These presentations detail the expected workload for learners
- Level 5 and Level 6 programmes have an expected workload of 150 hours per module. This work includes both directed and self-directed learning.
- Individual teachers create assessment instruments in line with the programme module descriptors.
- The programme team (consisting of the Programme coordinator and module teachers) meet and draw up an assessment plan so that all assessment can be scheduled at appropriate intervals.
- Learners are advised of this plan.
- Where possible assignments are integrated to avoid over assessing learners.
- MBC streamlines all assessment processes by using standardised assessment templates.
- Teachers issue agreed dates for completion of all assessments.
- Assessment plans are sent to the Quality Committee for approval.
- An Examination Timetable is compiled to show times and dates for all formal written examinations and some skills demonstrations.
- The above information is communicated to learners via email, notice boards or Moodle.

#### **Programmes are compliant with internal and other regulatory or professional policies and requirements.**

- Moate Business College keeps up to date with current regulatory and professional policies and requirements. MBC ensures compliance through CPD training, In-service, FESS workshops, employer consultation, Department of Education circulars, Board of Management and ACCS Support Services.
- MBC staff members collaborate with other VSCCS schools.
- College policies and procedures reflect these regulations. All programmes are amended to incorporate up-to-date regulations to make them compliant with these policies and requirements.
- MBC's policies and guidelines will reflect the Colleges commitment to the promotion of equality and will be fully compliant with the provisions of prevailing equality legislation.



- Policies are made available for all staff. These are discussed at staff briefings on commencement of the academic year.

**To have procedures for coordinating provision at faculty (or equivalent) level and at college or centre (or equivalent) level for multiple programmes.**

- MBC is funded by the Department of Education & Science to employ all day-time staff both teaching and non-teaching staff. Staffing levels are as per Department guidelines. The Department also makes other funds available for infrastructure, resources and facilities.
- Solas provide a capitation grant for all learners on full-time day programmes which enables MBC to run programmes effectively and efficiently and to provide the necessary resources, equipment and facilities.
- All full-time programme provision is delivered by teaching council recognised teachers employed in MBC.
- The Board of Management and Principal assign responsibility to the Deputy Principal/College Director to organise these resources (financial, facilities and human) and ensure that they are utilised effectively.
- The College Director, QO and Programme Team meet to plan and coordinate provisions required for successful delivery of the programme.
- The Director then prepares programme timetables to best utilise our resources and ensuring that all programmes will sustain a supportive, well-resourced learning environment.
- The QO liaises with all teaching staff and provides advice and guidance on all programmes.
- Provision for standardised common modules across multiple programmes:
- Learners on all programmes are provided with wide ranging teaching and learning opportunities and self-directed learning.
- All generic modules such as Work Experience, Personal & Professional Development and Communications are delivered across all faculties at the equivalent level. Common briefs and assessments are designed with some modifications for the specific vocational areas. They are all internally and externally verified to ensure standards are maintained. This provides for coordinated teaching and learning, assessment methods, timetabling and resources for all learners on multiple programmes.
- MBC is proactive in collaboration with colleges of Higher Education thus providing learners up-to-date information on progression.
- Provision is reviewed on an ongoing basis.

**Programmes are subject to formal internal provider approval processes against defined criteria**

- All programmes are subject to MBC internal approval processes as follows:
  - On identification of potential new programme(s), these are discussed with internal staff with expertise in the relevant programme area.
  - Management will identify resources required and the centres' ability to meet those requirements.
  - Then if the new programme(s) proposal(s) are viable they are presented to the Quality Committee.
  - On approval they are sent to the Board of Management.

- On BOM approval then a New Programme(s) Development Team will be establishment for each new programme.
- On completion of the process of programme application, its development and self-evaluation, approval is sought from the BOM regarding the process undertaken, and their willingness to approve the programme submission to QQI.

**Programmes are subject to ongoing monitoring and periodic review.**

- MBC ensures that all programmes are reviewed at regular intervals to ensure their continued relevance and that they respond to the needs of learners and society. Mechanisms for monitoring and reviewing programmes include programme team meetings, learner feedback, external examiner reports and annual programme monitoring reports.
- The Student Council provides regular feedback on all programmes to include content, resources and methods of delivery.
- Learner Evaluations and feedback is sought from all learners on completion of the programme.
- The monitoring process allows for the adaptation of programme modules to ensure that programmes remain relevant and effective. Monitoring provides the opportunity to reflect on current teaching practice and, in doing so, propose new changes to improve the delivery systems; thus, enhancing the learning experience.
- MBC uses the QQI Infographics website to benchmark programme outcomes with that of other providers.
- Programme outcomes are monitored by Solas through the FARR system.

**To design programmes with the intended mode of delivery and learning environment in mind**

- All programmes in MBC are offered on a full-time basis – over one academic year (September to May).
- Adult Education night classes commence in September and January each year and are offered on a module-by-module basis. These modules are already being delivered as part of our full-time programmes.
- Learning mainly takes place face to face in classrooms and computer labs.
- Remote learning takes place through synchronous teacher-led scheduled classes on Microsoft Teams.
- Rooms are equipped with the resources required for all learners to succeed in all programme modules.
- MBC makes optimum use of resources in the design and delivery of programmes to ensure a supportive and creative learning environment.
- Programmes are designed so that assessment is continuous throughout the academic year.
- Schemes of work are designed so that the learning environment provides the best opportunity for our learners to be active learners, stimulated to learn more and challenged to take on new tasks.
- Field trips and workshops are built into all programmes to enhance the learning environment.
- Guest speakers from relevant economic and social backgrounds contribute to mode of delivery and the learning environment.
- Programmes are not restrictive in design and allow for learner diversity while still maintaining standards.

- Programmes are designed so that learners are encouraged to engage with teachers and fellow learners by speaking out in class and working in groups.

**Supporting Documents:**

CAS Award specifications

Validated programme descriptors

Certificate of Validation

**Reference Documents:**

QQI Core Statutory Quality Assurance Guidelines

Policies and criteria for the validation of programmes of education and training *November 2017/QP.17-V1.03 © QQI*

A Conceptual Framework for UDL for Irish FET Sector (Solas)

**QQI's Toolkit:**

Programme Descriptor Template

Guidelines for completing the descriptor

Template for self-evaluation against QQI Validation criteria

<b>TITLE OF PROCEDURE</b>	<b>3.2 Managing and Quality Assuring Work Placements</b>
<b>Associated Policy:</b>	<b><i>CG3 Programmes of Education and Training</i></b>

<b>VERSION:</b>	3.1	<b>VERSION DATE:</b>	11/2022
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	11/2026 or as required		

<b>PURPOSE</b>	To outline the process by which we monitor the quality of work placements and support the learners on placement and their supervisors.
<b>Scope</b>	All work placements which are assessed.

### Responsibility

The WE teacher has primary responsibility for ensuring that learners on work placement are well prepared, managed and supported.

The programme coordinator and the WE teacher are both responsible for seeking and approving quality placements and assessment of learners.

### STEPS FOR IMPLEMENTATION

- Many fulltime programmes offered in MBC includes a work experience component (subject to health and societal restrictions) and successful learners will achieve a QQI minor award in work experience. This vocational component provides the learner with a well-structured learning experience linking knowledge and skills to their specific vocational area.
- Professional Practice placements will be integrated into the ELC programme. All placements will with a registered Tusla provider and will meet the programme criteria for placement selection.
- Learners are informed at induction about the WP process and requirements.
- Work placements are well planned and coordinated by the programme coordinator and WE teachers from all programmes. MBC is committed to ensuring that the work-based learning environments that learners experience as part of their work placements are appropriate, safe, and not exploitative of the learners that engage in them.
- MBC ensures clear communication about the work placement to all parties involved, i.e. staff, learners, employers.
- Learners are prepared by their WE teacher prior to work experience to ensure that it is a valuable learning experience. Learners will complete all necessary requirements before entering the workplace e.g. Children First E-Learning programme for ELC learners, Garda Vetting for Healthcare.
- Learners are informed of the proposed dates early in the academic year so that they have adequate time to prepare and find placements.

- Learners are encouraged to find their own work experience if they can source an appropriate placement. They are encouraged to network with family and friends to find out what opportunities might be available to them in their local area.
- MBC had developed links with many employers in the surrounding areas and can assign learners to these various placements available should a learner not secure an appropriate placement.
- MBC learners are highly regarded by employers and employers are supportive of MBC's work placement program.
- Learners receive a learner agreement form from the WE teacher, which must be completed by their WPS.
- On completion of this form, it is then returned to the WE teacher who reviews and approves the suitability of the placement or not.
- By working with work placement providers MBC will ensure the ongoing quality of practice placements.
- The work placement details are recorded on a database.
- Relevant letters and documentation are sent to workplace providers in advance of the learner commencing. This documentation will set out the roles and responsibilities and code of practice for supervision of learners. The documentation includes the insurance details.
- The WE or programme coordinator contacts the placement to arrange and select a suitable WPS.
- Individual learner needs are discussed if necessary.
- On commencement of the placement, learners are encouraged to report to the college, especially if any problems are encountered.
- Learners must comply with the workplace rules and regulations at all times during the WP, otherwise, the placement may be withdrawn. These regulations include timekeeping and dress code. The learner must comply with all professional and ethical requirements regarding confidentiality, intellectual property, security and copyright. In addition, the learner must adhere to Health and Safety regulations.
- The learner is representing MBC and their programme and should make every effort to positively promote these to the work placement company who is a potential future employer.
- The programme coordinator or WE teacher phones each work placement to:
  - Check learner attendance
  - Check learner punctuality
  - Discuss learner duties
  - Identify issues if any
  - Arrange their site visit
  - To answer any employer/supervisor questions
  - To offer support to the supervisor
- Corrective action is taken immediately if a complaint is made by the employer or the learner.
- Placements are visited by work placement teachers or programme coordinators to monitor the learning experience and to assess learners in the setting.
- The visiting teacher will meet with both the WPS and learner, where possible, to discuss the placement.
- The visiting teacher will discuss other issues relevant to the employer and MBC.
- WPSs are required to assess learner performance under a number of stated criteria and rate performance linked to each criterion when completing the Workplace Supervisor Report. The visiting teacher discusses this report with the WPS prior to the assessment being completed.

- ELC professional practice placements monitors who are suitably qualified will visit and assess learners in their placements.
- While on professional practice placements ELC learners will have appropriate support and guidance.
- A placement visit form is completed by the teacher and WPS. This is discussed with the programme team after the placements. This information will be available for the programme evaluation at the end of the academic year.
- Corrective action is taken following the site visit if necessary.
- Learners are expected to report to either their WE teacher or programme coordinator at the end of week one of placement.
- Learners are required to compile and maintain a learner record throughout the work placement using a template and guidelines provided by the WE teacher.
- If a learner is unable to attend the workplace, she/he must inform the WPS and the WE teacher immediately. Absence is excused only in exceptional circumstances e.g., illness, and the learner must submit supporting evidence e.g. a medical certificate. Missed days must be completed during college closures e.g. midterm and or easter break.
- When the WPS has assessed the performance of the learner, they complete the Workplace Supervisor Report, sign it and return it by email to the WE teacher by the agreed date.
- The WE teacher retains all WP related documentation securely and submits it with the assessment portfolio for internal verification.
- The WE teacher and the learner review the placement and the learner record together and the teacher maintains a record of this review.
- The WE teacher or programme coordinator contacts employer to express gratitude and get final feedback.
- MBC has a number of planned workshops with outside providers and trips to vocational related settings to enhance each programme.
- There is an Erasmus + programme in place in MBC which provides the opportunity for learners to travel and work abroad. MBC works with its colleagues in each international partnership to ensure that work placements are complementary to the courses been taken by our learners. The College Director and Erasmus coordinator visits these placements. Learners are accompanied by teachers who visit these placements while the learners are on work placement and discuss learner's progress. Our Erasmus partners complete all necessary documentation and returns to the accompanying teacher.

### Support for Employers

Supports for employers are mainly offered by the programme coordinator and the WE teacher.

MBC supports employers by:

- Providing documentation prior to the placement
- Phoning the placement once the learner has commenced the placement
- Visiting the workplace
- Meeting the WPS (with the student where possible)
- Being available during to placement to deal with questions and queries.

### **Causes for Concern during Placement**

- Concerns regarding issues such as the suitability of the duties may be resolved in discussion with the placement provider and learner with a view to ensuring that appropriate action is taken to remedy the situation, and this would be the ideal solution in the first instance.
- In the case of concerns of a serious nature or where concerns cannot be resolved, it might be necessary to recommend removal of a learner from an unsuitable placement. The reasons should be discussed with the learner and the placement provider.
- Where necessary to fulfil the requirements of the programme a further learning opportunity may be arranged.

### **Supporting Documents:**

- Work Placement Guidelines – Learner
- Work Placement Guidelines – Workplace Supervisor
- Workplace Supervisor Report Template
- Work Experience Diary/Learner Record template
- ACCS Work Placement Guidance

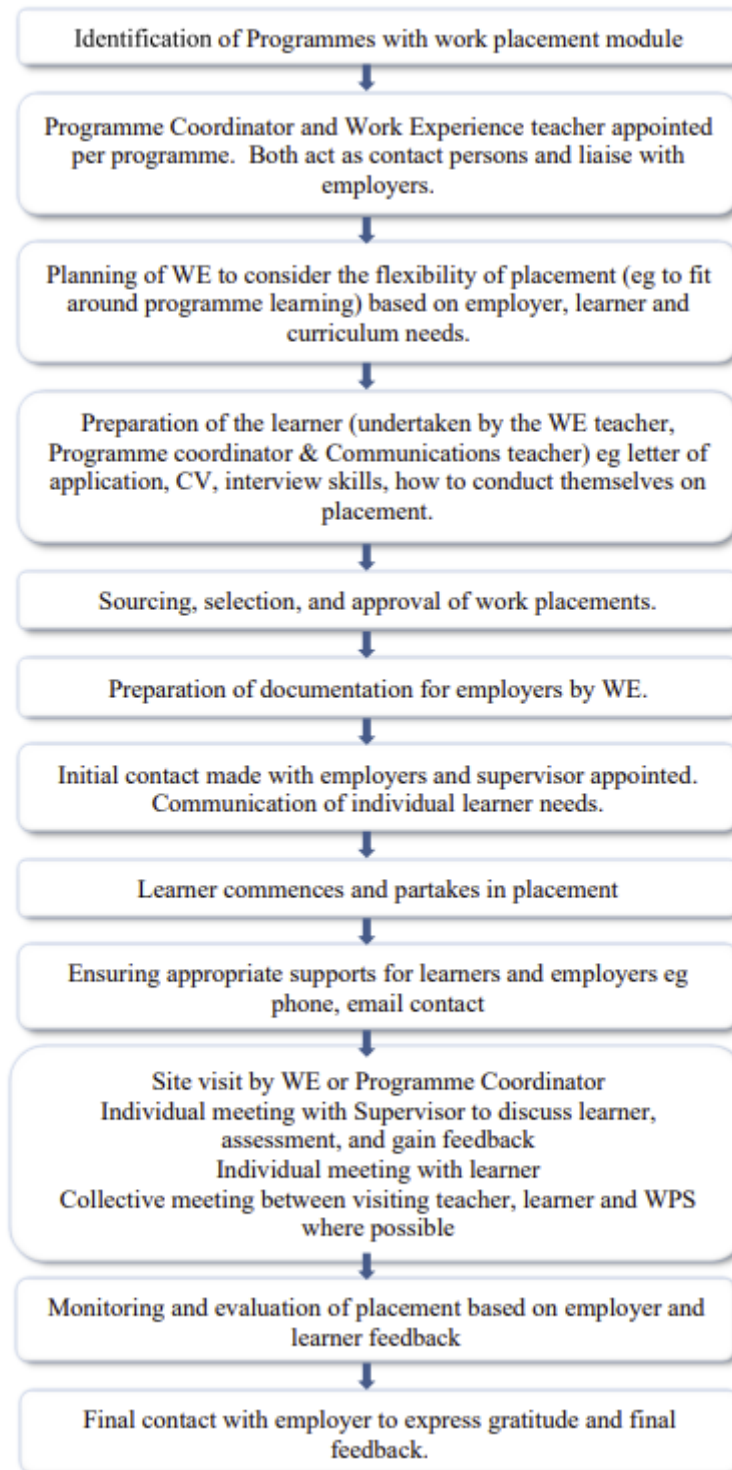


Figure 4 MBC Work Placement Process



<b>TITLE OF PROCEDURE</b>	<b>3.3 Learner Admission, Progression and Recognition</b>
<b>Associated Policy:</b>	<b><i>CG3 Programmes of Education and Training</i></b>

<b>VERSION:</b>	3.2	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	On an ongoing basis as required		

<b>PURPOSE</b>	To ensure that all published regulations are in accordance with National Policies & Procedures and are consistently applied to all learner admission, progression, and recognition
<b>SCOPE</b>	This policy is applicable to all learners seeking admission to programmes of education at Moate Business College leading to level 5 and level 6 certified awards recognised under the National Framework of Qualifications. Inclusiveness and equality are central to MBC's programmes of Education and Training Policy.

#### STEPS FOR IMPLEMENTATION

##### To have fit for purpose admission, recognition and completion procedures.

- MBC's goal is that, where possible from within its resources, we should be accessible and open to all. Our Admissions Policy is updated regularly in line with QQI and Department of Education regulations. It is submitted to our BOM to ensure compliance and meets legal requirements. On BOM approval, the final document becomes active and is adopted and published on our website.
- Our Admissions Policy provides for an inclusive service in which individual differences are welcomed and respected. MBC recognised the right of every Learner to learn and develop thorough education and we are committed to supporting them in working towards their educational goals.
- Our Admissions Policy ensures that admitted learners are at the appropriate stage in their learning development to be admitted to their chosen programme.
- As part of their college programme, learners may be required to undertake placement and training that involve dealing directly with patients, clients or service users. Since it is of over-riding importance to protect members of the public from harm and to maintain the trust and confidence of the general public in the college programmes, it is vital that learners are deemed fit to practise while on placement.
- All programmes are one year duration commencing in September of each year and are validated by QQI. They are geared towards vocational preparation and training and progression to Further and Higher Education. In this context potential learners will be prioritised on the basis of those who demonstrate:
  - Actively seeking employment
  - Update their skills to return to the workplace
  - Interested in pursuing further study with a view to progression

- Applications are invited from interested learners from January onward through to the end of September (subject to availability).
- Prospective learners can apply directly completing the application form available on MBC's website or Fetchcourse.ie. Applications forms can also be requested from the college.
- Entry requirements are available on all programme information.
- All applications are acknowledged either by letter, email or text message by the college administrators.
- Our admissions procedures aim to provide accurate and timely information, advice and guidance to new applicants to enable them to make the right choices for their future by:
  - Providing open days in March and August (subject to public health guidelines) to offer interested learners the opportunity to meet staff, discuss programmes, view the college and its facilities prior to commencement of a programme.
  - Arranging visits by our Career Guidance Counsellor to all second level schools in the catchment area to discuss the options available in Moate Business College.
  - Attending many career fairs both locally and nationally to offer information to all interested learners.
- Level 6 programme coordinators visit various educational centres/colleges offering only Level 5 programmes to promote our Level 6 programmes.
- Following application all potential learners are requested to submit results, references and or personal profiles.
- The programme coordinator reviews the completed applications and related documentation.
- Applicants may be called for interview. Interviews may be face-to-face or virtual.
- If the applicant requests reasonable accommodation, then they meet with the Disability Officer.
- MBC has a duty of care to learners and staff and reserves the right not to admit a learner where there is evidence that they could be a threat or danger to others or themselves, thereby safeguarding the college community.
- The programme coordinator and the Disability Officer discuss the application and reach a decision.
- A list of successful applicants is drawn up by the programme coordinator and forwarded to the Office Administrator. Other applicants are placed on a waiting list, subject to meeting the entry requirements. Applicants on a waiting list may be offered a place on their second-choice programme subject to availability.
- College Administrator notifies the successful applicants of their offer by letter.
- Unsuccessful applicants are notified in writing. All applicants have the right to appeal this decision.
- Priority will be given to learners who are progressing internally before new applicants are considered.
- Applicants secure a place on payment of the registration fee, completing the fetch registration and acceptance of the learner charter.
- Fetch registration takes place at induction.
- On registration of successful learners, the October Returns to the DES are completed through the PLSS system.

## **Completion Procedures**

- Programmes are designed so that learners who complete the minimum intended programme learning outcomes can obtain a full award, while learners who only partially complete the learning outcomes can be awarded component awards. Our Major awards each state the overall volume of credit that is required; this credit is accumulated through the achievement of minor awards. Credits can be accumulated over time, through the achievement of minor awards.
- In MBC some programme modules are semesterised allowing learners the opportunity to complete some modules in the first term and then complete the remaining modules in the final term. MBC also offers learners the opportunity to repeat modules where the outcome was unsuccessful.
- MBC uses Moodle to allow learners upload assignments. This facilitates learners' greater opportunities to complete work on schedule.
- Learners receive academic assistance on their journey as outlined in our Learner Supports Policy. MBC always recognises each individual's completion as opposed to just class completion.
- MBC is not in a position to offer direct financial assistance to learners.

### Programme Completion

- Where a learner wishes to defer their programme of study, a written application requesting permission to defer the programme to the following academic year must be made to the College Director before 30<sup>th</sup> September. The Learner must provide evidence of meeting entry requirements. There is no automatic right to deferral. Each case is examined on its merits.
- Delayed Programme Completion may arise where a Learner has registered for a programme but does not complete the programme. When a Learner becomes aware that s/he will not complete the current year, s/he may apply to delay completion of the programme to the following year.
- There is no automatic right to a delayed programme completion. A written application must be made to the FET Director explaining the specific circumstances. Each case is examined on its merits. Permission will not be granted to delay completion for more than one year. Learners' recommencing are liable for full course fees.

### Recognition of Prior Learning

Recognition of Prior Learning (RPL) can "be used by the learner to gain entry to a programme; gain exemptions within a programme; gain credit towards an award: a learner may gain a credit towards an award using previous certification and/or attain an Award: a learner may be awarded a Major or Minor Award on the basis of previously acquired learning for which they do not have a formal certificate" (CEDEFOP, 2011, p7).

We encourage learners who do not meet the stated entry requirements but have appropriate prior experiential learning to apply for admission using RPL (mainly mature learners over 23 years of age). Requests for admission by RPL are considered on a case-by-case basis and the programme coordinator guides and supports the applicant through the process. An RPL applicant must be able to demonstrate learning based on what they achieved through another programme of study, their work or other learning experiences.

### RPL Procedure for Entry

- Applicants complete and submit the standard application form.

- The programme coordinator seeks supporting evidence that is consistent with the award standard. Evidence may include, but is not limited to personal profiles, references, certificates, evidence of attendance at training courses.
- The programme coordinator assesses the application/supporting evidence in accordance with the award standard. The applicant is called for interview.
- The programme coordinator advises the college administration team of the outcome. A college administrator informs the applicant. If the applicant is not accepted, he/she may contact the programme coordinator who explains the rationale behind the decision and advises the applicant that they can appeal the decision if they wish. Appeals are examined and decided on the college director who investigates if correct procedures were followed.
- The programme coordinator advises the programme team if there are any RPL learners on the programme.

#### **RPL Procedure for Module Exemption and Gain Credit towards an Award**

- Applicants complete and submit the standard application form.
- Learners seek exemption from modules already completed by emailing their programme coordinator and presenting their previous results. The programme coordinator checks the modules against the programme criteria and advises the learner of the outcome.
- Learners are advised of HE college entry requirements of using results from one sitting.
- Learners make their choice and confirm this choice in writing to both the programme coordinator and the QO.
- Learners availing of RPL complete the Exam Entries form outlining the modules that they wish to be entered for.
- Learners are entered on the QBS by the QO.
- When the results are entered the QBS returns the outcome.

#### **To have a learner induction to both the provider and programme**

- Potential/interested learners have many opportunities to visit the college before commencement of a programme (subject to health restrictions).
- MBC holds two open days prior to commencement of the academic year. This gives potential learner a chance to view our resources e.g. computer labs, canteen, sports hall etc. They can also meet with the programme team.
- On commencement of a programme learners are provided with a programme induction and they receive general information about the college. Learners are brought through programme specific information in the Learner Handbook including college calendar and timetable. The handbook outlines assessment policies and procedures, attendance requirement and learner supports.
- All learners receive a programme induction including: Information regarding their programme structure and duration, content, award, credits, assessment, platforms used and other relevant information. This is normally carried out by the Programme Coordinator and another member of the programme team.
- Information on all our programmes is available on our website.

**To create processes and tools to collect, monitor and act on information on learner progression and completion rates**

- MBC is focused on critical self-reflection. Department & Programme meetings occur at beginning of each academic year to include identification of operational issues, review of learner feedback, report on the outcome of actions undertaken as a result of previous reports, examination of Annual reports from external authenticators
- Our PLSS is updated when learners complete the programme and this information is exported to view the statistics for each programme.
- Learners are contacted by the programme coordinator on completion of their programme to identify how many have progressed or found employment. This information is inputted to our database, so that it can be analysed and see if any corrective action needs to be taken to our programme content.

**To have regard to: Access Transfer and Progression and the National Framework of Qualifications (NFQ).**

- MBC follows procedures in line with national policies around Access Transfer and Progression and the National Framework of Qualifications by:
  - Awarding of QQI certificates – major, special purpose and/or component certificates.
  - Europass Certification for Erasmus+ learners.
- Learners successfully completing a Level 5 programme may progress where a follow-on Level 6 programme is available.
- It is recognised that Learners may wish to alter their academic career paths during or after a programme of study. Insofar as it is reasonably possible, MBC will try to accommodate such requests from its own learners and from external learners.

**Supporting Documents:**

Admissions Policy  
Application Forms  
College Brochures

**Reference Documents:**

QQI Core Statutory Quality Assurance Guidelines  
<https://infographics.qqi.ie/>  
Equal status Acts 2004-2011  
Education (Admissions to Schools) Act 2018.

<b>TITLE OF PROCEDURE</b>	<b>3.4 Programme Monitoring and Review</b>
<b>Associated Policy:</b>	<b><i>CG3 Programmes of Education and Training</i></b>

<b>VERSION</b>	3.2	<b>Version DATE</b>	10/2025
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	To ensure that programme delivery is monitored and reviewed, allowing for identification of needs and where required modification and adjustments to be made.
<b>SCOPE</b>	All QQI programmes delivered in MBC

#### STEPS FOR IMPLEMENTATION

**To ensure that the programme remains appropriate and to create a supportive and effective learning environment.**

- The Programme Team makes appropriate recommendations on issues within its remit to ensure the programme remains up to date and effective. It represents the views of the academic staff teaching on the programme and the Learners enrolled on it, on matters relating to the programme. The Programme Team reports to College Management specifically on the following matters:
  - Enrolment
  - Retention
  - Progression
  - Examination performance and external examiners' reports
  - Recommendations from the previous annual programme improvement plan and actions required
  - Key Issues regarding the programme delivery and programme development plan for the coming academic year
  - Staff and Learner feedback
  - Staff and physical resources
  - Any other matters which require the attention of the Quality Committee.
- The programmes at Moate Business College are monitored, reviewed and revised on an ongoing basis to ensure that they achieve the objectives set for them and respond to the needs of learners and society. These reviews provide an opportunity to review assessment loads, assessment methods, and other aspects of course delivery, and where necessary amend these based on learner and staff feedback.
- The annual monitoring of programmes is carried out by the Programme Team. The quality management of all programmes in MBC is the responsibility of the College Director, the Quality Committee, and the Programme Review Team. The Programme Team advises the College

Director and the Quality Committee on issues relating to the quality management of the programme.

- Course content is monitored to allow for the adaptation of programme elements to ensure that programmes remain relevant and effective.
- Monitoring provides the opportunity to reflect on current practice and, in doing so, propose new changes to improve the delivery systems of courses, the assessment of learner workload and integration of assessments between modules, thus enhancing the learning experience.
- The Programme Team make decisions based on the facts derived from the operation of the programme in the preceding period, including quantitative data relating to, for example, learner recruitment and performance.
- Issues which have been critical in the delivery of the programme that year, in particular any operational issues which are significant and/or unresolved are examined.
- Input from external stakeholders/employers etc., is gathered through workplace visits, Programme meetings and QA meetings.
- Issues raised by external examiners or by other external bodies are addressed through ongoing Programme Team meetings.

**Ensure that the programme achieves the objectives set for it and responds to the needs of the learners and the changing needs of society**

- Programme Teams meet in May each year to review the performance of the programme for the previous academic year. This review covers the following areas:
  - The delivery, relevance, and effectiveness of the programme.
  - Programme statistics, (enrolment, retention, examination performance).
  - External Authenticator reports and arising actions.
  - The operation of agreed quality assurance procedures.
  - Changes to the programme schedules.
  - Changes to module descriptors.
  - The evaluation of learner and stakeholder feedback.
- Learner feedback is gathered by the Student Council and ongoing evaluations, addressed and communicated back to Learners (or if not addressed, the reason why).
- Programme Teams make decisions based on the facts derived from the operation of the programme in the preceding period, including quantitative data relating to, for example, Learner recruitment and performance.
- Programme teams report on the outcome of actions undertaken as a result of previous reports to the QA Committee and provide an action plan, as appropriate.

**To review the learner workload and to review the effectiveness of procedures for the assessment of learners**

- An assessment plan is generated by each teacher for each programme module and compiled into an overall Programme Assessment Plan by the programme coordinator. This ensures that the learner workload is distributed as evenly as possible throughout the year.
- Programme Module specifications are examined to determine if there is any correlation between modules so that assessment could be overlapped and mapped between modules, thus minimising unnecessary work.

- All assessment instruments follow a standard template which has been passed by the QA Committee.
- All marking schemes are fully detailed and map 100% of the learning outcomes.

**To inform updates of programme content: delivery modes, teaching and learning methods, learning supports and resources, and information provided to learners.**

*To update third party, industry or other stakeholders relevant to the programme(s).*

- On commencement of the programme, all learners receive an induction pack from their programme coordinators. This pack details the content of each module, the Programme Assessment Plan, Programme Timetables, Teachers and Room allocation.
- Any variation of the standard timetable/content/teaching methods is related to learners through screens within the college, text message, through the LMS or directly from the programme coordinator in a timely manner.
- Subject Matter Experts keep up to date on any changes in legislation, working procedures, technological advances etc. that may affect the content of the course. Edits are made to content/assessments etc. as required by any such change. Relevant stakeholders are then informed of these changes as required.

**To review quality assurance arrangements that are specific to that programme**

The Programme Review Team examines all aspects of each programme on an annual basis to ensure that QA policies and procedures are being followed. They review all published information to check for accuracy and to ensure that the information remains up to date.

**To review learner progression and completion rates**

- Statistics are completed twice each year tracking learner retention, completion and progression rates. The information is entered on the Solas PLSS.
- Programme coordinators and college management are in continuous talks with representatives from universities (both in Ireland and the UK) and Technological Universities in order to establish links for learners.
- Previous learners are contacted by the college to track their progression on completion of courses.

**Supporting Documents:**

IV & EA Reports  
Learner Survey  
Programme Improvement Plan

**Reference Documents:**

QQI Core Statutory Quality Assurance Guidelines





## Chapter 4

# Staff Recruitment, Management and Development

### Revision History

<b>Date of This Revision:</b>	01/05/2021	<b>Date of Next Revision:</b>	29/4/2026
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Revision Number	Revision Date	Summary of Changes	Authors
2.0	01/05/2021	New Policy Document 2021	Anne Ganly Aileen Martin
2.2	10/10/2025	Update of section 4.2 Staff Communications	Anne Ganly Aileen Martin

## **Policy Statement 4: Staff Recruitment, Management and Development**

Moate Business College (MBC) is committed to ensuring that all Department of Education & Science Guidelines are fully implemented, and that an open and transparent process is followed in relation to all teacher appointments. It is our policy to ensure that recruitment to all positions within the College will mean that the best candidate for the job will be selected. The College will achieve this by making decisions that are based on selection criteria, which identify whose professional skills and qualifications, characteristics and experience best match the requirements of the position. The College will ensure consistency of treatment of applicants and full compliance with relevant legislation.

MBC seeks to ensure that staff are correctly aligned and matched to their job roles, with access to appropriate supports, opportunities for Continuing Professional Development (CPD) and further training.

This strategic and professional approach to recruitment processes will ensure that selection of staff is conducted in a manner that is systematic, efficient, and effective and promotes equality of opportunity.

Our Staff Recruitment, Management and Development policy is defined by the following:

- The Education Act 1998
- The Education (Welfare) Act 2000
- The Further Education and Training Act 2013
- The Employment Equality Act 1998-2015
- The Equal Status Act 2000
- Teaching Council Act 2001-2016
- Qualifications and Quality Assurance (Education & Training) Amendment Act 2019
- Data Protection Legislation
- Policies and Guidelines adopted by MBC

This list is not exhaustive. A full list of all education legislation and relevant circulars is available on the Department of Education and Science website - [Department of Education](#)

Teachers, as employees of the Board of Management, have certain statutory rights. These rights are conferred by legislation, notably The Unfair Dismissals Acts of 1977 to 2015, The Minimum Notice and Terms of Employment Acts 1973 to 2005. The Industrial Relations Act, 1990, the Payment of Wages Act, 1991, the Terms of Employment (Information) Act 1994, the Organisation of Working Time Act, 1997, Employment Equality Act 1998 - 2015, Protection of Employees (Part-Time Work) Act, 2001, Protection of Employees (Fixed Term Work) Act, 2003 and all other relevant legislation.

### **Responsibility**

- The Board of Management is responsible for the recruitment and selection of all staff.
- The QC maintains oversight of staffing needs in relation to education and training provision and makes recommendations to the Board of Management.
- The College Director is responsible for the day-to-day management of all FET staff.

### **Role Descriptions**

There are documented role descriptions for all roles depicted on our organisation chart. The teacher role description is set out in the teacher handbook, discussed at induction, and reviewed regularly by the College Director and updated if needed.

<b>TITLE OF PROCEDURE</b>	<b>4.1 Staff Recruitment</b>
<b>Associated Policy:</b>	<b><i>CG4: Staff Recruitment, Management and Development</i></b>

<b>VERSION</b>	2.0	<b>Version Date:</b>	05/2021
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	+5 years or as required		

<b>PURPOSE</b>	The purpose of this procedure is to ensure that staff recruitment and allocation processes in Moate Business College (MBC) have been constructed and implemented in such a way that all employment legislation and DES requirements are met and successful candidates have the required knowledge, skills and competences to fulfil their identified role.
<b>SCOPE:</b>	All teaching staff

### STEPS FOR IMPLEMENTATION

#### Staff Recruitment

All teaching vacancies of 24 weeks or more duration will be advertised and filled through a formal recruitment process.

The Board of Management (BOM) operates a competency-based selection process which provides insights into the candidate's professional experience and seeks evidence of competencies.

- The Recruitment and Selection process begins by identifying the vacancies and establishing the requirements. The Principal will provide post descriptions which will be agreed by the BOM.
- The positions will be advertised on EducationPosts.ie.
- Applicants are requested to send in their CV (with Teaching Council Number) and details of referees.

#### Selection

- The selection committee will be appointed. In Community Schools which are under the joint patronage of the local ETB and of the Catholic Religious Order(s) or other Patron it consists of five persons, as follows (Regard will be given to gender representation in establishing the selection committee):
  - 2 Nominees of the Religious/Other Patron(s)
  - 1 Nominee of the ETB
  - The Chief Executive Officer of the ETB or her/his personal nominee
  - An agreed "Educationalist" - a person with appropriate educational experience
- To function in its role the Committee must have at least three of its members present. It must at all times, irrespective of numbers present, include the agreed Educationalist. The

Chairperson of the Selection Committee is appointed from among its members and as agreed by them.

- The role of the Selection Committee is to consider applications received, to short-list, interview and place all suitable candidates in order of merit.
- A smaller shortlisting team will be appointed from the selection committee. They will shortlist the candidates based on agreed criteria e.g. experience, qualifications, teaching council, suitability etc. The shortlisting team must sign a form to say there is no conflict of interest with any applicant.
- They will then report back to the full selection committee with their shortlisting report.
- The entire Selection Committee must sign a form to say there is no conflict of interest with any candidate.
- The Board is an equal opportunities employer and canvassing will disqualify.
- Any semblance of discrimination will be avoided.
- The selection committee will decide on the competencies to be examined. They will go through the marking sheets and how to complete same.
- They will then agree the procedure and decide a timetable.
- Completed marking sheets will be compiled and candidates will be ranked from highest to lowest.
- A member of the selection committee will be appointed to give feedback to candidates if requested.
- Reference checks will be completed, and a report will be sent to the Board of Management.
- All data will be processed in accordance with Data Protection Legislation.
- Once Board of Management approval is given the successful candidate(s) will be informed.
- Once the position has been accepted the unsuccessful candidates will be informed.
- A Garda Vetting Disclosure will be required for appointment.
- All appointments are subject to the sanction and approval of the Department of Education and Skills and the post not being required for the redeployment process.
- All teachers will be obliged to participate in the schools Teacher Induction Programme.

### **Unsuccessful Candidates**

Unsuccessful candidates will be informed of the outcome by the college principal.

Unsuccessful candidates may request feedback.

A list is kept of candidates interviewed and should a vacancy arise during the academic year it may be filled with a candidate from this list.

### **Review of new staff**

Most teachers now start employment on casual or fixed-term contracts. These teachers must undergo an interview at the end of their first year on a fixed-term contract and this will normally make them eligible for a CID at the end of their second year provided there is an ongoing position

in the school. The successful completion of this interview can be taken as satisfying probationary requirements.

### Review of all teachers

On completion of each academic year, MBC uses a number of metrics to monitor and manage teacher performance. These include:

- Learner attendance
- Learner feedback
- Assessment results
- Complaints
- Review of Schemes of Work produced
- IV reports
- EA reports are used to monitor teacher standards in programme modules.
- Management observations as well as issues that may have arisen are taken into consideration.

### Availability of teachers

The Supervision and Substitution Scheme (S&S) operates in MBC to allow for substitution to cover certain categories of teacher absences. Teachers are committed to provide a maximum of 43 hours supervision and substitution per year.

Not all teaching staff in MBC are contracted for full teaching hours and are therefore available to fill extra hours as they may arise.

The Teaching Council emails all registered teachers and asks them to register their availability for substitution that may arise. Teachers are asked to register their availability through [www.educationposts.ie](http://www.educationposts.ie) and in particular through the Sub Seeker platform for short-term substitution requirements. MBC will have access to these platforms.

### Supporting Documents:

Job Description	Conflict of Interest Form
Advertisement on Educationpost.ie	Minutes of meeting
Minutes of BOM meeting	Letter of offer to successful candidate
Selection Committee Notes	Correspondence with successful candidate
Shortlisting Report	Letters to unsuccessful candidates

### Reference Documents:

Relevant documents available at: [Department of Education](http://www.educationposts.ie)  
[Section 30 of the Teaching Council Act, 2001](#)  
[Circular 0031/2011](#)

### Frequency of Monitoring

Ongoing in line with DES guidelines

### Monitoring Methods

Policy and Procedure Review by Management

<b>TITLE OF PROCEDURE</b>	<b>4.2 Staff Communications</b>
<b>Associated Policy:</b>	<b><i>CG4: Staff Recruitment, Management and Development</i></b>

<b>VERSION</b>	2.2	<b>Version Date:</b>	10/2025
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	+5 years or as required		

<b>PURPOSE</b>	The purpose of this procedure is to ensure that staff are kept informed of issues relating to their programme area and wider issues relating to the College in general. It outlines how the views of staff members are collected and used on a periodic and on-going basis through internal self-monitoring and programme review processes.
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<b>SCOPE</b>	All staff
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#### STEPS FOR IMPLEMENTATION

Moate Business College (MBC) will ensure that staff members are regularly made aware of policies and procedures in operation in the College. All staff members have access to all relevant information on the Teacher Hub on Moodle or the Teacher handbook to ensure the most effective and efficient delivery of the programmes. Staff are encouraged to contribute feedback and suggestions for improvements on an ongoing basis.

MBC recognises that good communication between the Principal, college director and the teacher is the key to a successful outcome; therefore, it is essential that all staff, in particular new staff members are integrated into whatever workplace arrangements prevail.

#### Induction and training

There is a standard induction process for all staff (both new and existing) at the commencement of each academic year. This includes training on the use of our LMS (Moodle) and Office 365. It also covers college policies and procedures in areas of assessment and learner support. All teachers managing, co-ordinating and delivering programmes leading to QQI awards must adhere to the QA system agreed with QQI.

The role and responsibilities of a FET teacher are outlined, and these are available in the teacher handbook.

The induction is delivered by the Quality Officer, the LMS administrator and the IT administrator. This session includes a Q & A session.

Ongoing staff and programme team meetings ensures that staff understand their role in implementing the QA system and assuring quality.

#### **Formal Internal Staff Communications includes:**

- The teacher handbook is a key resource for all teachers and is available on the Teacher Hub on Moodle and in printed format. The contents are discussed at induction.
- All staff are supplied with college digital devices which are password protected. These are linked to the college SharePoint for sharing of information.
- All staff have access to Office 365 including Ms Outlook, Ms Team and OneDrive.
- Face-to-face staff meetings occur regularly throughout the year. In exceptional circumstances staff meetings can take place through MS Teams.
- OneDrive is used for sharing of information between teachers. Teachers are encouraged to share resources.
- Individual meetings with the Principal, College Director and Quality Officer.
- General staff meetings inform teachers of any updates to our QA systems and allows for teacher input on these (minutes are recorded, circulated, and filed).
- Programme meetings allow for teacher feedback on all programme related activities (minutes are recorded, circulated, and filed).
- Many other communications are circulated electronically by e-mail.
- The College Director discusses the EA's report with individual teachers, and this provides an opportunity to reflect on the effectiveness of teaching.
- Teachers are representative on our Quality Committee and on our Results Approval Panel.

#### **Informal Staff Communications includes:**

- Informal meetings and gatherings
- Direct verbal communication between staff on a daily basis
- Informal memos
- Staff notice boards
- Telephone conversations
- Ms Teams calls and messages
- Web texts
- E-mail communications
- Social events and activities
- Social media – College's Facebook page, Twitter & Instagram

#### **Programme review processes**

Staff feedback is sought on all programmes to contribute to programme improvement plans.

#### **Supporting Documents:**

Teacher Handbook  
MBC's Policies and Procedures  
Programme specific documents

#### **Reference Documents:**

QQI Statutory Quality Assurance Guidelines April 2016/QG1-V2



<b>TITLE OF PROCEDURE</b>	<b>4.3 Staff Development</b>
<b>Associated Policy:</b>	<b><i>CG4: Staff Recruitment, Management and Development</i></b>

<b>VERSION</b>	2.1	<b>DATE</b>	05/2021
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	+5 years or as required		

<b>PURPOSE</b>	The purpose of this procedure is to ensure that a detailed method of staff development and training is in place at Moate Business College (MBC). This process will allow for the identification and prioritisation of staff training/development needs and will indicate a system which meets these requirements.
<b>SCOPE</b>	All staff

#### STEPS FOR IMPLEMENTATION

MBC is committed to supporting and providing an environment which is enhancement focused and encourages staff to undertake education programmes to enhance their professional and personal development.

#### For All Teachers

- Developmental needs of teachers are identified through feedback gathered from programme meetings.
- Suitable sources of in-service for teachers are identified through contacts developed with other Colleges of Further Education, FESS and SOLAS e-College.
- Teachers are encouraged to become active members of their subject/area associations.
- Sources of material (magazines/websites etc) are identified which may be useful to teachers in the preparation of classes for QQI examinations.
- A system of coaching/mentoring is used in MBC to transfer key skills and knowledge from experienced teachers.
- Teachers are encouraged to share teaching and learning resources.
- MBC engages in Erasmus programmes provided by Leargas. Staff are encouraged to participate in Erasmus+ Teachers programmes as well as other CPD to enhance their skills and knowledge and to encourage best practice in their programme areas.
- Teachers are encouraged to engage in collaborative practice with other FET colleges which are organised by the Further Educational Support Unit (FESU) through webinars and other events.
- Recommendations in EA reports may identify training and development needs.
- The College Director communicates one to one with each teacher at the year end to identify strengths or areas requiring improvement.
- A CPD budget for staff training is available.
- A CPD record for all staff is maintained in a staff file.

**Process:**

- Teachers wishing to partake in CPD courses requiring funding will apply to the principal stating the rational for the training.
- The teacher will complete an application/request for funding form for CPD.
- The BOM approves the CPD funding or not.
- The Principal informs the teacher of the outcome.
- If the CPD is approved, the teacher books the event and obtains a certificate.
- A copy of the certificate is added to the teacher file.
- For CPD events which are free eg FESS CPD, the College Director approves the training.
- College Management encourages CPD and only refuses in exceptional circumstances eg a number of staff wishes to attend and no teacher cover for classes.
- College Management facilitates inhouse CPD for all staff at various times throughout the academic year.
- MBC engages with Leargas who fund Teacher Erasmus programmes in European countries.
- Teachers are encouraged and funded to participate in relevant programmes.



## Chapter 5

# Teaching and Learning

### Revision History

<b>Date of This Revision:</b>	08/03/2022	<b>Date of Next Revision:</b>	09/03/2027
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Revision Number	Revision Date	Summary of Changes	Author
2.1	22/05/2021	New Policy Document 2021	Aileen Martin
3.0	08/03/2022	Responsibilities add Learning Environments updated	Anne Ganly
3.1	10/10/2025	Update to Section 5.2 A Provider Ethos that Promotes Learning	Aileen Martin Anne Ganly

## **Policy Statement 5: Teaching and Learning**

The aim of this policy is to outline Moate Business Colleges' approach to and expectations for teaching and learning and the means by which it strives to achieve outstanding teaching and learning practices. It is designed to achieve, on behalf of all learners and staff, the highest standard of educational fulfilment through high quality teaching (encompassing a wide range of practices and methods) and pedagogies which encourage active learning, in which the roles and responsibilities of staff and learners are clear. The college aims to provide an intellectually challenging learning experience within a supportive educational environment that is responsive to the needs of our learners. All stakeholders, from members of our governance units to our learners, have a role in contributing to creating and sustaining this environment. We seek regular feedback from teaching staff, learners, and stakeholders and have the resources in place to provide our teachers and learners with the resources they need to achieve their maximum potential.

General principles underlying this policy will focus on:

- Monitoring of the quality of the learning experience.
- Critical reflection by both teaching staff and learners to fashion new knowledge and beliefs about content and pedagogy.
- Evolving approaches to teaching, learning and research related services.
- Establishing a learning environment which is flexible and innovative while providing guidance and support for the learner.

### **Related legislation and guidelines**

Core Statutory Quality Assurance Guidelines

Qualifications and Quality Assurance (Education and Training) Act 2012

### **Responsibility**

- The QC are responsible for maintaining oversight of the teaching and learning environment and teaching, learning and assessment strategies.
- The College Director and the programme coordinator are responsible for ensuring that the appropriate facilities and resources are in place to ensure a high-quality teaching and learning environment.
- The Quality Officer is responsible for ensuring that our teaching, learning and assessment strategies are implemented and for supporting their implementation.
- The teachers are responsible for creating an environment where learners can maximise their potential.

<b>PROCEDURE</b>	<b>5.1 Monitoring and Evaluation of the Quality of Teaching and Learning</b>
<b>Associated Policy:</b>	<b><i>CG5 Teaching and Learning</i></b>

<b>VERSION</b>	3.0	<b>VERSION DATE:</b>	03/2022
<b>Document Owner:</b>	Moate Business College		
<b>Review Date</b>	03/2024		

<b>PURPOSE</b>	To identify the context, principles and responsibilities to be outlined in procedure 5.1
<b>SCOPE</b>	All teaching staff

### STEPS FOR IMPLEMENTATION

#### Monitoring of Quality

- Timetables are set by the College Director to facilitate adequate time allocation for each element of a programme.
- Schemes of work are compiled for each programme module by the individual teacher at the commencement of the academic year to map out the structure of the module to ensure that all learning outcomes will be completed within time allowed. This scheme will also determine if adequate resources are available for the completion of the module. Any gaps in resources identified will then be addressed by the College Director.
- Assessment plans are generated by the programme team at the commencement of the course to ensure assignments are properly timed for the even distribution of work throughout the year.
- Assessment plans are approved by the QO prior to publication to monitor the learner workload.
- Assessment instruments created by each teacher are checked by the QO to monitor the quality of assessment. The QO provides the teacher with feedback, offering support and advice on assessment.
- Programme meetings take place each term to monitor the progress of each course and advancement of learners through each module.
- Learner attendance is monitored daily.
- Participation and engagement are discussed at each programme meeting.
- IV and EA reports are considered.
- Regular Student Council meetings provide ongoing feedback.
- Learner surveys are completed in November and April of the academic year to determine the learner's satisfaction with the programme, learning experiences and the college. Questions on the survey are designed to get meaningful feedback on all aspects of the programme and related services. Learner surveys are reviewed by the QC to ensure the collection of appropriate data.
- Ongoing audit of all physical learning resources and updates provided when necessary.
- Learner results and completions rates are monitored.

- Continued evaluation of learning resources for each programme.
- A graduate survey is conducted at graduation each to monitor progression of learners.
- Feedback from work placements supervisors is welcomed and considered.
- Many local employers recruit directly from the college and outline their satisfaction with the quality of the learner.

All the above information feeds into the programme improvement plan at the end of the academic year. Corrective action is taken as required throughout the duration of the programme to enhance the learning experience for both staff and learner.

#### **Self-monitoring is carried out to improve the quality of teaching and learning**

- Teachers recognise that CPD and collaboration are intrinsic to their work and identify and engage in CPD that develops their own practice and meets the needs of the learners and the college.

#### **CPD to be cascaded down through the staff by the person who went to CPD**

- Teachers engage in constructive collaborative practice and implement college wide approaches to teaching and learning to improve learners' experiences.
- Teachers reflect on the indicative content of their subjects and collaborate with external organisations to provide meaningful learning experiences for learners.
- Teachers share their experiences of new skills, techniques, and ideas with their colleagues.
- Teachers encourage learners to take part in self-monitoring processes which will help the student to think independently, solve problems creatively and make decisions.

#### **Supporting Documents:**

- Schemes of work
- Learner Survey

<b>PROCEDURE</b>	<b>5.2 A Provider Ethos that Promotes Learning</b>
<b>Associated Policy:</b>	<b><i>CG5 Teaching and Learning</i></b>

<b>VERSION</b>	3.1	<b>VERSION DATE:</b>	10/10/2025
<b>Document Owner:</b>	Moate Business College		
<b>Review Date:</b>	03/2027		

<b>PURPOSE</b>	To establish that the college promotes flexibility of learning and pedagogic practices which takes into account the diversity of the student population and focuses on creating an environment which provides a safe environment.
<b>SCOPE</b>	All teaching staff and all programmes of education

#### STEPS FOR IMPLEMENTATION

We document our teaching, learning and assessment strategies to include the activities, strategies, methodologies, and resources in our programme descriptors, and these are agreed at the programme validation stage by QQI.

#### The College respects and attends to the diversity of learners and their needs, enabling flexible learning pathways

The college includes a diverse learner profile

- Reasonable accommodations are provided to ensure the needs of all learners are met, including
  - Flexible curriculum and teaching methodologies in accordance with Individualised Educational Plans
  - Recognition of prior learning for course entry requirements
  - Guidance services are provided for all learners
  - Comprehensive student services are available
  - Accommodation of inter-agency services where appropriate
  - Provision of learning support staff when needed

#### Modes of delivery

We design a range of methodologies as part of our delivery strategy. We expect teachers to use a range of delivery methodologies and to consider the full range of learning styles when preparing their programme materials:

- Classroom-based instruction – impart information and create a learning environment for class discussions, explore issues that have arisen as part of programme content or assessments.

- Group work is used to help learners develop their analytical and communication skills and to create a collaborative learning environment which our learners enjoy and benefit from as part of their experience.
- Practical demonstrations and training – demonstrations of practical skills via face-to-face delivery in line with best practice. Learners are supervised when carrying out practical skills with feedback provided by the teacher.
- Simulated work environment.
- Workplace/On-the-job training learning - via work experience/professional practice placement, gives learners opportunity to apply what they have learned in a real working environment.
- Field trips.
- Company Tours to gain an insight into the processes and procedures of large and small organisations.
- Guest speakers who are industry experts.
- Workshops by subject specialists.
- Career days to other learning institutions.
- One to one tuition (where required) is provided by support staff on an ongoing basis.
- Learning styles are taken into account when determining modes of delivery of certain topics.
- Real-time remote classes are completed through Microsoft Teams.
- A variety of resources are available on Moodle to enable independent and self-directed learning.

#### **Pedagogical methods that are evaluated and monitored and adjusted accordingly**

- Crossover learning is utilised so that learning can take place in informal settings such as museums, industry visits, conferences etc.
- A variety of pedagogic methods are used during the teaching and learning process.
  - Integrated learning - Learning brings together content and skills from more than one subject area – as per QQI recommendations - where integration of content and assessments over different modules is advocated.
  - Differentiated Instruction – Activities created by teachers address a range of student learning styles, abilities and readiness.
  - Experiential Learning – learning situations are designed to provide experience beyond the classroom addressing workplace problems.
  - Case Studies – Case studies are provided for learners use to explore concepts in an authentic context.
  - Assessment and evaluation of learners – resources such as reflective questioning, Q&A, discussions, tests, observations and portfolios are utilised that help learners and teachers to capture formative and summative information about learners' learning and performance.
  - Teaching methods are discussed at course meetings to determine their ongoing effectiveness.



**The College encourages a sense of autonomy in the learner, while encouraging adequate guidance and support for the learner**

- Teachers endeavour to establish real life relevance in planning classes.
- Autonomy is encouraged in direct classroom learning by allowing learners to pick topics within subjects.
- Teachers design schemes of work which allow for a set of skills which can be learned and applied in self-directed learning.
- Teachers encourage cognitive and learning strategies which promote autonomy in learners by learners.
- Learners' autonomy is promoted through the use of diaries and evaluation sheets.
- Teachers and staff use persuasive communication to change learner's negative beliefs and attitudes in order to facilitate learning.

**Promotion of mutual respect within the learner-teacher relationship**

- Teaching is carried out with enthusiasm and passion.
- Teachers display a positive attitude and make learning fun through the creation of an enjoyable learning environment.
- Teachers take a genuine interest in the wellbeing of their learners.
- Learners are treated with respect.
- The college encourages a secure and safe environment for learners - expectations are set where learners do not criticise, bully, or intimidate each other.

**Learner complaints**

- A complaints procedure has been created and included in Teacher Handbook.
- Learners have access to details of complaints procedures in the Learners Handbook which is available on the Student Hub on Moodle.
- Teachers make learners aware of the complaint's procedure at the commencement of the course.

**Learner appeals**

- At the commencement of the course all learners are supplied with the MBC Learner Handbook which contains the appeals procedures.
- Teachers make learners aware of the assessment process for their modules, to include appeals.
- This procedure is outlined in section 6.3.

**Reference Documents:**

QQI Core Statutory Quality Assurance Guidelines

**Supporting Documentation:**

Teacher Handbook

Learner Handbook

<b>PROCEDURE</b>	<b>5.3 Learning Environments</b>
<b>Associated Policy:</b>	<b><i>CG5 Teaching and Learning</i></b>

<b>VERSION</b>	4.0	<b>DATE</b>	10/2025
<b>Document Owner:</b>	Moate Business College		
<b>Review Date:</b>	10/2028		

<b>PURPOSE</b>	To establish that each programme's learning environment are appropriate
<b>SCOPE</b>	All programmes of education in MBC

### Steps for Implementation

MBC has its own campus.

#### Physical premises and facilities

- All classrooms are fully equipped with the requisite technical, audio-visual equipment, and Wi-Fi.
- Equipment audits are carried out on an annual basis to ensure that all existing equipment is available and in full working order.
- At the start of the academic year, each teacher is responsible for determining the equipment required for their subject. Requests for additional resources are discussed with the College Director and if appropriate, submitted for approval to the Board of Management.
- Each course coordinator has responsibility for the maintenance and upkeep of their base classroom.
- MBC has six computer labs which are fully equipped and using up-to-date software.
- Learners have an onsite canteen, which is used as a social space to meet.
- Free carparking is available to learners.

#### IT infrastructure

- All areas of the college have broadband internet access, either wired or wireless.
- All classrooms have a fixed digital data projector and speakers, and all teachers have access to a laptop and/or a Surface Pro Device.
- All data is stored in the cloud using Office 365. It is managed by an external IT company GDK Technologies based in Dublin. Our Director has Global Admin access to create/delete accounts as necessary.
- We have six computer labs with 164 computers in total.
- We have a college website [www.moatebusinesscollege.com](http://www.moatebusinesscollege.com) that reflects all aspects of college life, updated on a regular basis. Information relevant to all partners in our educational system is contained on the website. We also have a presence on Facebook, Instagram, X and TikTok.

- Inside the college, there are three plasma screens used to communicate with students, teachers and visitors.
- Software being used in Computer rooms includes: Microsoft Office Professional Plus 2019, Adobe Creative Cloud, Oracle Java JDK, Eclipse JRE, Android Studio, Unity animation software, Microsoft Visual Studio, Blue Griffon visual web editor, Blender 3-D creation Suite, BlueJ IDE, Tas Books Accounting software, Photoshop 2024, Dreamweaver 2024, VLC, ESET Endpoint AV, Notepad++ and Reservation Pro.

### **Health & Safety**

- In accordance with the Safety, Health and Welfare at Work Act 2005, the Board of Management of Moate Business College will ensure, in so far as it reasonably practicable, the safety and health of all learners, teachers and visitors to the college.
- MBC are committed to creating and maintaining an appropriate and effective safe learning environment for all.
- MBC complies with all relevant statutory provisions and takes all practicable measures to minimise risk and ensure high standards.
- We conduct fire and evacuation drills and make all staff and learners aware of the procedures to ensure the safety of all. Procedures are outlined in both the teacher and learner handbook.
- Training equipment is regularly inspected, serviced, updated, and certified as fit-for-purpose.
- We have an accident/incident reporting procedure in place.
- We documented risk to teacher and learner health and safety in our risk register.
- Our safety statement, which is updated annually, is prominently displaying in the school and on our website.
- Detailed risk assessments are conducted every three years.

### **Health & Safety online**

- MBC is committed to ensuring that both staff and learners operate in a safe online environment.
- As some classes, meetings and events are held online during hybrid work, it is important that all the necessary precautions are taken to safeguard all online participants.
- MBC uses Ms Team as their online platform for delivering face-to-face classes. Each teacher sets up a Team for each module. Learners are added to this team by the teacher and only members have access. Teachers are the owners and they can set the meeting options for each meeting.
- Learners require a password to log on to Ms Teams.
- Classes are schedules to allow learners a break from screen time.
- Online rules are discussed at both staff and student induction.
- Learners are not allowed record Ms Teams meetings.

### **Formative Assessment**

- Teachers use formative assessment and feedback on an ongoing basis to monitor learning and learner progress throughout the learning journey, to engage and motivate the learners and to monitor and improve their own performance.
- We use the outcomes of formative feedback to inform continuous professional development for teachers.
- Formative assessment/feedback helps learners identify their own strengths, weaknesses, and gaps in knowledge/skills.
- Ongoing feedback helps learners determine if they are meeting the required standards and thus affords them the opportunity to improve their learning and achieve the learning outcomes.
- Teachers analyse learners' participation and level of engagement in the classroom and use the results to modify their instruction to enhance its effectiveness.
- Formative assessment identifies learners needing additional supports.

### **Summative Assessment**

- Summative assessment is planned prior to programme delivery. The programme team meet and agree an assessment schedule for the academic year so that all learners are aware of the expected workload throughout the academic year. This process allows for a structured approach in the learning environment.
- Summative assessment is used for certification purposes and is based on the cumulative learning that takes place over the duration of each programme module.
- Summative assessment instruments are designed by the teachers, based on the techniques and weightings detailed in the QQI award specification and validated programme.
- All summative assessment instruments are reviewed by the QO.



## Chapter 6

# Assessment of Learners

### Revision History

<b>Date of This Revision:</b>	22/01/2025	<b>Date of Next Revision:</b>	On an ongoing basis as required.
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Revision Number	Revision Date	Summary of Changes	Author
2.1	22/08/2021	Created in line with QQI Core Guidelines	Anne Ganly
3.0	04/01/2022	Layout and procedures modified Contingency Planning added New learner complaints procedures	Anne Ganly
3.1	14/11/2022	6.1 Ensuring Academic Integrity updated outlining steps underpinning the final approval process for assessment briefs 6.3 Rechecks and Appeals updated 6.7 Reasonable Accommodation in Assessment updated 6.9 Internal Verification – new bullet point added 6.10 External Authentication – minor edits	Anne Ganly Jean Bermingham Aileen Martin
4.0	09/01/2025	6.1 Updated to reflect use of SharePoint 6.5 Assessment Contingency Planning updated 6.9 IV Updated to reflect the use of SharePoint 6.11 Results Approval/Issue of Results updated 6.12 Reviewed 6.13 Issuing of Award Certificates update to reflect repeats form on Moodle 6.14 Repeats updated to reflect form on Moodle	Anne Ganly

## Policy Statement 6: Assessment of Learners

MBC (Moate Business College) is committed to ensuring that the assessment of learners is carried out in a fair, consistent, and transparent manner.

MBC is committed to ensuring the quality and integrity of all assessment are valid, reliable, and secure. MBC also recognises the diversity of potential learners so reasonable accommodation provisions are available to support learners.

A key element of quality assuring assessment is the approval and sign-off of assessment results before we submit them to QQI for certification.

Assessment forms part of the overall learning experience with MBC. Therefore, it is important to provide learners with appropriate feedback on their progress in a manner that supports our mission statement and ethos. We facilitate and encourage learners to talk to us if they consider an assessment result to be invalid or unfair or if they have a query about any aspect of the assessment process.

Our policy is consistent with QQI assessment policy and designed to meet the following QQI guidelines:

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

### Responsibilities for Assessment

- The College Director together with the Quality Officer has overall responsibility for all assessment processes and procedures in Moate Business College.
- The Results Approval Panel maintains oversight of our assessment processes, approves results, and make recommendations for corrective action to the QC.
- MBC has one member of the teaching staff with responsibility to oversee and plan the Internal Verification Process.
- The teachers mark and grade the assessments and are responsible for ensuring all assessment activities are carried out as set out in the programme descriptors.

## Overview of the Assessment Process

Assessment of learners follows a 6-step process incorporating:

- a) Assessment approach is as outlined in a programme's specific outcomes and overseen by the Quality Committee which ensures the security and integrity of the process.
- b) Internal authentication through the completion of an Internal Verification process
- c) External authentication, with an EA assigned per award, based on award knowledge/field of learning expertise and who moderates results via sampling assessment outcomes
- d) Results approval through a Results Approval Panel which will be responsible for quality assurance checks and sign off on assessment results.
- e) Appeals as detailed in the Student Handbook can take place subject to a time limit and payment of an appeals fee.
- f) Certification issued through compilation of results and uploading to QBS system. Any results under appeal are flagged to QQI and QQI issue award certificates via MBC.

# Flowchart of Assessment Procedures

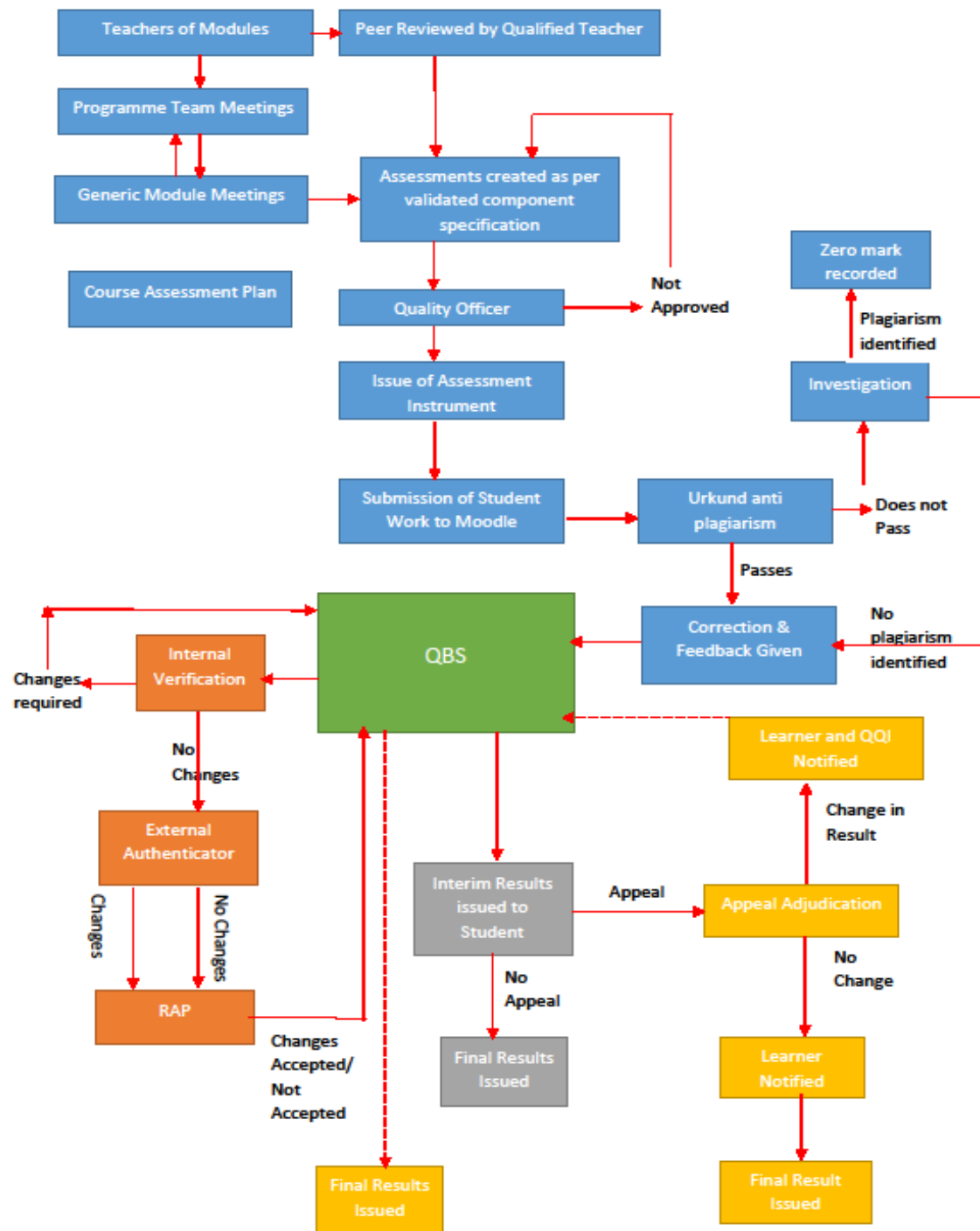


Figure 5 Assessment Procedures



<b>PROCEDURE</b>	<b>6.1 Ensuring Academic Integrity through Assessment Planning and Design</b>
<b>Associated Policy:</b>	<i>CG6 Assessment of Learners</i>

<b>VERSION:</b>	3.0	<b>VERSION DATE:</b>	11/2022
<b>Document Owner:</b>	All teaching staff in MBC		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	To document the procedures and systems for the security and integrity of the assessment process to ensure fair and consistent assessment of learners in both formal assessment and in-house assessment.
<b>SCOPE</b>	This procedure applies to all assessment carried out in Moate Business College.

#### STEPS FOR IMPLEMENTATION

##### Planning:

- The QO organises an information session each September for all teaching staff prior to the commencement of the new academic year. This session focuses on the assessment process.
- We develop and agree our assessment policies, processes, and procedures with QQI at validation stage and regularly review and update them.
- The College Director appoints a programme coordinator and the programme team for the academic year.
- Module teachers are then provided with the relevant validated component specification and at the correct level.
- Module teachers review MBC's validated programme and validated component specifications to identify assessment criteria.
- Prior to each programme commencing, planning of assessment takes place which involves reflection on all aspects of programme delivery and assessment, plus the preparation of a comprehensive assessment plan by the programme team.
- The Disability Officer informs each programme team of learners requiring reasonable accommodation.
- Programme teams meet to identify commonality in themes and content of programme modules.
- Module teachers plan the logical delivery of the content.
- Where there is more than one teacher involved in the delivery, agreement is reached on who will deliver which aspects of the programme and when.
- Teachers identify complementary assessment techniques that may facilitate integration.

- MBC maintains a bank of assessment briefs, examination papers and marking schemes which provides guidance for module teachers.
- Assessment instruments are designed adhering to all assessment information in the relevant programme modules.
- Learners are informed by module teachers of integrated delivery and assessment.
- Module integration is indicated on assessment briefs.
- Generic modules such as Work Experience, Personal & Professional Development and Communications, are delivered across all faculties at the equivalent level.
- Module teachers meet and agree common briefs, marking schemes, and assessments methods with some modifications for the specific vocational areas.
- Teachers divide the workload.
- Teachers meet to finalise briefs, examination papers, marking schemes and outline solutions.
- Teachers prepare individual schemes of work for each component they are delivering to ensure that the content is delivered in the time allocated.
- Schemes of work are stored on OneDrive and available to management.
- Following completion of teacher schemes of work, each teacher outlines his/her proposed date of assessment on a draft assessment plan.
- Draft assessment plans are distributed to all members of the programmes team for discussion and agreement. They are then forwarded to the Quality Officer for approval. Following approval, they are uploaded to Moodle for each programme. These are then available to learners who can identify the expected workload for each element of assessment.
- Both teachers and learners have access to an Academic Handwriting Handbook.
- Teachers are made aware of Section 43A of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 outlining that it is an offence to facilitate learner cheating.
- CPD opportunities are identified by teachers as the need arises, covering assessment methodologies, marking of evidence, consistent marking of assessments, etc.

#### **Examinations:**

- Development of an examination paper, marking scheme and outline solutions in accordance with QQI programme validated component specification by the module teacher(s).
- Teachers will select the appropriate range of learning outcomes and questions which will be representative of these learning outcomes and take account of previous examinations.
- Questions that were set in the previous exam should not be repeated.
- Teachers send their examination paper(s) and marking scheme(s) to a suitably qualified colleague for peer review.
- MBC peer review report form is completed and returned to the teacher.
- Following discussion corrective action is taken if required and examination instruments updated, as necessary.
- Examination papers, marking schemes, outline solutions and peer review report are sent to the Quality Officer for final approval. Examination papers are benchmarked against the validated programmes learning outcomes. Marking schemes are checked against the examination paper and

proposed outline solutions. The outline solution should list minimum acceptable key points or an indication of what is acceptable where there is no one answer.

- The Quality Officer may recommend improvements or adjustments.
- If corrective action is required, then the examination paper and/or marking scheme is returned to the teacher. Teacher edits or discussed with the QO.
- The QO and teachers will take all necessary precautions to ensure the highest standards of confidentiality and security of the draft materials at all times.
- On approval, examination papers are printed by the module teacher.
- The module teacher is responsible for preparing modified versions of the paper for learners with specific requirements under our reasonable accommodations provision.
- Prior to distribution the exam papers are secured in the office in a locked filing cabinet.
- A provisional timetable is drawn up by the QO and approved by the College Director and emailed for crosschecking to all staff.
- The QO and Disability Officer agree a schedule for learners requiring reasonable accommodation.
- Exam Briefing for all staff involved in the supervision/invigilation of exams by the QO. An Invigilation handbook is available detailing procedures and regulations.
- Examinations are supervised by a teacher independent of the learner.
- The Disability Officer informs eligible learners of the accommodations and arrangements provided.
- Exam papers are collected by the invigilator from the office and signed out.
- Scripts and exam papers are returned directly to the module teacher.
- If the module teacher is not on-site, then scripts must be returned to the office, sign-in sheet completed and stored securely.
- Teacher collects scripts returned to the office and signs out.
- Teachers are responsible for the secure storage of scripts and all assessment related materials while in their possession and must report any breaches to the QO as a matter of urgency.
- Teachers corrects and grades the examination evidence.
- Teachers completes all marking schemes and sheets.
- Results are entered on a summary Module Results Spreadsheet by each module teacher.

#### **Assignments:**

- Assignment briefs are created by the module teacher (or group of teachers), together with a detailed marking scheme. Learning outcomes must be stated on the brief.
- Assignment briefs are updated on an annual basis.
- Assignments are peer reviewed by a suitable qualified teacher and feedback provided to the module teacher.
- Corrective action if required.
- Following review updated briefs and marking schemes are sent to the Quality Officer for approval.
- The Quality Officer checks the brief and marking scheme against the assessment technique and criteria. Marking schemes must be consistent and detailed so that marks are allocated for all areas assessed.
- Discussion between Quality Officer and module teacher(s) if changes are required.

- Briefs updated as required.
- Brief with deadline issued to learners.
- MBC is committed to providing timely and constructive feedback to learners throughout their course. Feedback is given on draft work through Moodle.
- Oral feedback is given in class.
- Feedback is ongoing throughout the learning and teaching process.
- Assignments are submitted on Moodle by the due deadline date.
- Late submissions procedures in place.
- All learners must accept the submission statement on Moodle when uploading their work.
- Assignments are in a digital format.
- Learners must keep a copy of their work.
- MBC is committed to ensuring that all assessment carried out by work placement supervisors should be verified to be fair and consistent with the learning outcomes of the specified awards. This assessment is planned, and workplace assessors are briefed and given the relevant information to conduct a valid assessment.  
All employers are given:
  - Employer Guidelines
  - Initial Letter
  - Employer Checklist
  - Workplace Supervisor Report form
- MBC staff visit placements giving the supervisor further opportunity to seek clarification.
- The work experience teacher reviews the complete report submitted by the supervisor and countersign it and may add comments.
- Teachers corrects and grades all assignment evidence.
- Teachers completes all marking schemes and sheets.
- Results are entered a Module Results Spreadsheet by the teacher.
- Module teachers enters all results (both exam and assignment) on the QBS for each of their individual modules.
- Teachers are logged in by the QO or College Director.
- Authentication Reports by Learner Group by Minor Award Results are printed by the QO.
- Reports are signed by module teacher and filed in an IV folder on OneDrive.
- The IV Coordinator creates
- An IV folder is created on SharePoint by the College Director/IV co-ordinator. This is then shared with teachers as required.
- The teachers submit the learner evidence and documents as set out MBC's Teacher/Assessor Checklist into the IV folder.

#### *Security of Assessment*

All assessment materials must be securely stored by module teachers:

Prior to assessment	Post assessment
---------------------	-----------------

Prior to IV	Post IV
Prior to EA	Post EA

- Teachers must report any breaches to the College Director as a matter of urgency.
- Digital assessments are created on college laptops, password protected and only stored on OneDrive.
- Module teachers download assignments from Moodle and saves in a folder on their OneDrive. This is password protected.
- Learner files are transferred to the IV Folder on SharePoint in preparation for the IV process.
- Learners hold the intellectual property inherent in all work produced for assessments, but the material produced by learners for assessment (essays, projects, examination scripts, artworks, computer file etc) will be retained by MBC until after the appeal process concludes.
- Learners are notified by email that they have until 31 August each year to download their work from OneDrive.
- Artwork will be returned on request from learners.
- Learners requesting the return of artwork will be given a choice of two different time periods in which to arrange collection of the work. This will take place shortly after the completion of the appeals process.
- Final Statement of Results and Provisional Results are downloaded from the QBS and securely stored on our File Server for a three-month period – password protected.
- Thereafter, all results are also available on the QBS which is password protected.

#### **Supporting Documents:**

Assessment instruments  
 Marking Schemes  
 Learner Results  
 Results Approval Procedure  
 Academic Handwriting Handbook for Learners

#### **Reference Documents:**

Quality Assuring Assessment Guidelines for Providers (Revised 2013)  
 Assessment & Standards Revised 2013  
 Section 43A of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019

<b>PROCEDURE</b>	<b>6.2 Assessment Information to Learners &amp; Teachers</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	3.0	<b>VERSION DATE:</b>	12/2021
<b>Document Owner:</b>	Quality Committee		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	<p>The purpose of this procedure is to:</p> <ul style="list-style-type: none"> <li>• Ensure that learners have sufficient information to successfully participate in assessment.</li> <li>• Ensure that teachers are aware of our assessment processes and procedures.</li> </ul>
<b>SCOPE</b>	This procedure applies to assessments in Moate Business College.

#### STEPS FOR IMPLEMENTATION

##### All Learners:

- All learners receive a programme induction on commencement of their academic studies in MBC.
- Each programme coordinator prepares a PowerPoint Presentation.
- Learners are introduced to Moodle and given login details. Here they have access to the Student Hub, which contains a learner handbook and other programmes related details.
- The programme induction presentation is available under each individual programme on Moodle.
- The presentation includes information on assessments for each validated component on their course of study.
- Class teacher discusses assessment during class time with learner and explains the expected workload for the year. All assessment details are outlined to learners about the submission process.
- An assessment plan is prepared by the programme team and is uploaded to Moodle in the General Area of each programme.
- Assessment briefs will state the issue and due date as well as the assessment criteria and weighting of the assessment instrument.
- Programme coordinators and class teachers discuss the examination process and when exams are scheduled. Exam dates are available in the learner handbook.
- Once the examination timetable(s) are finalised, they are emailed to learners by the Quality Officer. The email outlines learner responsibilities and examination regulations.
- Learners' responsibilities are outlined in the learner handbook and reinforced by both their programme coordinator and class teachers.

#### Teachers:

- Teacher induction takes place each year on commencement of the academic year. Teachers are introduced to Chapter 6 of our QA Manual. Induction outlines assessment procedures and platforms to be used. Recommendations by previous EAs are also outlined.
- A Teacher Handbook is available to all teachers and support staff. The handbook is available in both printed and digital format.
- Teachers receive feedback from the Quality Officer on their assessment instruments and marking schemes.
- Assessment is discussed at programme meetings.
- Teachers receive ongoing correspondence from the QO.
- Teaching staff are encouraged to avail of CPD workshops provided by FESS on Local Assessment for New Assessors.
- All teaching staff participate in various workshops to include Assessment for Remote Learners and Alternative Assessment.
- Following the Authentication process, feedback is given to teachers by the College Director on the outcome of the EA reports. This information feeds forward to the next assessment period.
- Programme teams check QQI infographic to compare our outcome with those of other providers.

#### Reference Documents

Quality Assuring Assessment Guidelines for Providers (Revised 2013)

<https://infographics.qqi.ie/>

#### Supporting Documents

Assessment Plans

Teacher Handbook

Learner Handbook

Invigilator Handbook

<b>PROCEDURE</b>	<b>6.3 Rechecks &amp; Appeals Process</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	2.1	<b>VERSION DATE:</b>	11/2022
<b>Document Owner:</b>	Quality Committee		
<b>Review Date:</b>	+1 year		

<b>PURPOSE</b>	The purpose of this procedure is to outline the rules governing assessment appeals from learners.
<b>SCOPE</b>	All learners

### STEPS FOR IMPLEMENTATION

#### Appeal Process

A learner may appeal:

The assessment process, if they perceive there to be irregularities/inequalities in the implementation of the assessment processes and that their performance was negatively impacted as a result and/or

The assessment result, approved by the results approval panel, if the learner believes the marks awarded are not representative of the quality of the work submitted for assessment.

- The deadline for receipt of appeals is within **14 days** of receiving of results.
- The course coordinator ensures that learners are aware of the recheck and appeals processes, the difference between a recheck and an appeal and the deadline for submission of appeals through the Learner Handbook, at induction and with their statement of results.
- Should a learner wish to query a result, the module teacher clarifies with the learner how the assessment was marked and graded.
- Should a learner request a recheck, they must complete Form 34 Results Recheck Application and forward to the college administrator within **five days** of receipt of approved results.
- The College Director or the Quality Officer checks:
  - That all parts of the assessment have been marked
  - That the marks awarded are correct
  - That no errors occurred in the recording, collating, or combining of marks which determine the result
- The learner is notified of the outcome.
- If the learner is still not satisfied, they can opt to formally appeal by submitting a completed **Learner Appeals Application Form 32** and an appeal fee (the fee is refunded if the appeal is successful).
- The appeal must be lodged within the **14-day** deadline from the receipt of approved results.



- The QO contacts an external authenticator in the programmes area who was not involved in the original assessment decision and makes the necessary documents and materials available to them.
- The only evidence which may be presented by the learner at appeal is that which has already been presented for assessment. New evidence may not be added by the learner for an appeal.
- The EA reviews the evidence and makes a decision to uphold the appeal or not.
- The EA communicates back to the QO, who informs the College Director of the outcome.

#### **Outcome of an Appeal**

- If the appeal is not upheld, the College Director informs the learner in writing indicating the outcome of the appeal and no further action is required. The outcome is final.
- If the appeal is upheld, the College Director issues the learner with a letter indicating the outcome of the appeal, returning the appeal fee.
- The QO informs QQI of the change in grade and requests an amended award certificate.
- QQI issues a new award certificate.
- MBC securely retains assessment evidence for as long as necessary while there is the possibility of appeal.
- The QC maintains oversight of the Appeals Register.

#### **Reference Documents:**

Quality Assuring Assessment Guidelines for Providers (Revised 2013)

#### **Supporting Documents:**

Learner Handbook  
Learner Appeals Form  
Appeals Register  
Form 32

<b>PROCEDURE</b>	<b>6.4 Learner Assessment Malpractice</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	3.0	<b>VERSION DATE:</b>	12/2021
<b>Document Owner:</b>	All teaching staff in MBC.		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	<p>The purpose of this procedure is to:</p> <ul style="list-style-type: none"> <li>• Ensure the integrity of the assessment process and the subsequent validity and currency of learners' results.</li> <li>• Outline how to address and manage suspected learner malpractices promptly and consistently.</li> <li>• Ensure communication of such instances and thereby ensuring the process of continuous improvement and quality enhancement is facilitated.</li> </ul>
<b>SCOPE</b>	This procedure applies to all QQI programmes in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- The teacher is the main source of guidance and information for learners in relation to academic integrity.
- The teacher provides guidance to learners on referencing.
- Teachers and learners have access to the "Academic Writing Handbook for Learners" on Moodle
- All learners will be made aware of Assessment Malpractice Procedures through the Student Handbook and in class discussions.
- The submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately using the procedures outlined below:
  - In the event of suspected learner plagiarism, the Assessor must check the learner assessment evidence for reliability using the technique outlined below and meet with the learner to discuss the assessment evidence.
  - The Assessor should, where appropriate, implement a range of these:
    - Questioning: asking the learner to explain and describe part of the evidence
    - Personal Log: a record of how the learner planned and developed the evidence
    - Peer Reports – for group work
    - Personal Statements: Personal statements should be clear and explain the learner's role and the context in which the evidence was produced.
- In the event of learner inappropriate behaviour during an examination, the Invigilator may have to expel the learner from the examination centre if his/her behaviour is such as to jeopardise the successful conduct of the examination. This will result in a zero mark for this assessment piece.

- Other inappropriate behaviours will be recorded on the invigilator's report and dealt with appropriately.
- If an assessor suspects learner inappropriate behaviour has been committed, they must investigate this suspected malpractice.
- If a learner suspects that someone has committed Learner Assessment Malpractice, they must notify their teacher.
- If an assessor suspects and has been unable to verify the reliability of learner evidence, then the assessor must report the alleged malpractice to the programme coordinator.
- The College Director is responsible for managing assessment malpractice investigations.

They are responsible for:

- facilitating and/managing the investigation of alleged malpractice in a timely manner
- adjudicating the findings of the investigative report and determining the appropriate sanctions
- communicating appropriately with staff and learners
- recording all instances of alleged malpractice
- The College Director shall be responsible for informing the learner by email or letter that they are being investigated in relation to the alleged assessment malpractice.
- At least two staff members are involved in the investigation.

MBC management will ensure:

- All investigations do not disadvantage the person against whom the allegation is made and are concluded within 20 working days from the date of the notification to the College Director of the alleged malpractice.
- The learners in question are made aware of the allegation and are given the opportunity to respond.

Learners:

- Should know what evidence exists to support that allegation.
- Should know the possible consequences should an assessment malpractice be proven.
- Have the opportunity to consider their response to the allegations (if required).
- Have an opportunity to submit a written statement.
- Have an opportunity to seek advice (as necessary) and to provide a supplementary statement (if required).
- Be informed of the applicable appeals procedure, should a decision be made against him or her.
- Be informed of the possibility that information relating to a particular malpractice may be shared with other relevant parties
- Care is taken to avoid conflict of interest.
- Steps may include:
  - Review of allegation details.
  - Interview with the learner(s) being investigated.
  - Interview with assessor/teacher connected to the course, project, or alleged malpractice.

- Interview with other learners connected to the course, project, or alleged malpractice.
- Written statement(s) from the party being investigated.
- Review of related assessment reports (Assessor's Report, Internal Verification Report, External Authentication Report and Monitoring reports).
- A Report is submitted to the College Director. The College Director adjudicates on the report findings and notifies the person(s) involved in writing as to whether the allegation has been substantiated or not.

If malpractice is identified:

- A mark of zero is recorded for that assessment item affected.
- The College Director is responsible for notifying the learner, by email or letter, of the outcome of the investigation. The notification will include details of any sanctions being imposed and details of the Assessment Malpractice Sanction Appeal process, including the timeline for an appeal of a sanction.
- Appeals must be made in writing within three days from the date of communicating the findings of the investigation.

#### **Reference Documents:**

Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 Section 43A

Quality Assuring Assessment Guidelines for Providers (Revised 2013)

Assessment & Standards Revised 2013

#### **Supporting Documents:**

Reports on Moodle

Student Handbook

Invigilator Report Template

<b>PROCEDURE</b>	<b>6.5 Assessment Contingency Planning</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	3.1	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	Management and teaching staff in MBC.		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	The purpose of this procedure is to:  Address the requirement to implement alternatives to current assessment approaches due to the exceptional circumstances.
<b>SCOPE</b>	This procedure applies to all QQI programmes in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- Learners will be communicated with on a regular basis using appropriate methods to keep them informed of any changes to current assessment methods. Communications at the outset is by the class teacher.
- Communications are via Teams chat, Teams classes and Email.
- Communications around contingency planning to take place with teachers and a contingency plan forwarded to QQI.
- Alternative methods of assessment will be used solely and strictly on an exceptional basis and will have no precedent value at a future date.
- All final written exams may be replaced with alternative methods of assessment. As far as possible, learners will be enabled to submit recorded skills demonstrations remotely and upload to Moodle.
- The setting of alternative methods of assessment will take place at class level as determined by the professional judgement of teachers and will be forwarded to the Quality Officer for approval.
- All alternative assessments must be mapped to the relevant learning outcome and outcomes shown in a Ms Excel sheet.
- Assessments must then be peer reviewed prior to sending to the Quality Officer.
- Collaboration with teachers delivering the same or similar modules in other centres is encouraged to ensure that the relevant standards are met.
- The Quality Officer will forward the alternative assessments to the Quality Committee.
- Quality Committee will check the assessment against the relevant criteria and standards as outlined in the approved validated component specification.
- Internal Verification will take place. This can be completed remotely if necessary.
- External Authentication to take place where it can be conducted remotely.
- Results approval panel will approve all results.
- Results uploaded to the QBS and submitted to QQI.
- MBC has developed a loan system for devices that can be provided to learners.
- All learners are provided with digital skills training on induction.

- All staff and learners have access to Office 365 and Moodle.
- All teaching and support staff are provided with digital devices.
- Teachers have access to a Surface Pro for corrections.
- Ms Teams is used for live classes when learners cannot be onsite.

#### **Reference Documents:**

- QQI Quality Assuring Assessment Guidelines for Providers Revised 2013

#### **Supporting Documents:**

- MBC Contingency Plan
- Alternative Assessments and Marking Schemes
- Mapping Documents
- Peer Reviews

<b>PROCEDURE</b>	<b>6.6 Late Submissions Procedure</b>
<b>Associated Policy:</b>	<b>CG6 Assessment of Learners</b>

<b>VERSION</b>	3.0	<b>Version Date:</b>	12/2021
<b>Document Owner:</b>	All teaching staff in MBC.		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	The purpose of this procedure is to outline the options available to learners who miss assessment submission dates.
<b>SCOPE</b>	This procedure applies to all learners in Moate Business College.

<b>Responsible for implementation</b>	Module Teachers, Course Coordinators, QA Officer.
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A mark of zero is recorded for an assessment item submitted late. However,

The process for extending assessment deadlines falls under 2 categories:

- a. Short Term Extensions (Expected and Unexpected).
- b. Compassionate Consideration due to Extenuating Circumstances.

### Short-Term Extensions

The term “short-term extension” refers to a defined timeframe: an assessment deadline will be extended within this timeframe in the case of certain circumstances. These circumstances include the following expected and unexpected situations

Expected Missed Assessment Date	Unexpected Missed Assessment Date
Court appearance Job interview Medical appointment Wedding Graduation Family event etc	Personal illness (with medical certificate) Illness/care of child or dependent relative (with medical certificate) Extreme bad weather

### STEPS FOR IMPLEMENTATION

- In the case of expected missed assessment dates:
  - a. The learner is required to submit the assessment prior to the assessment date (in the case of assignment, collection of work project)
  - b. The teacher has the discretion to practically accommodate the learner at the next assessment period (in the case of an exam or skills demonstration).
- In the case of an unexpected, missed assessment date, the recommended maximum acceptable extension is five (5) days.

- The learner must download and submit to the module teacher Form F19 at the earliest opportunity. This form can be found on the Student Hub on Moodle.
- If the circumstances are expected to extend beyond a short-term extension, the process for Compassionate Consideration in Extenuating Circumstances should be followed.
- The module teacher will process the application form and relay results to the learner.

### **Compassionate Consideration due to Extenuating Circumstances**

To ensure fairness and consistency across all assessment activities, learners may apply for compassionate consideration in relation to their assessment. Such compassionate consideration could include deferring an assessment activity or providing an extension to an assessment deadline and will only be granted in extenuating circumstances with supporting relevant evidence/documentation.

In these circumstances, the learner must not be unfairly disadvantaged as a result of extenuating circumstances. Furthermore, the learner must not gain significant advantage when compared with other learners.

Extenuating circumstances which may be considered include, but are not limited to:

- recent physical injury or emotional trauma
- physical disability or chronic/disabling condition such as epilepsy, glandular fever, severe effects of pregnancy or other incapacitating illness of the learner
- recent bereavement of close family member or close friend
- personal injury certified by a medical practitioner
- domestic crisis
- certified mental health issue
- serious illness of a close family member
- serious illness of child or other family member for whom the learner is primary carer
- other extenuating circumstances

Examples of circumstances which will not be considered include, but are not limited to:

- typical symptoms associated with exam stress
- minor illnesses such as a common cold
- holidays
- IT and/or computer failure (excluding in an examination)
- English is not the first language of the learner

### **Application for Extension Process**

- The learner must download and submit to the module teacher Form F21 at the earliest opportunity. This form can be found on the Student Hub on Moodle.
- The learner is also required to provide relevant supporting evidence/documentation of the extenuating circumstances which they felt may have prevented or may prevent him/her from either completing an assessment activity (Learner Record, Collection of Work, Project, Assignment or Skills Demonstration), or missing a practical assessment (Examination or Skills Demonstration).



- This supporting evidence/documentation must be provided within the end of the extension date and may include:
  - A statement from a qualified practitioner (e.g. doctor, psychologist etc)
  - Statement from An Garda Siochana/Legal Professional
  - Medical/Professional reports.
- The length of the extension will depend on the extenuating circumstances involved.
- If the extension is granted, a revised schedule of assessment activities will be agreed with the learner.
- It is possible that, due to time constraints, the nature of assessment activity, and/or resources, this revised schedule may roll into subsequent certification periods.
- The module teacher will process the application form and relay results to the learner.

#### **Appeals Procedure**

Should the short-term extension or extension under Compassionate Consideration be denied, the learner has the opportunity to appeal by downloading Form F23 and submitting it to the College Director/Quality Officer.

#### **Reference Documents:**

Quality Assuring Assessment Guidelines for Providers (Revised 2013)  
Assessment & Standards Revised 2013

#### **Supporting Documents:**

- Form 19
- Form 21
- Form 23

<b>PROCEDURE</b>	<b>6.7 Reasonable Accommodation in Assessment</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	3.0	<b>Version Date:</b>	11/2022
<b>Document Owner:</b>	All teaching staff & support staff		
<b>Review Date:</b>	This policy is reviewed every 2 years or more frequently if required.		

<b>PURPOSE</b>	The purpose of this procedure is to provide reasonable accommodations to the meet the needs of learners who have a disability in line with the Equal Status Act 2000.
<b>SCOPE</b>	This procedure applies to all assessment in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- All potential learners will be informed that additional support is available and encouraged to communicate any additional needs that may affect their progress and assessment progress.
- As part of the induction process, additional supports will be referred to.
- Reasonable accommodation in assessment will only be accommodated when a learner can demonstrate with appropriate evidence that, because of a specific need, they cannot compete on equal terms, under standard assessment conditions, with their peers.
- Examples of situations which may qualify for reasonable accommodation include:
  - Visual Impairment
  - Hearing Impairment
  - Speech Impairment
  - Learning disability
  - Chronic health conditions
  - Temporary injuries
- Evidence may include but not limited to:
  - Medical Report
  - Educational Psychologist Report
  - Occupational Therapist Report
- All assessment adaptations must ensure that the assessment is fit for purpose and can be measured against the standard.
- MBC encourages learners to disclose their disability/specific learning difficulty/ongoing health condition to the Disability Officer.
- Non-disclosure may severely limit the capacity of MBC to be fully aware of the appropriate reasonable accommodations to be implemented, and/or the capacity to deliver the reasonable accommodations and supports.
- If a learner does not consent to their information being shared, it will not be shared unless required by law.

- Learners will be made aware that if permission is not given to share their information with relevant staff members, it might not be possible to make reasonable accommodations or to put recommended supports in place.
- The learners must be registered with MBC's support services. Details of registration can be found in section 7.1.
- Once relevant documentation is provided, the Disability Officer will advise the relevant programme team and the QO of the number of learners seeking reasonable accommodations together with their entitlements.
- Guidance on use of technology to be used during assessment is provided to learners prior to the commencement of the assessment instrument.
- Reasonable accommodation cannot be applied retrospectively to any assessment task and must be applied for in advance of assessment.
- The learner has the right to appeals the decision in relation to the reasonable accommodation. Appeals must be made in writing within two days of the decision.
- The application and the supporting documentation will be reviewed by the Student Support Service Team.

#### **Reference Documents:**

Quality Assuring Assessment Guidelines for Providers (Revised 2013)  
Equal Status Act 2000

#### **Supporting Documents:**

Special Centres Timetable  
Learner Documentation  
Guidelines for Readers and Scribes  
Learner Handbook

<b>PROCEDURE</b>	<b>6.8 Feedback to Learners</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	3.0	<b>VERSION DATE:</b>	12/2021
<b>Document Owner:</b>	All teaching staff in MBC.		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	To ensure learners receive feedback that is timely, consistent, fair, and transparent, as well as constructive.
<b>SCOPE</b>	This procedure applies to all teachers/assessors in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- During the programme, the Teacher / Assessor will provide timely and constructive feedback to learners on evidence provided in the form of summative assessment to maximise the potential of a successful outcome.
- Teachers provide formative feedback through quizzes and marked mock exams to support the learning process and aid revision.
- Feedback is provided via Moodle on assignment drafts.
- Verbal feedback is provided when appropriate throughout the programme.
- Learners are encouraged to ask for additional feedback or further clarification if required.
- Teachers are required to comment on assessment scripts when they are marking them.

#### Supporting Documents:

- Feedback provided on learner assignments
- Feedback on Moodle

<b>PROCEDURE</b>	<b>6.9 Internal Verification</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	3.1	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	All teaching staff in MBC.		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	To ensure that assessment procedures are valid and reliable.
<b>SCOPE</b>	This procedure applies to all module assessment in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- MBC ensures that assessments are marked in accordance with national standards/assessment criteria, and internally verified.
- The internal verification process has the following characteristics:
  - An Internal Verifier Coordinator is appointed to oversee the process
  - Teachers mark assessments as required
  - Results are entered on the QBS by the teacher under the supervision of the QQI coordinator
  - Results are then downloaded by the QQI coordinator and shared with the relevant module teacher
  - Results sheets are signed by the module teacher
  - A new IV folder is created each academic year on SharePoint and shared with teachers as appropriate
  - A folder is created for each programme with subfolders for each module
  - Teachers upload Learner Evidence and Teacher Evidence to the appropriate folder in the IV folder
  - Teacher's evidence includes: Validated Component Specification, Briefs, Exam Papers, Marking Schemes, Outline Solutions, Teacher Check List, Assessment Plan and Results Sheets
  - Assessments are filed by module by programme
  - All learner assessments are filed by learner surname for each module in alphabetical order, as per Learner Group Minor Award sheets
  - IV coordinator draws up a schedule for the IV process
  - IV coordinator prepares all documents necessary for the process and shares with all internal verifiers
  - An Internal Verifier is appointed for each module
  - IV coordinator briefs all staff involved in the IV process and provides copies of the necessary documentation
  - Sampling of assessments by an internally appointed verifier
  - IV to check that a result is entered for each learner

- Sampling strategies used according to guidelines
- Internal verifier to ensure that marks are consistent with the required learning outcomes and assessment procedures / processes
- Internal verifier to ensure that all marks/results are recorded and entered appropriately
- Learners' results are circled/highlighted on the results sheet indicating learners in the sample
- Learner Group Minor Awards Results Sheet is signed by the Internal Verifier
- Internal verifier to identify any errors and ensure corrective action taken, if required
- The corrective action (for errors) is noted on an IV report.
- The IV produces an internal verification report for management and for external authenticator
- The IV informs teachers if changes are required
- Teachers updates QBS as required
- New results sheets printed by the QO for the EA's visit and signed by the teacher and college management
- IV coordinator checks all reports completed and signs off on them.
- IV coordinator prepares a folder for each EA on SharePoint
- IV folder shared with the appropriate EA
- IV coordinator makes the IV reports available to the results approval panel members in advance of the RAP meeting
- IV coordinator attends results approval panel meetings and presents the IV report

#### **Reference Documents:**

Quality Assuring Assessment Guidelines for Providers (Revised 2013)

#### **Supporting Documents:**

- Assessment Instruments
- Learner Evidence
- Learner Results
- IV Reports

<b>PROCEDURE</b>	<b>6.10 External Authentication</b>
<b>Associated Policy:</b>	<i>CG6 Assessment of Learners</i>

<b>VERSION</b>	3.1	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	All teaching staff in MBC.		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	The purpose of the External Authentication process is to ensure fairness, consistency, and validity of assessment and of the outcome of assessment for learner results across each minor and major award in MBC. The authentication process will ensure accurate and quality assured learner results.
<b>SCOPE</b>	This procedure applies to all module assessment in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- Independent external authenticators are appointed who are suitably qualified and experienced in the appropriate field and have administrative and IT skills.
- EAs who are appointed by MBC must have undertaken FESS/ETBI EA training.
- The Quality Officer views the list of EAs available per programme.
- QO emails suitable EAs to see if they are available at the appropriate time.
- List of proposed EAs is sent to the Quality Committee.
- QC agrees to appointment of EAs.
- The QO send EAs the terms and conditions of appointment.
- QO and EAs agrees venue and dates for authentication.
- QO meets with the EA for a briefing – usually on Ms Teams or Zoom.
- The QO informs the IV coordinator of the authentication arrangements.
- IV coordinator prepares all the necessary documentation in advance of the visit and informs all teachers.
- Learner evidence and results are made available by the module teacher.
- The external authentication process involves:
  - The confirmation of the fair and consistent assessment of learners.
  - The review of internal verification report(s) and verification of findings.
  - The application of a sampling strategy to learner evidence.
  - Identification of any irregularities in the assessment process.

- If the EA disagrees with the result given by the assessor, all of the grades for that assessor should be identified and all grades adjusted accordingly.
- Discussing grade changes with the module teacher.
- Verbal report to the Quality Officer on completions of the process.
- Recommendation of results for submission to QQI
- Production of an external authentication report
- In the event of a disagreement between the EA and the teacher with regard to the grade which should be awarded to a learner in any assessed module, which has not been resolved prior to the Result Approval Panel meeting, then the final decision on the result will be made by the RAP.
- MBC rotates the use of authenticators and do not contract the services of the same authenticator for more than three consecutive certification periods.
- EA reports are electronic and are held securely on file by the College Director.
- Following receipt of the EA report, the College Director provides feedback to teachers.
- Feedback is discussed at programme meetings, to inform and improve future practice.

#### Reference Documents:

- Quality Assuring Assessment Guidelines for Providers (Revised 2013)

#### Supporting Documents:

- EA Reports
- IV Reports
- Learner Results Sheets – Authentication Report
- Briefs & Marking Schemes
- Learner Evidence



<b>PROCEDURE</b>	<b>6.11 Result Approval/Issue of Results</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	3.1	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	All teaching staff in MBC.		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	The purpose of the RAP process is to ensure that all results are approved prior to submission to QQI.
<b>SCOPE</b>	This procedure applies to all module assessment in Moate Business College.

#### STEPS FOR IMPLEMENTATION

The Quality Committee appoints members of the Results Approval Panel (RAP) which operates under a documented term of reference.

The Quality Officer:

- Plans the results approval process and reviews the terms of reference.
- Makes arrangements for the panel meeting.
- Brief panel members ensuring that they are clear about their responsibility prior to the meeting.
- Makes ALL the Authentication Reports by Learner Group by Minor Award Results sheet(s) available to the panel members.
- Prints the Provisional Statement of Results from the QBS per Learner Group, for each learner.
- Circulates the following documents in advance:
  - Internal Verification Reports
  - External Authentication Reports
  - Learner assessment results (original and moderated)
  - Results Approval Panel agenda
  - Minutes and report from the previous Results Approval Panel meeting
  - Report on the implementation of the quality improvement plan
- Ensure all points on the agenda have been covered.
- Ensure that all relevant documents have been signed.
- Records minutes of the meeting.
- Produces the RAP report and forwards it to the Quality Committee.

At the meeting, the members:

- Review the internal verification and external authentication reports, discuss any issues arising and recommend action where appropriate

- Review final moderated results for all learners
- Approve results as appropriate
- Agree the rationale for decisions made
- Sign off on approved final results (by the Chair on behalf of the members).

### Concluding the Results Approval Process

The QO:

- Engages with colleagues to agree a plan for implementing any decisions or recommendations agreed by RAP (to be reported on at the next meeting).
- Ensure that all appropriate records and documentation are stored and maintained securely and in line with the school's data protection procedures and are available for internal and external monitoring and evaluation purposes.
- Ensures that confidential materials are destroyed or securely stored, as appropriate
- Updates any marks and grade changes on the QBS.
- Submits the approved results to QQI, after double checking that the data is correct, requesting certification and confirming that we have implemented all elements of the authentication process and adhered to all agreed procedures.
- Sends each learner a statement of their results, a reminder of our appeals/rechecks procedure with the deadline date for receipt of rechecks and appeals (**five days** for rechecks and **14 days** for appeals from the date of issue of results) within two working days of approval of results.

### Reference Documents:

QQI Quality Assuring Assessment Guidelines for Providers Revised 2013

Results Approval Panel Terms of Reference

Key Dates and Information - Awards and Certification (published annually on QQI website)

### Supporting Documents:

Learner Results – Authentication Report by Learner Group

IV and EA Reports

Results Approval Panel Meeting Agenda

Results Approval Panel Report Template

<b>PROCEDURE</b>	<b>6.12 Returning Certification Data to QQI</b>
<b>Associated Policy:</b>	<i>CG6 Assessment of Learners</i>

<b>VERSION</b>	3.1	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	Quality Officer		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	To ensure that all results sent to QQI are accurate and have followed the authentication process.
<b>SCOPE</b>	This procedure applies to all module assessment in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- All learner data is uploaded to the QBS by QQI Coordinator and the Programme Coordinator.
- Module teachers individually enter their results on the QBS under the supervision of the QQI Coordinator who logs each teacher onto the QBS.
- The authentication process is followed.
- The outcomes of the Results Approval Panel meeting are final. (subject to possible learner appeal)
- The outcome of the RAP meeting is forwarded to the QC and Board of Management.
- The Quality Officer/QQI coordinator then logs on to the QBS and confirms that it has implemented all the elements of the authentication process.
- Then all learner results are submitted for certification.
- If there are any outstanding learner appeals, these are dealt with and QQI informed if changes are required to learner grades submitted.

#### Reference Documents:

Quality Assuring Assessment Guidelines for Providers (Revised 2013)

#### Supporting Documents:

Result Approval Panel Meeting Agenda  
 External Authenticator Reports  
 Update Module Result Sheets

<b>PROCEDURE</b>	<b>6.13 Issuing of Award Certificates</b>
<b>Associated Policy:</b>	<b><i>CG6 Assessment of Learners</i></b>

<b>VERSION</b>	3.1	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	QQI Coordinator		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	The purpose of this procedure is to ensure that all learners receive the correct results and certificate on completion of their programme of education.
<b>SCOPE</b>	This procedure applies to all awards in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- Provisional Learner results are printed and sent to all learners prior to submission to QQI.
- Appeals procedures are included for each learner.
- Learners are given 14 days to appeal their results.
- QQI are informed of any grade changes due to appeals.
- QQI issues Final Statement on results through the QBS.
- QQI Coordinator downloads all results and saves in a secure location on MBC's SharePoint.
- QQI Coordinator then shares these files with the college administrator who prints the results for each individual learner.
- The college administrator prepares all letters and results for learners.
- An application form for repeats is enclosed where learners are unsuccessful in a module.
- Learners are made aware of the repeat process. They must download *Form 33 Repeat Module Application* from the Student Hub in Moodle, complete it and email it to the college at [info@moatebc.com](mailto:info@moatebc.com).
- Results are posted to learners.
- QQI issues both component and major awards certificates by post.
- Certificates are checked by the administration team.
- Learners who achieved major awards are informed about our graduation ceremony.
- Learners who achieved component awards are informed by letter of the collection of certificates process.
- Major Awards are presented to learner at a graduation ceremony (subject to public health guidelines).
- Certificates can be collected from the office in MBC or sent by registered post if requested.
- Certificates must be signed for when collecting or an email request if being sent by post.

#### Reference Documents:

Quality Assuring Assessment Guidelines for Providers (Revised 2013)

#### Supporting Documents:

Learner Certificates

<b>PROCEDURE</b>	<b>6.14 Repeats for QQI Assessment</b>
<b>Associated Policy:</b>	<b>CG6 Assessment of Learners</b>

<b>VERSION</b>	3.1	<b>VERSION DATE:</b>	12/2024
<b>Document Owner:</b>	All teaching staff		
<b>Review Date:</b>	On an ongoing basis as required.		

<b>PURPOSE</b>	The purpose of this procedure is to outline the rules governing repeats of QQI assessments for learners.
<b>SCOPE</b>	This procedure applies to all QQI programmes in Moate Business College.

#### STEPS FOR IMPLEMENTATION

- **Grounds for Repeating Assessment**

Learners can repeat an assessment:

- If they do not pass the overall component

Learners cannot repeat:

- To improve their grade.
- If they have failed one of the assessments but passed the overall component.

- **Facilitating Repeating Assessment**

- Opportunities to repeat an assessment activity are dependent on the nature of the activity and the practical and/or operational issues involved.
- MBC will charge a fee per repeat module.
- Certain elements of a programme may have to be repeated during the next academic year.

- **Application Process for Repeating Assessment**

- When learners receive their results and one or more modules have an unsuccessful result, they are informed about a Repeat Application form (Form 33) available on Moodle.
- Learners must apply by the date specified and pay the appropriate repeat fee.

- **Centre Process**

MBC will:

- Process requests for repeats
- Make all necessary arrangements for repeat assessments.
- In the case of repeat examinations and skills demonstrations, a different examination paper and brief must be used.
- Ensure that the repeat assessment process is conducted in accordance with MBC Assessment procedures.
- Record and communicate results arising from repeat assessments to the learner following IV and EA and then process the certification on QBS.

### Reference Documents

Quality Assuring Assessment Guidelines for Providers (Revised 2013)

### Supporting Documents

Repeat Exam Application Form

### Monitoring and Evaluation of Assessment

- New programmes modules are validated by QQI prior to use in MBC.
- Records of validated programmes and modules are available on Q-Hub.
- Assessment briefs and marking schemes are checked by the QO against the learning outcomes, assessment techniques, weightings and marking criteria prior to use.
- Assessment is discussed at all programme team meetings.
- The work experience teacher reviews the work placement with the learner, they ask them for feedback on the quality of the assessment, records anything of significance and presents it at the end of year programme team meeting.
- The programme team compare completion rates, results and trends against previous years.
- The programme coordinator seeks verbal feedback from learners throughout the academic year, records anything of importance and presents it at the programme meetings.
- The programme team makes recommendations (if any).
- Recommendations from the programme teams are forwarded to the QC by each programme coordinator.
- The Student Council provides feedback at their meetings and Student's Support Officer reports back to the College Director.
- Learner evaluation forms are analysed by the College Director.
- The College Director reports anything of significance to the QC.
- The RAP examines assessment outcomes and trends, benchmarking assessment outcomes against those from previous years and against national data and makes recommendations for corrective action accordingly. The recommended corrective actions are presented to the QC as part of the RAP report considered and agreed by the QC.
- The College Director monitors the implementation of the agreed actions and reports back at subsequent RAP meetings.
- The QC examines the reports from each programme team and agrees actions to be implemented.
- External monitoring is achieved by means of the external authenticator reports.
- Passwords are only accessible to current staff members and are periodically changed.



## Chapter 7: Support for Learners

### Revision History

Date of This Revision:	07/10/2025	Date of Next Revision:	Ongoing as required
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Revision Number	Revision Date	Summary of Changes	Authors
2.1	14/12/2021	New Policy Document 2021	Anne Ganly Deirdre O'Connor Helen Fitzsimons Francis Lee Fionnuala Byrne Sinead Shine
2.2	12/11/2022	The title "Disability Officer" replaced by "Student Supports Officer".	Anne Ganly
2.3	31/01/2025	7.1 Laptop Loan Scheme updated	Anne Ganly
3.0	07/10/2025	New Terms of Reference for Student Council  7.5 The heading Counselling changed to Personal Support Services and the title "Counsellor" replaced by "Personal Supports Officer".  7.8 New Referrals Policy  The title "Student Supports Officer" replaced by "Disability Officer".	Aileen Martin & Sinead Shine College Director   Student Services Team  Deirdre O'Connor & College Director

## Policy Statement 7. Support for Learners

MBC (Moate Business College) is committed to providing, as far as is possible, supports for the learner to maximise learning potential and minimise barriers to the learner's educational progress. The college will endeavour to ensure that supports for the learner are delivered through an integrated approach that will encompass the perspective of the learner and facilitate participation in the provision of supports and resources. The college will make every effort to provide both academic and non-academic supports and resources aimed at enriching the learning experience for each individual. MBC will devise and embrace initiatives designed to enhance the pastoral care of the learner, promote a comprehensive guidance service, and develop systems that will support the additional needs of each learner.

The college is dedicated to the development and provision of learning resources that will enable every programme to be delivered to a high standard and ensure that every learner has access to those resources. MBC will continue to monitor, maintain, and improve learning resources and learner supports, ensuring that they meet with approved standards, developed in line with current advancements and improvements, ensuring that they are fit for purpose.

### Responsibility

The Board of Management has overall responsibility for ensuring that adequate resources are provided for supports for learners. The BOM delegates responsibility to the College Director, Quality Officer, and the Student Support Services Team to oversee the implementation of this policy.

- The Quality Committee review reports from Student Services Team and makes recommendations.
- The Disability Officer coordinates all learning supports on a daily basis.
- The Disability Officer is responsible for monitoring the effectiveness of all academic supports.
- Teachers monitor the supports and resources while delivering the programme and bring any issues to the attention of the college director.
- All staff have responsibilities, directly or indirectly, in providing learner support.

Terms of Reference Student Support Services Team			
<b>Associated Policy</b>	CG07 Support for Learners		
<b>Version No:</b>	2.2	<b>Version Date:</b>	10/2025
<b>Effective from:</b>	22/08/2025	<b>Review Date:</b>	01/2028
<b>Document Owner:</b>	Student Support Services Team		



### Role/Purpose

The Student Support Services Team assists the College Director and the Quality Officer in:

- The planning, co-ordination, development and overseeing of a quality service for all learners in MBC

### Membership

Our Student Support Services Team is comprised of the following members:

- Disability Officer
- Career Guidance
- Personal Supports Officer
- Member of Management in charge of Student Voice
- Learning Support Staff
- Other members are added as required

### Selection Criteria for Members

The members are selected based on their roles in the college.

### Responsibilities

To contribute to the quality of learners learning experience and academic success

To provide individual academic assistance to students having difficulty within the college

### Meetings

- The full team meets twice yearly, in September and May. All members must be available for both meetings.
- The Disability Officer, Career Guidance Office and Counsellor meet monthly.
- The Disability Officer meets with the Learning Support Staff twice in each term and as required.
- Meetings are chaired by the Disability Officer.

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

Terms of Reference Disability Officer			
<b>Associated Policy</b>	CG07 Support for Learners		
<b>Version No:</b>	2.2	<b>Version Date:</b>	10/2025
<b>Effective from:</b>	09/2025	<b>Review Date:</b>	01/2028
<b>Document Owner:</b>	Quality Committee		

**Role/Purpose**

The Disability Officer assists the College Director and the Quality Officer in:

1. Leading the planning, co-ordination and development of disability supports in the college.
2. Ensuring that students with a disability are supported and included in the college.

**Selection Criteria for Members**

Our Disability Officer is appointed by the Board of Management as an Assistant Principal II. Posts are reviewed every five years.

**Responsibilities**

- To ensure that students with a disability are supported and included in the college.
- Administer applications for the FSD fund for students with disabilities.
- Manage learners with disabilities across all courses in MBC.
- Oversee and administer the completion of needs assessments which outline the needs of the learners.
- Carry out regular monitoring regarding the adequate delivery of disability supports.
- Co-ordinate and hold meeting(s) with students with disabilities, Course Co-ordinators, Teachers, Support staff to discuss the support provisions required.
- Monitor and oversee the delivery of academic supports to students with disabilities.
- To ensure that reasonable accommodations are in place as appropriate. This will involve carrying out a needs assessment and putting in place any reasonable accommodation that is required to ensure that a student with a disability can participate fully in educational environment.

**Meetings**

The College Director and the Disability Officer meets with the Support Staff twice each term.

Terms of Reference Student Council			
<b>Associated Policy</b>	CG07 Support for Learners		
<b>Version No:</b>	1.0	<b>Version Date:</b>	10/2025
<b>Effective from:</b>	09/2025	<b>Review Date:</b>	01/2028
<b>Document Owner:</b>	Quality Committee		

**Role/Purpose**

The Student Council serves as the official representative body for students, fostering communication between the student body, teachers, and administration. It aims to promote leadership, organise events, and advocate for student welfare and academic interests

## Membership

Our Student Council is comprised of the following members:

- Elected representatives from each class (e.g., Chair, Secretary, Assistant Secretary).
- One non-voting member (member of management responsible for the promotion of the student voice in MBC).

## Selection Criteria for Members

Selection occurs annually, with candidates requiring nomination and majority student-body votes.

## Responsibilities

- **Chair:** Oversees meetings, liaises with administration, and ensures Council objectives are met.
- **Vice Chair:** member of management providing support to Chair.
- **Secretary:** Records minutes, maintains documentation, and communicates updates.
- **Assistant Secretary:** Assists with recording minutes and other documentation

## Meetings

- **Frequency:** twice per term, with emergency sessions as needed.
- **Quorum:** Minimum 50% attendance for decision validity.
- **Agenda:** Distributed 3 days prior through Moodle CMS; minutes shared within 48 hours post-meeting.

## Learner Complaints

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

## Facilitating Diversity

MBC recognises the range of diverse individuals and cultures that make up the society we live in. We aim to enable all learners to successfully participate in our validated QQI programmes.

Equality and diversity are to be upheld and supported in line with legislation and awarding body requirements.

We aim to support an inclusive and supportive environment of dignity and respect where all learners can develop their full potential.

We are committed to providing integrated accessible services and information to all users and will seek to ensure that information is produced in accessible information formats.

<b>Procedure</b>	<b>7.1 Supports available to Learners</b>
<b>Associated Policy:</b>	<b><i>CG07 Support for Learners</i></b>

<b>VERSION</b>	4.0	<b>VERSION DATE</b>	23/01/2025
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	23/01/2028		

<b>PURPOSE</b>	To ensure that all learners are provided with support to enable them to participate in the learning process.
<b>Scope:</b>	This policy applies to all learners in MBC. It also applies to all staff involved in education and training in MBC.

#### STEPS FOR IMPLEMENTATION

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

MBC ensures that learners are fully informed of the supports and resources available to them by:

- Informing learners during our school promotional talks by our Career Guidance teacher
- Liaising with local career guidance teachers
- Informing all learners at our programme induction by programme coordinators
- Learner handbook
- Notices on noticeboards
- Teachers providing information on an ongoing basis throughout the programme
- Communication by email from the Student Services team
- Student Council meetings

MBC is committed to providing learners with adequate and sufficient supports and resources to maximise their learning experience.

##### **Learners with Additional Learning Needs are identified by:**

- Initial contact from career guidance teachers in secondary schools
- Learners approach programme coordinators on induction
- Programme team teachers identify learners after they join their programme of study
- Disability Officer meets with learners on a one-to-one basis

The Fund for Students with Disabilities (FSD) allocates funding to colleges for the provision of services and supports to full-time students with disabilities. The fund aims to ensure that students can participate fully in their academic programmes and are not disadvantaged by reason of disability. The FSD is part supported by the Irish Government and the European Social Fund (ESF) as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020.

Eligible learners can apply for supports by making an appointment with the Disability Officer or via email (studentservices@moatebc.com).

Learners must present with the appropriate documentation for proof of disability for example:

- Significant on-going illness (Consultant's report)
- Specific Learning Difficulty (Educational Psychologist report)
- Language Difficulty (Speech and Language Report)
- Occupational Therapy report noting sensory or co-ordination difficulties
- Mental Health (Psychiatric report)

A Needs Assessment will be completed by Disability Officer to determine the type of supports required.

Once the relevant paperwork has been received students will complete a registration form to access supports.

Learners are asked to disclose any support needs they have at the application stage before enrolment.

Learners with any additional needs disclosed are contacted via email or telephone to discuss further and plan for support.

Learners who encounter any difficulties during a programme are advised to speak with their course coordinator as soon as possible.

Where support is identified during a programme, the Disability Officer will meet with the learner on a one-to-one basis.

The level of support provided will depend on an individual's needs, the type of programme and the resources available.

Individual support mechanisms can include but are not limited to:

- Non-medical helpers
- Learning Support
- Tutor Specific Support
- Examination support - A scribe, reader & separate centre.
- Assistive Technology - Laptops, Specialised equipment, Software
- Work Placement supports
- Transport supports
- Minor physical modifications to classrooms
- Learning materials in accessible format

## Academic Supports:

### Moate Business College Student Laptop Loan Scheme

MBC offers a Laptop Loan Scheme where learners may be eligible to receive a laptop, on loan, in order to assist them with complete their course work during the college academic year. This scheme is implemented as part of allocated funds from the Department of Further and Higher Education, Research, Innovation and Science to support disadvantaged students in accessing ICT devices.

Eligible learners apply for the scheme using the Form 31 Laptop Application form which is distributed via a secure email account ([laptopscheme@moatebc.com](mailto:laptopscheme@moatebc.com)).

Eligibility for the scheme:

Learners must be a registered as a full or part-time student and fall into the categories list below.

The categories for learners for inclusion in the scheme is including, but not limited to:

- Medical card holders.
- Learners in receipt of DEASP payments.
- Learners with additional needs (e.g. disability, educational, physical, language, intellectual, sensory, mental health)
- Learners eligible for fee waiver.
- SUSI grant recipient.
- Specific target groups.
- A learner who has particular difficulties accessing the appropriate ICT equipment to participate fully in their programme or course.

The scheme is not open to non-EU fee paying students.

The MBC Laptop Loan team assesses each application and allocates laptops on a need basis prioritised as appropriate. Students who are successful in their application will be asked to sign a Laptop Agreement upon collection of their laptop.

### Class resources

Textbooks and other materials (art materials & cameras) were purchased using the Mitigating Fund in 2023. These resources are available to learners who are struggling financially. Textbooks are also available for some class groups. These books are rented out for a nominal fee and the fee is refunded when books are returned. Digital cameras are available for use by our Creative Media class group.

### Healthcare Practical Skills Room Upgrade.

Using the Mitigating Fund MBC successfully applied for additional funding to upgrade resources in its Healthcare Practical skills room in 2023 which is used by a number of class cohorts namely the Nursing Studies and Community Healthcare Students. This funding and upgrade of the room allowed for the installation of additional equipment and resources which allows students to better simulate practice in

the real world. Equipment purchased include three life size human medical manikins, mobile hoist, and Diagnostic Machines.

#### **Other Supports and resources for all learners**

- Learner induction
- Comfortable, well-maintained, fit-for-purpose facilities which are conducive to learning with appropriate, high-quality equipment and resources
- Academic writing workshops
- Reasonable Accommodations
- Student Council
- Peer-to-Peer support
- An Office 365 account
- Moodle account
- Learners requiring specialised software are provided with an Adobe Creative Cloud account.

#### **Monitoring and Evaluation of Learner Supports**

Learners are provided with an opportunity to give feedback on supports, services and communications through:

- Student Council meetings where the class representative presents the view of his/her class group
- Class rep maintains regular contact with each module teacher to discuss any issues as they arise during the programme
- Questions on our Learner surveys
- Learner representative on the Quality Committee
- Class discussions
- One-to-one feedback via email

Teachers are given the opportunity to provide feedback at:

- Programme team meetings
- General staff meetings

#### **Reference Document**

FSO VSCCS Guidelines 2022 V1.0

#### **Supporting Documents**

Needs Assessment Template

Student Supports Registration Form

Student Supports Review Template



<b>TITLE</b>	<b>7.2 Pastoral Care</b>
<b>Associated Policy:</b>	<b><i>CG07 Support for Learners</i></b>

<b>VERSION</b>	2.1	<b>VERSION DATE</b>	10/2025
<b>Document Owner:</b>	Student Support Services Team		
<b>Review Date:</b>	01/2028		

<b>PURPOSE</b>	To ensure that MBC is committed to a comprehensive approach to pastoral care for the learner.
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#### STEPS FOR IMPLEMENTATION

- MBC operates a holistic approach creating an environment which enriches the lives of our learners.
- All teachers have responsibility for the pastoral care of learners on our programmes and to recognise the special needs/difficulties some learner may have.
- All teaching staff must complete the Child First Programme.
- Teaching and support staff must be Garda vetted.
- Teachers may identify learners who may need safeguarding and refer them to our counsellor.
- The College offers free counselling services in full confidence for learners facing any difficulty.
- Learners may be referred to a range of services provided by external agencies where applicable.
- Career Guidance Counselling for learners available through appointment process.
- Individual Educational Programme devised for the learner where applicable.
- Individual Educational Support provided to the learner where appropriate.

#### Reference Documents:

Children First Act 2015

<b>TITLE</b>	<b>7. 3 Learner Representation</b>
<b>Associated Policy:</b>	<b><i>CG07 Support for Learners</i></b>

<b>VERSION</b>	3.0	<b>VERSION DATE</b>	10/2025
<b>Document Owner:</b>	Student Support Services Team		
<b>Review Date:</b>	+3 years		

<b>PURPOSE</b>	To ensure that the learner is represented in every aspect of the college, including contributing to college policy and quality assurance. To create a method of communication and feedback from the student body.
<b>Scope:</b>	All learners

#### STEPS FOR IMPLEMENTATION

The Student Council is responsible for representing the voice of all learners regarding their own learning and learner experience together with the wider remit of contributing to the future of MBC by representing the student body on issues relating to education, public relations, and policy.

The Student Council will act as liaison where appropriate between the students and the teaching staff and management.

**The Student Council is** to act as part of the quality assurance process and will assist MBC in the process of shaping the learning experience by having an open channel of communication between the student body and teachers/management.

- Each learner cohort nominates two learners to represent the cohort on the Student Council.
- The Student Council is chaired by a member of staff with responsibility for the learner voice in MBC.
- Representatives from the Student Council are invited to attend meetings where their general concerns can be expressed.
- Student Services email addresses are available where learners may express any concerns.
- College Director liaises with learner representatives periodically.
- Information informing learners how to make representation is available within the student handbook.
- Information in respect of how the learner can express concerns is presented to the learner on induction day.
- Course feedback is conducted through learner online survey at end of academic year.
- A second, additional survey is now conducted mid-November facilitated in class time with learner representatives and each class group.
- This provides informative feedback mid-way through first term and could raise opinions/concerns learners might be experiencing.

**Supporting Documents:**

Learner Survey Templates

Analysis of Survey

**Reference Documents:**

QQI Core Statutory Quality Assurance Guidelines April 2016/QG1-V2

<b>Procedure</b>	<b>7.4 Guidance</b>
<b>Associated Policy:</b>	<b><i>CG07 Support for Learners</i></b>

<b>VERSION</b>	2.2	<b>Version Date</b>	10/2025
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<b>PURPOSE</b>	To ensure that the learner and the prospective learner has knowledge of potential career pathways from individual programmes.
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<b>Scope:</b>	All learners
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### Steps for Implementation

#### Informing Enrolled Learners:

- Details of the Guidance Service are provided to all learners at Induction Day by the Guidance Counsellor.
- Information is outlined in the Learner Handbook.
- Notices are displayed on noticeboards in numerous locations around the college.
- Teaching staff frequently make learners aware of the service.
- Emails from the Guidance Counsellor.

#### Approaches:

- The Guidance Counsellor provides a number of CAO talks during semester 1 of the academic year. All learners may attend. Some are online via Ms Teams.
- One-to-one guidance appointments are available to the learner throughout the year and appointments may be made through the main office or via email.
- The learner emails the Guidance Counsellor advising they require a guidance appointment.
- A suitable time is arranged between the learner and the Guidance Counsellor.
- The learner must complete the *Guidance Register* prior to the appointment for information purposes for the Guidance Office.
- Appointments take place via Teams or face-to-face.
- Appointments address any concerns or queries the learner may have regarding personal, academic or career issues.
- The Guidance Counsellor sends the learner a follow-up email after the appointment, outlining a summary of the meeting.
- The learner is advised they may make a follow-up appointment if they so wish.
- Guidance workshops are available for the learner during the academic year by the Guidance Counsellor and external organisations on progression, CAO.
- Emails are sent to the learners advising when the workshop will take place.
- Teaching staff also make the learner aware that workshops are taking place.
- Various Career Guidance information and worksheets available on Moodle.

- Regular emails are sent to the learner advising of course information, deadlines etc. regarding progression.
- Career pathways information contained within course leaflets.
- Career pathways information provided via external college prospectus, external training organisations, professional organisations, external support agencies.
- Referral of the learner where necessary.

#### **Collaboration**

- To meet with the Student Support Services Team on a regular basis.
- To liaise with MCS Guidance Counsellors once per term.
- To liaise with MBC staff on a regular basis and as the need arises.

#### **Informing Potential Learners**

- Information made available to the prospective learners on Open Day (subject to public health guidelines).
- Attendance at Careers Fairs in the region (subject to public health advice).
- Letters, emails, and brochures sent to second level feeder schools with programme information.
- Second level guidance counsellors contact MBC office to request a College Promotion Presentation and a suitable date is arranged.
- Individual queries from second level guidance counsellors answered.
- Career pathways and college information available in College Promotion Presentation.
- Radio and newspaper advertisements informing learners.
- Potential learners can email the programme coordinator directly to seek additional information.

#### **To ensure best practice**

- To continue to be a member of the Irish Guidance Counsellors.
- To liaise with MCS Guidance Counsellors.
- To continue to receive professional supervision.
- To liaise with guidance counsellors and schools in the region of which there are about 33.
- To liaise with third level colleges in the country.
- To attend Annual CAO Conference.
- To attend the Annual Conference of Guidance Counsellors where possible.

#### **Supporting Documents:**

Guidance Register Template

#### **Reference Documents:**

Code of Ethics of The Institute of Guidance Counsellors

<b>Procedure</b>	<b>7.5 Personal Support Services</b>
<b>Associated Policy:</b>	<b><i>CG07 Support for Learners</i></b>

<b>VERSION</b>	2.0	<b>Version Date</b>	01/2025
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	01/2028		

<b>PURPOSE</b>	To facilitate learner achievement, improve learner wellbeing, behaviour, and attendance.
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<b>Scope:</b>	All learners
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### Steps for Implementation

#### Informing Enrolled Learners:

- Details of the Service are provided to all learners at Induction Day by the Personal Support Officer.
- Information is outlined in the Learner Handbook.
- Teaching staff and support staff frequently make learners aware of the service.

#### Approaches:

- One-to-one appointments are available to the learner throughout the year.
- These appointments address issues such as stress, anxiety, adjustment to college, personal development, grief and loss, relationship issues, gender issues, career, communication skills and personal crises.
- Sessions encourage learner independence, development of self-confidence and self-discovery, among other values.
- Appointments may be made by emailing MBC office or emailing the Personal Supports Officer directly.
- Referral of the learner, where necessary – See 7.8.

#### The Personal Support Officer will:

- Meet with the Student Supports Services Team on a regular basis.
- Liaise with MBC staff on a regular basis and as the need arises.
- Brief the College Director of any significant developments.

#### To ensure best practice the Personal Support Officer will:

- Continue to be a member of the Irish Association for Counselling and Psychotherapy
- Continue to receive professional supervision.

**Supporting Documents:**

Counselling Contract for Clients

MBC Learner Notes Template

**Reference Documents:**

IACP Code of Ethics and Practice for Counsellors

<b>PROCEDURE</b>	<b>7.6 Learner Complaints</b>
<b>Associated Policy:</b>	<b>CG07 Support for Learners</b>

<b>VERSION:</b>	3.0	<b>VERSION DATE:</b>	10/2025
<b>Document Owner:</b>	College Director		
<b>Review Date:</b>	01/2028		

<b>PURPOSE</b>	To outline the step-by-step procedures for dealing with learner complaints promptly and confidentially, in a fair, timely and constructive manner.
<b>SCOPE</b>	This procedure applies to all learners in MBC.

#### STEPS FOR IMPLEMENTATION

Learners are informed about the complaints process, their right to complain and how to submit a complaint in the Learner Handbook, at induction, on our LMS. We do not accept anonymous complaints.

#### Academic Complaints:

These complaints are dealt with under our Assessment Appeals procedures.

#### Non-academic complaints:

These complaints generally relate to students' welfare, safety, and security.

It is expected that any minor problems, which may arise from time to time during programme, will be discussed with the module teacher face-to-face/Ms Teams or email and hopefully resolved on an informal basis.

Should the issue relate to the teacher, the learner should discuss with the course coordinator face-to-face/virtual using Ms Teams or email and hopefully resolved on an informal basis.

Where informal discussion fails to produce a solution, the formal complaints procedure will then apply.

#### Formal Process:

##### Stage 1:

- The teacher/course coordinator records the details if s/he regards the complaint as significant and forwards the details to the College Director by email.
- The teacher/course coordinator informs the learner that the complaint must now be made in writing to the College Director using the Learner Complaints form (Form 30) available on Moodle. Supporting documentation must accompany this form.
- The form is a Ms Form, and the information will be automatically entered on our complaints register.
- Learners to submit details within 5 working days, or as soon as possible, after the issue arising.
- The Form is automatically saved in the College Directors Ms Forms.



- MBC aims to complete an investigation into a complaint within 20 days of receipt of the complaint if possible. If the investigation takes longer the College Director contacts the complainant and explains the delay.
- The College Director investigates the complaint, decides a course of action, and responds in writing to the learner.
- If the College Director deems the complaint to be serious (e.g., a safeguarding issue) she escalates the complaint to the principal who investigates, decides on a course of action, and responds within ten working days.
- Depending on the nature of the complaint, the principal may need to involve the Board of Management, who will decide on a course of action. The secretary of the BOM will inform the learner of the outcome.

**Stage 2:**

- If the learner is not satisfied with the decision, they can appeal it by submitting a request in writing to the Chair of the QC within 10 working days. The request must set out the reason/s for dissatisfaction with the response.
- In the case of an appeal, the Chair of the QC appoints an independent person who has no connection with any party involved to review the complaint, the investigation, and the decision.
- The independent reviewer submits a report to the QC which makes a decision.
- The Chair of the QC notifies the complainant of the decision in writing. This decision is final.
- The College Director updates the record of complaints and outcomes on the complaints register.
- The complaints register is reviewed as part of our quality reviews and presented to the QC at each meeting.
- We deal with complaints in strict confidence with access to details on a needs-only basis.

**Supporting Documents:**

Form 30 – Learner Complaints

Complaints Register

Letter template for responding to a complaint

**Reference Documents:**

Complaints by Parents or Students – Code of Practice for Processing Complaints (ACCS)

<b>PROCEDURE</b>	<b>7.7 Facilitating Equality and Diversity</b>
<b>Associated Policy:</b>	<i>CG07 Support for Learners</i> <i>CG06 Assessment for Learners</i>

<b>VERSION:</b>	3.0	<b>VERSION DATE:</b>	01/2022
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	+ 2 years or more frequently if required		

<b>PURPOSE</b>	To ensure that diversity is upheld and individual differences between individuals are valued and supported in line with equality and included as part of a person-centred learning experience.
<b>SCOPE</b>	This procedure applies to all registered learners and all applicants for learner places in MBC.

#### STEPS FOR IMPLEMENTATION

- All staff play a role in implementing this policy and are expected to familiarise themselves with its content.
- All learners are treated equally according to individual needs.
- MBC will ensure its admissions process, assessment, administration, and other procedures do not discriminate directly or indirectly against any student in relation to any of the nine equality grounds.
- MBC will offer the same training opportunities to all learners to achieve high standards of performance.
- Learners with additional needs are encouraged on induction to register with the student supports services and submit information to our Disability Officer.
- MBC seeks to create an environment where learners with additional needs can discuss what their needs are with staff involved in their programme of study. MBC will seek to make reasonable accommodations for those needs that are disclosed to them.
- Programme content/delivery/assessment is adapted to support individuals or groups with special requirements where possible and appropriate.
- Learners are continually encouraged by teachers and support staff to keep open lines of communications.
- One-to-one support – learners with additional support needs identified during delivery and ongoing assessment will be afforded as much individual attention, facilitation, assistance, and encouragement as possible within the constraints of programme delivery if other learners are not disadvantaged.

#### Supporting Documents:

Application Forms

#### Reference Documents:

Disability Act 2005

<b>PROCEDURE</b>	<b>7.8 Referrals</b>
<b>Associated Policy:</b>	<b>CG07 Support for Learners</b>

<b>VERSION:</b>	1.0	<b>VERSION DATE:</b>	02/2025
<b>Document Owner:</b>	Board of Management		
<b>Review Date:</b>	+ 3 years or more frequently if required		

<b>PURPOSE</b>	To establish a clear and structured process for referring students to the appropriate support services and resources.
<b>SCOPE</b>	This procedure applies to all registered learners and all applicants for learner places in MBC.

### STEPS FOR IMPLEMENTATION

All staff play a role in implementing this policy and are expected to familiarise themselves with its content.

There are two types of referrals:

1. Internal Referral: This is the referral of an individual student to the Student Services Support Team.
2. External Referral: This is the referral of an individual student to an outside agency, for example HSE, Psychologist, GP, Mental Health Services.

Protocol for Internal Referrals:

- Referrals may come from the College Director
- Referrals may come from Course Co-ordinators
- Teachers may make referrals
- Support staff may make referrals
- A member of the Student Support Services Team may make referrals
- Students may make a self-referral
- Parents may contact a member of staff and request that their son/daughter meet with a member of the Student Support Services Team. This may only occur if the student agrees.

Protocol for External Referral:

- The referral of a student to an external agency may only be made by a member of the Student Support Services Team or the College Director, in consultation with the student.

The Student Support Services Team meet monthly and consists of:

- Deirdre O'Connor: Disability Officer
- Helen Fitzsimons: Career Guidance Counsellor
- Francis Lee: Personal Supports

### Meetings:

- Minutes are taken at each meeting and are stored on the *Student Services Supports Team Meetings One Drive Account* in the college. There will be no reference to individual student information in these minutes.
- Referrals are discussed and progress of students is discussed and followed up by a team member.
- If it is agreed that the reason for referral is beyond the professional scope of the team members, then the student may be referred to an outside agency.

- The College has an agreement with Anne Gallagher, Psychologist, Moate Medical Centre should her services be required and students may avail of two counselling sessions free of charge. This referral must receive the approval of the College Director.
- The voluntary participation of the student must be respected at all times.

#### **Confidentiality:**

As the student/staff relationship is based on trust, respect and confidence, it is of primary concern to the student that whatever information is divulged is in confidence. However, the right of absolute confidentiality in the exchange of information is not guaranteed. If it comes to light that harm is being done either by or to the student, the Student Services Support Team Member or College Director has a duty to report this to the appropriate body. This restriction of confidentiality is based on the ethical decision that the well-being of the student takes precedence over the confidentiality contract and the Team Member must act in a position of “duty of care”. All students are informed about these legal limits of confidentiality at the beginning of the academic year.



## Chapter 8: Information & Data Management

### Revision History

<b>Date of This Revision:</b>	10/2025	<b>Date of Next Revision:</b>	01/2028
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Revision Number	Revision Date	Summary of Changes	Author
1.0	25/09/2021	Created in line with QQI Core Guidelines	Anne Ganly
2.0	09/02/2022	Layout and procedures modified	Aileen Martin
2.1	25/03/2022	Minor updates to: 8.4 Information for Further Planning 8.5 Completion Rates 8.7 Data Protection & Freedom of Information	Anne Ganly
2.2	15/11/2022	Responsibilities updated to include IT contractor 8.1 Information Systems updated to reflect return of learner evidence 8.2 Learner Information Systems amended as outlined in panel visit report 8.6 Record Maintenance and Retention – Backups and Disaster Recovery revised 8.7 Data Protection & Freedom of Information	Anne Ganly Olive Costello
2.3	23/01/2025	Management Information Systems. 8.3: Information updated to reflect that QA procedures are currently on website	Aileen Martin

## Policy Statement 8: Information and Data Management

It is the policy of Moate Business College to maintain the highest standards of Information and Data Management for our learners and all other stakeholders. We have made the highest commitment to ensuring that all Information and Data is held responsibly and securely, and is made available for informed decision making, ensuring that we know what is working well and what may require further attention/review. The policy identifies the ways in which data should be collected, stored, secured, and maintained. It details the way in which information may be distributed and how the quality of the data is achieved and preserved.

Data protection policies, in line with legislation are in place at Moate Business College. Only named and authorised personnel have access to data and only for the purposes of entering data or reporting at local centre level. A record of authorised personnel is retained in the college and is reviewed and updated periodically.

### **Responsibilities**

All staff have some responsibility for ensuring data is collected, stored, and handled appropriately.

Key areas of responsibility include:

- The BOM has responsibility for ensuring that MBC meets its legal obligations and they have delegated responsibility to the Principal for the management, maintenance and security of data and information.
- The Quality Committee is responsible for the oversight of the data which relates to teaching and academic provision.
- The Data Protection Officer is responsible for ensuring that the information and data presented to governance units is robust, verifiable, and timely.
- The College Director (Data Protection Officer) is responsible for safeguarding and securing personal or sensitive information relating to learners and teachers.
- The College Administrator is responsible for updating learner records.
- The IT contractor is responsible for conducting routine evaluations of network and data security.

<b>TITLE OF PROCEDURE</b>	<b>8.1 Information Systems</b>
<b>Associated Policy</b>	<b><i>CG8 Information and Management Systems</i></b>

<b>VERSION</b>	2.1	<b>DATE</b>	10/2025
<b>Document Owner</b>	Board of Management		
<b>Review Date</b>	01/2028		

<b>PURPOSE</b>	To identify the context, principles and responsibilities to be outlined in procedure 8.1 – Information Systems
<b>Scope</b>	This procedure applies to all physical and digital data stored in Moate Business College

### STEPS FOR IMPLEMENTATION

#### Data Management Systems

Moate Business College (MBC) needs to gather and use certain information about individuals which held in our management and email systems. MBC is committed to the proper and effective management of the records and data it creates, receives, captures, maintains, or otherwise processes, in all formats, during its operations, academic and administrative, in a manner which:

- is transparent, consistent, and accountable
- meets legal, regulatory, and audit requirements
- supports the efficient conduct of its business
- protects the security and integrity of records and data, including personal data.

Documentation covered under the MBC Document Management System (DMS) are categorised under the following functional areas:

- Management and Organisation
- Legislation and Guidance
- Learners
- Staff
- Finance
- Health & Safety
- Adult Education

MBC uses a number of systems to support effective communications and information sharing with teachers, learners and to the stakeholders. An in-house record management system is used to record learner enquiries, learner personal details, attendance, fees, completion data, progression. This is stored on the college file server. Reports can be generated on the above information. This system also records teacher information and details relating to other stakeholders. The system is maintained securely and confidentially through the use of passwords and limited access. The College Director and the College Administrator has full access to this system. The system is monitored through day-to-day use.

The College uses a Programme Learner Support System (PLSS) to store learner details. Students can self-register on this system by completing the application available on Fetchcourse.ie. Learner completion dates and outcome must be recorded on this system for our funding body Solas. The QO and College Administrator has access to this system which is password protected.

MBC uses Microsoft Office 365 for data storage on OneDrive and communications on Ms Teams and Ms Outlook. Learner accounts are removed on 31<sup>st</sup> August each year by the IT contractor – maintenance provider.

We use Moodle as our Learner Management System. This stores all relevant programme material for both learners and teachers. Learner evidence is removed from Moodle on completion of the appeals process by the Moodle administrator.

### **Key Performance Indicators**

- Critical quality indicators include
  - Learner attendance rates
  - Learner withdrawal numbers
  - Programme completion rates
  - Learner certification rates
  - Learner and employer feedback
  - Staff feedback

This information allows for review and timely analysis for the purpose of identifying areas for improvement.

### **Supporting Documents**

PLSS User Guide  
Moodle User Guide  
Office 365 Notes

### **Reference Documents**

Quality Assurance Assessment Guidelines for Providers (Revised 2013)  
Data Protection Act 2018



<b>TITLE OF PROCEDURE</b>	<b>8.2 Learner Information Systems</b>
<b>Associated Policy</b>	<b><i>CG8 Information and Management Systems</i></b>

<b>VERSION</b>	2.1	<b>DATE</b>	01/2025
<b>Document Owner</b>	Board of Management		
<b>Review Date</b>	01/2028		

<b>PURPOSE</b>	To identify the context, principles and responsibilities to be outlined in procedure 8.1 – Information Systems
<b>Scope</b>	This procedure applies to all physical and digital data stored in Moate Business College

### STEPS FOR IMPLEMENTATION

#### Maintenance of Learner Information Systems

- The college has in place robust Learner Management Systems.
- Prospective learners and other stakeholders can obtain information on programmes and systems and facilities in both print and electronic versions.
- Reasonable accommodations are provided to ensure the information is available to all learners and stakeholders appropriately.
- The majority of learners apply using our online application forms either from our website or fetchcourses.ie. This information is inputted into our in-house document management database.
- Some learners also apply using a hard copy of our application form. The information on the hard copies is transferred to our customised in-house database. Hard copies of applications are held until all college places have been allocated are then securely disposed of.
- Learner records are maintained in digital format on our in-house database. The college director and administrators have access to this database. This database is securely stored for the academic year until final certification has been received. The College Administrator updates these files as necessary. Data on the learner record allows us to track the learner journey from application to certification.
- Post certification, learner data is only available on the PLSS.
- Learners that did not apply through fetchcourse.ie must register on fetchcourses.ie on commencement of their programme. This information is then available on our PLSS. This completes the registration process for both MBC and Solas.
- The QO, Administrator and the College Director have access to the PLSS. The College Administrator updates learner files on the PLSS. The QO completes the learner returns to Solas.
- The PLSS is maintained by Solas.
- The IT contractor has overall responsibility for College network security.
- Learner results are maintained by each teacher until they are entered on the QBS.
- Learner results are available on the QBS post certification.

- Learner data, assessment submissions, results and any other student information is removed from all staff/college devices and storage media upon final certification.

### Contents of Learner Record

The following information is kept for all learners:

Personal Details	Course Details	Disciplinary Details	Certification Details
Name	Course Name	Complaints	Results
Address	Attendance record	Appeals	Date of results notification
Email	Assessment Results		
Telephone No	Fees Paid		Date of Certification
PPSN			Date of issue of Award Certificate
Medical card No			
Employment Details			
Next of Kin			
Details of reasonable accommodation provided (if any)			

The PLSS Data Protection Statement outlines what Personal Data will be collected, how it will be collected, how and why we process Personal Data and how long the Personal Data will be kept. See Appendix 3.

### Reporting

- Moate Business College has a dedicated profile on the website where it publishes the Quality Assurance Policy, Self-Evaluation reports and programme reviews and revalidations. College-wide policies and procedures are currently published on the Learner Management System
- The programmes of education and training offered by the College, and which lead to an award level on the NFAQ are accredited by QQI. On an annual basis, all assessment and progression of learners in these programmes are subject to peer review by external experts.
- Each programme coordinator presents an annual report to the Quality Committee which captures key performance indicators and other information in relation to the programme. Information within these reports includes KPI's such as:
  - Number of applications
  - Number of early exits
  - Number of component certificates
  - Numbers full certificates
  - Benchmarking award outcomes using QQI Infographics
  - Number of applications for reasonable accommodation granted
- The following reports are presented to Governance units:

Report	To/From	Frequency
Quality Report	BOM from QC	Annually
Programme Reports	QC from programme coordinators	Annually
Self-Evaluation	QQI from QC	Every 5 years
New Programme proposal	QQI from QC	As required
Validation applications	QQI from QC	As required

Results Approval Panel reports	QC from RAP Committee	Following RAP Meeting
EA Reports	QO to RAP	Each certification period
IV Reports	IV Coordinator to RAP	Each certification period
Risk	To BOM from QC	As required
Complaints	To BOM from QC	As necessary
QC Reports	To BOM from QC	Following each meeting

## Security

- Moate Business College will only collect such data as is required for the efficient and effective participation of the learner in the management and operation of the college and/or the programme on which s/he is enrolled.
- Moate Business College will ensure that the appropriate security measures shall be taken against unauthorised access to, or unauthorised alteration, disclosure or destruction of the data.
- Access to data is provided on a need-to-know basis.
- Effective security and access management controls are in place through restricted permissions and password protection.
- Disaster Recovery Procedures are in place.

## Supporting Documents

Application Forms	PLSS
Attendance Register	Programme Information
College Database	Records Maintenance and Retention Procedure
College Policies	Retention Schedule
College Prospectus	Self-Evaluation Report
Learner Management System	Social Media
Governance Reports	Website

## Reference Documents

Quality Assurance Assessment Guidelines for Providers (Revised 2013)

Data Protection Act 2018

PLSS Data Protection Statement

<b>TITLE OF PROCEDURE</b>	<b>8.3 Management Information Systems</b>
<b>Associated Policy</b>	<b><i>CG8 Information and Management Systems</i></b>

<b>VERSION</b>	2.0	<b>DATE</b>	02/2022
<b>Document Owner</b>	Board of Management		
<b>Review Date</b>	02/2027		

<b>PURPOSE</b>	To establish that the college engages with the learners and teachers and has in place an effective, robust and comprehensive Management Information System.
<b>Scope</b>	This procedure applies to all physical and digital data stored in Moate Business College

#### STEPS FOR IMPLEMENTATION

##### Management Information System

- Moate Business College has in place a Management Information System in the form of a database for all information to be stored and channelled to where it is needed and staffed accordingly.
- Access is only granted to authorised persons with password requirements.
- Appropriate users will have training on the management system.
- Management Systems will be reviewed on an annual basis for effectiveness of delivery.
- The Management Information System provides appropriate and timely reports which will enable appropriate staff to analyse whether objectives have been met.

##### Supporting Documents

MIS Reports  
 MIS User Handbook  
 Staff Training records  
 QA meeting minutes

##### Reference Documents

Quality Assurance Assessment Guidelines for Providers (Revised 2013)  
 Data Protection Act 2018

<b>TITLE OF PROCEDURE</b>	<b>8.4 Information for Further Planning</b>
<b>Associated Policy</b>	<b><i>CG8 Information and Management Systems</i></b>

<b>VERSION</b>	2.1	<b>DATE</b>	02/2022
<b>Document Owner</b>	Board of Management		
<b>Review Date</b>	02/2027		

<b>PURPOSE</b>	Moate Business College will ensure that all Information contained in the Management Information System is reviewed on an on-going basis.
<b>Scope</b>	This procedure applies to all data held in the college MIS

#### STEPS FOR IMPLEMENTATION

MBC is committed to compliance with the General Data Protection Regulation (GDPR).

All data collected during monitoring and review provides important information about the success of our programmes, learner progression, areas requiring improvement and opportunities for further development. We use this data to estimate trends for each programme offered in MBC and to inform our programme improvement plan and to monitor risk.

Some of the key performance indicators used for further planning include:

- Number of enquires for each individual programme
- Number of applications and trends over a three-year period
- Learner numbers per programme
- Number leaving the programme early
- Number of completions and awards
- Grade distributions and trends
- Attendance rates
- Progression rates
- Number of complaints
- Number of appeals
- Number of accidents
- Comparisons using QQI's Infographics
- Learner feedback

#### ***Review of MIS***

- MBC will ensure that the Management Information system will be subject to review on an annual basis and findings will be brought to the relevant departments.
- Based on recommendations from college departments, modifications will be made to the reports generated from the MIS by the Database Administrator which will clarify KPI's required.

### **Supporting Documents**

MIS Reports  
Learner Survey  
QA meeting minutes

<b>TITLE OF PROCEDURE</b>	<b>8.5 Completion Rates</b>
<b>Associated Policy</b>	<b><i>CG8 Information and Management Systems</i></b>

<b>VERSION</b>	2.1	<b>DATE</b>	03/2022
<b>Document Owner</b>	Board of Management		
<b>Review Date</b>	02/2027		

<b>PURPOSE</b>	The College is committed to ensure that all completion rates are collected and made available to the Quality Committee for review.
<b>Scope</b>	This procedure applies to all data held in the college MIS.

### STEPS FOR IMPLEMENTATION

#### ***Monitoring of Completion Rates***

Programme completion data is reviewed by the programme team, IV, EA and the QC.

- The programme coordinator collects learner data per programme. This information is analysed and documented at programme meetings. This information is considered in programme reviews.
- An Internal Verification Process is established to ensure that results generated are correct.
- The QO oversees that learner results are entered correctly into the QQI QBS system.
- External Authentication is carried out on an annual basis on all courses.
- Summaries of learner results and pass rates are generated through the QBS system and issued to each programme coordinator.
- RAP Meetings are carried out to ensure that results are accepted and signed off.
- The QC use the information for self-evaluation.

#### **Supporting Documents**

IV Reports  
EA Report  
RAP Reports  
Programme Team Reports.  
QBS Results Summary Reports  
QQI Infographics

#### **Reference Documents**

Quality Assurance Assessment Guidelines for Providers (Revised 2013)  
Data Protection Act 2018

<b>TITLE OF PROCEDURE</b>	<b>8.6 Records Maintenance and Retention</b>
<b>Associated Policy</b>	<b><i>CG8 Information and Management Systems</i></b>

<b>VERSION</b>	2.1	<b>DATE</b>	11/2022
<b>Document Owner</b>	Board of Management		
<b>Review Date</b>	11/2027		

<b>PURPOSE</b>	The College is committed to support the administrative and operational requirements, including adherence to policies and compliance with relevant legislation through records maintenance and retention.
<b>Scope</b>	This procedure relates to all data held within College MIS.

#### STEPS IN IMPLEMENTATION

##### ***Records Retention Procedures***

- Moate Business College has a Document Management System, which details procedures for the establishment and maintenance of quality-related records.
- The records are held in line with GDPR principles.
- Data retention periods are clearly specified in the Data Retention Schedule, which is made available to view for any potential stakeholders.
- All documentation relating to the college is noted within this policy, including
  - Objectives, plans and targets
  - Performance records
  - Self-monitoring reports
  - Evaluation reports
  - Minutes of QC meetings
  - Actions taken for quality assurance maintenance
  - Learner records
  - Teacher records
  - Financing
  - Follow up reports etc.

##### ***Backups and Disaster Recovery***

- The college server is backed up to external media daily using encrypted propriety software. This consists of a full disk and partition backup on Friday evening, and a differential backup ran each subsequent evening until the following Friday. There are four external media drives, this allows for a 28-day retention of data. The latest used (latest backup) is stored off-site. Individual files can be recovered from any of the backups if connected to the propriety software.
- At the end of the college year, Student Data from the Student Home folders, is saved to a non-production server for retention and removed from the college server, this is stored for 180 days.



- Image backups of the main office PC are completed monthly to a network location. These are retained for four months. Individual files can be recovered from any of the image backups if accessed by the imaging software. The main college database is backed up daily by propriety software.
- Staff and students also store information on OneDrive on the Microsoft 365 platform. The platform provides encryption for data shared and stored on it. Individuals may choose to sync this data to their own devices. The data will be stored on the account for the academic year and will be removed on August 31st or the closest working day each year. (Information is retrievable for a period of 30 days post removal of accounts on the Microsoft platform)
- Learner personal data is held on the PLSS. This is maintained by Solas.
- Learner results are stored on the QBS which is maintained by QQI.

### **Supporting Documents**

Learner Information System  
Management Information System.  
Minutes of Board of Management meetings.  
Records Maintenance & Retention Procedure

### **Reference Documents**

Quality Assurance Assessment Guidelines for Providers (Revised 2013)  
Data Protection Act 2018

<b>TITLE OF PROCEDURE</b>	<b>8.7 Data Protection and Freedom of Information</b>
<b>Associated Policy</b>	<b><i>CG8 Information and Management Systems</i></b>

<b>VERSION</b>	2.2	<b>DATE</b>	11/2022
<b>Document Owner</b>	Board of Management		
<b>Review Date</b>	11/2027		

<b>PURPOSE</b>	The College will ensure that it complies with all Data Protection and Laws and the Freedom of Information Act.
<b>Scope</b>	This procedure relates to all data held within College MIS

### STEPS FOR IMPLEMENTATION

#### Data Protection

Legislation defines personal data as "any information relating to an identified or identifiable natural person".

All staff are briefed on the implications of data protection legislation and best practice and their role in ensuring that all personal data is protected at induction. All staff are reminded that personal data should not be shared informally. Teachers are reminded that assessment evidence is regarded as personal data as a person is capable of identification either directly by name or indirectly by identification number from an assignment and an exam script.

We protect data related to:

- Current, past and prospective learners
- Members of governance units
- Staff and job applicants
- Contractors and consultants
- Workplace Supervisors

#### Compliance

We use, collect, store, secure and destroy personal data related to learners, staff, and other stakeholders in compliance with statutory obligations.

Moate Business College have processes in place to ensure the accuracy, security, and integrity of any personal data we process.

This includes:

- All data access controls, including password protection for soft copies and secure locked locations for hard copies are in place.
- Data backup systems are in place to protect against loss of information.
- All information and material make clear what personal data will be collected, for what purpose and with whom it will be shared. See PLSS Data Protection Statement, Appendix 3.
- Our document retention procedures indicate how long personal data can be retained, who has responsibility for it, where it is stored, and how it is disposed of.

- We inform learners about our privacy statement at induction and registration. This notice must be read, and the statement agreed by learners to complete the registration process. This data statement outlines:
  - Who collects the Personal Data
  - What Personal Data will be collected and how it will be collected
  - How and why we process Personal Data
  - Disclosure of Personal Data
  - Sources of Personal Data
  - How long we keep Personal Data
  - Your Rights
  - Changes to this Statement
  - Contact Us

We limit the data we collect to that which is necessary, and we keep it for the minimum time required and then securely destroy it.

### Your Rights

See Appendix 3: “PLSS Data Protection Statement Subsection 7 Your Rights”.

### Protecting Assessment Evidence

Assessment evidence is classified as personal data and is maintained securely by the module teacher, and all involved in the assessment process. Assessment evidence is downloaded from Moodle by the module teacher and stored on their OneDrive account which is password protected. Following correction, the evidence is transferred to an IV folder on OneDrive. All access is removed by the IV coordinator following the appeal process.

Assessment records include sensitive data submitted to support applications for reasonable accommodation and assessment. This data is held by the Disability Officer and teachers are notified of accommodations required. All sensitive data is removed by teachers following the assessment process. Teachers must report all breaches without delay to the Data Protection Officer detailing risks involved and take the necessary actions.

Learners should also report any breaches noticed to MBC without delay.

Learner Office 365 accounts are removed on 31<sup>st</sup> August each year by the IT contractor – maintenance provider. And learner evidence is removed from Moodle on completion of the appeals process by the Moodle administrator.

Following certification, learner results are only available on the QBS.

### Securing Personal Data

Teachers and support staff use Ms Teams, Outlook, or Moodle to communicate with learners outside the classroom. All teachers and support staff are provided with a college laptop which are password

protected for this purpose. Learners are entered on the QBS by the QO. Details are uploaded from the PLSS.

### **Access to Data**

Staff and learners have a right to access personal data that MBC hold on them.

The request must be in writing stating that the request is being made under the FOI Act.

When seeking information which is personal, appropriate identification will be required.

### **Supporting Documents**

QC reports

IV reports

Records Retention Schedule

PLSS Data Protection Statement

### **Reference Documents**

Quality Assurance Assessment Guidelines for Providers (Revised 2013)

Data Protection Act 2018

### **Monitoring and Evaluation**

The use of templates and forms allows for consistent Data Collection and Recording across different programmes and teachers.

Data Backup takes place onsite daily and offsite weekly in order to guard against the risk of data being lost or corrupted.

Processes are in place to protect electronic and hard copy data in all forms and electronic files from being accessed without authority.

The data protection officer will carry out an evaluation of data management systems on an annual basis.



## Chapter 9: Public Information and Communication

### Revision History

Date of This Revision:	09/02/2022	Date of Next Revision:	01/03/2024
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Revision Number	Revision Date	Summary of Changes	Author
19/1	01/06/2019	New Policy Document 2019	Anne Ganly
22/1	09/02/2022	Updated policy statement Responsibilities added	Anne Ganly

## Policy Statement 9: Public Information and Communication

Moate Business College is committed to creating and maintaining two-way communication to enable all stakeholders (e.g. learners, staff and other interested parties) to receive, share and exchange relevant information about our programmes and services.

We endeavour to ensure that all information is approved prior to publication, and is clear, accurate, and up to date.

### Responsibilities

- The programme coordinator is responsible for ensuring the accuracy of information relating to programmes.
- The promotions team are responsible for all information published on our social media platforms.
- The QC maintains oversight of the programme and quality assurance information we publish.
- The College Director approves programme information prior to publication and liaises with the website administrator and the social media team in relation to publications. The website administrator reviews the website on a regular basis and updates the information if changes are required.
- The Quality Officer is responsible for all communications with QQI.

<b>TITLE OF PROCEDURE</b>	<b>9.1 Public Information</b>
<b>Associated Policy:</b>	<b><i>CG9: Public Information and Communication</i></b>

<b>VERSION</b>	3.0	<b>DATE</b>	02 2022
Document Owner:	Board of Management		
Review Date:	+5 years or as required		

<b>PURPOSE</b>	<p>To confirm that policies and procedures are in place to ensure that the information published by MBC is clear, accurate, objective, up to date and easily accessible.</p> <p>To comply with the requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012.</p>
<b>Scope</b>	All Stakeholders

#### STEPS FOR IMPLEMENTATION

Moate Business College recognises that public information and communication are an essential means by which the College disseminates relevant information to both prospective and current learners and other stakeholders internally and externally.

MBC communicates and publishes information about its activities, primarily through its website ([www.moatebusinesscollege.com](http://www.moatebusinesscollege.com)), webtexts, on the PLSS MIS system, through Fetchcourses.ie, brochures, flyers, school presentations and career events.

MBC also uses less formal communication channels (e.g. Facebook, Twitter, Instagram) to reach out to learners and other stakeholders, although these channels concentrate on basic information on programmes and services. The promotions team are responsible for the accuracy of information published via social media.

Our website and FETCH courses are the main sources of information about our programmes.

The QO is responsible for information published on Fetch Courses.

Potential learners can view and apply for our programmes on both websites.

The main events that trigger updates to our website include: new programmes, programme modifications, new legislation and exceptional circumstances eg Covid.

Public information and other communications are reviewed internally prior to release to ensure the quality and accuracy of communications.

<b>TITLE OF PROCEDURE</b>	<b>9.2 a Communication of Information to Prospective Learners</b>
Associated Policy:	<b><i>CG9: Public Information and Communication</i></b>

<b>VERSION</b>	3.0	<b>DATE</b>	02/2022
Document Owner:	Board of Management		
Review Date:	+5 years or as required		

<b>PURPOSE</b>	To ensure that all relevant programme and award information is made available to prospective learners. To ensure the accuracy of such information is maintained and that information for prospective learners is honest, transparent and facilitates comparison.
<b>Scope</b>	This procedure applies to all staff involved communicating information to prospective learners on behalf of MBC.

#### STEPS FOR IMPLEMENTATION

MBC uses a range of media for communicating information related to its programmes and services to prospective learners. Programme information published on our website and brochures must be accurate, objective, easily accessible and up to date.

We provide pre-entry information about the entry requirements, course modules and course duration of each programme to enable prospective learners to make an informed choice. This information is available on our website, fetch courses, and in our college brochures. The programme team provides the information, the programme coordinator checks for accuracy and the college director proofs the information and signs off on this information prior to publication.

Programme brochures can be downloaded from our website.

Each programme has a named coordinator, whose email address is provided on our website.

Prospective learners may email the coordinator for further details on any of our programmes.

Our Career Guidance Counsellor contacts all secondary schools in our local catchment and gives a presentation to all interested sixth years.

MBC holds two open days during the academic year, where all interested parties can visit the college and meeting with the staff and management.

Details of how to apply for a programme is available on both our website and fetchcourses.ie.

Our published information will include:

- Name and type of the Award
- Award Code
- NQF level
- Awarding body.
- Access, transfer and progression details
- Start and finish dates
- How to enrol



- Career opportunities
- Entry requirements

The information provided is monitored and updated annually to ensure all stakeholders have accurate and up to date information available to enable them to make informed choices about a programme.

<b>TITLE OF PROCEDURE</b>	<b>9.2 b Communication of Information to Enrolled Learners</b>
Associated Policy:	<b><i>CG9: Public Information and Communication</i></b>

<b>VERSION</b>	3.0	<b>DATE</b>	02 2022
Document Owner:	Board of Management		
Review Date:	+5 years or as required		

<b>PURPOSE</b>	To ensure that all relevant programme, award and services information is made available to enrolled learners to ensure success on their programme.
<b>Scope</b>	This procedure applies to all staff involved in communicating information to enrolled learners in MBC.

#### STEPS FOR IMPLEMENTATION

The programme coordinator is the primary point of contact and source of information for learners during their course of study in Moate Business College.

The module teacher is the point of contact for information relating to individual modules.

Where the teacher or coordinator are not in a position to respond to a query, then the learner is redirected the relevant staff member eg College Director, QO, Counsellor.

MBC provides an induction programme for all learners upon registered with the college and prior to the commencement of each course. The programme coordinator and programme team members use a standard induction presentation for general information and a programmes specific presentation for course related information.

The standard induction includes (but not limited to) the following information:

- Learner Handbook
- Student Hub on Moodle
- Details of deadlines and late submission procedure
- Learner appeals and complaints procedures
- Communication methods – email, Ms Teams, web texts
- Feedback
- Susi grants
- Health and Safety guidelines
- Other college regulations
- College services including:
  - Reasonable accommodation
  - Career Guidance
  - Counselling service

Our programme specific presentation includes information on:

- Course outline and modules available
- Award details

- Timetable for the academic year and assessment schedule
- Work Experience requirements
- Assessment criteria
- Access, transfer and progression

Induction includes practical sessions on Moodle our Learner Management System and accessing the virtual classroom through Ms Office 365. This session may be delivered by any member of the teaching team. During these sessions learners receive their log details to both platforms. All learners can set their own password.

Access to all programme modules, course notes and other additional information is available on Moodle.

**Learner Handbook:** The learner handbook forms part of our QA system and is available on Moodle. It is updated and reissued annually.

We seek constructive feedback from learners about our programmes and services through our student council and our learner surveys.

<b>TITLE OF PROCEDURE</b>	<b>9.3 Publication of Quality Assurance Evaluation Reports</b>
<b>Associated Policy:</b>	<b><i>CG9: Public Information and Communication</i></b>

<b>VERSION</b>	3.0	<b>DATE</b>	02 2022
Document Owner:	Board of Management		
Review Date:	+5 years or as required		

<b>PURPOSE</b>	<p>To publish key findings on quality assurance evaluation reports in an easily accessible format and location on MBC's website.</p> <p>To satisfy the requirement to the Qualifications &amp; Quality Assurance 2012 Act.</p>
<b>Scope</b>	All QA reports.

#### STEPS FOR IMPLEMENTATION

MBC's Quality Assurance policies and procedures will be published on our website as well as any reports on external evaluations, including the QQI re-engagement panel report as soon as is practicable after the evaluation event and in line with QQI requirements.

All documents will have been considered and approved for publication by the Quality Committee and the Board of Management.

All quality related documents will be presented in an accessible location and format on our website.

<b>TITLE OF PROCEDURE</b>	<b>9.4 Information relating to QQI</b>
<b>Associated Policy:</b>	<b>CG9: Public Information and Communication</b>

<b>VERSION</b>	3.0	<b>DATE</b>	02 2022
Document Owner:	Board of Management		
Review Date:	+5 years or as required		

<b>PURPOSE</b>	To comply with QQI requirements regarding the provision of QQI information
<b>Scope</b>	All staff involved in the provision of QQI information

#### STEPS FOR IMPLEMENTATION

As a QQI provider, Moate Business College is obliged to comply with QQI's requirements.

We understand that if we provide enrolled learners with information which is false or misleading respect, we are committing an offence.

We understand that QQI is obliged to take appropriate steps to ensure that we address any issues that might arise in this context, and we are committed to responding and addressing any concerns that QQI might highlight.

The Quality Officer is responsible for ensuring that all references to QQI and the NFQ are clear and accurate and that we use only the current versions of the NFQ graphic and the QQI award brand.

We publish the QQI logo on our website and college brochures.

We clearly identify which of our programmes are QQI accredited.

On each QQI accredited course page on our website there is a distinct heading on QQI Accreditation and Progression.

Award Codes and level are clearly outlined, and programme components are listed if relevant with identifying course code.

As part of our programme review process, we review the information about us on the Irish Register of Qualifications and contact QQI with regard to any changes or errors.

All publications are internally approved by the Quality Committee.

We also review and update our organisational chart as required and inform QQI of any organisational changes that may impact on our relationship with QQI.

The Quality Officer is our main point of contact with QQI and is responsible for distributing communications from QQI to other members of the staff and governance units.



## Chapter 10: Self-Evaluation, Monitoring and Review

### Revision History

<b>Date of This Revision:</b>	01/03/2022	<b>Date of Next Revision:</b>	01/03/2027
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Revision Number	Revision Date	Summary of Changes	Author
19/1	10/6/2019	New Policy Document 2019	Anne Ganly
22/1	01/03/2022	Document reformatted and all sections updated	Anne Ganly

## **Policy Statement 11: Self-Evaluation, Monitoring & Review**

Moate Business College is committed to maintaining a quality assurance system which accurately reflects the current position of the College. Self-evaluation, monitoring and review is the centrepiece of MBC's operations and its ongoing search for continuous improvement.

It is our policy to engage in continuous evaluation of our programmes and services through constructive questioning leading to positive recommendations and ongoing planning for improvements. Based on the outcomes of these regular evaluations we are committed to implementing improvements in all areas.

Quality Assurance policies and procedures will be subject to review.

We strive to ensure that our self-evaluation has learners' achievements and experiences as the principal focus and has regard to strategic planning procedures.

Our self-evaluation, monitoring and review will involve all staff in assessing outcomes and key performance indicators, with areas for improvement being identified and acted upon by the Board of Management and Quality Committee.

General principles underlying this policy will focus on

- Commitment to the review and self-evaluation of quality.
- Critical reflection by both teaching staff, learners and all stakeholders in the honest review of programmes of education and training research and related services provided by the provider and the procedures which underpin these.
- Continuous monitoring of existing effective practice in relation to the overall quality of the learning experience, effective practices are identified and maintained and areas that need improvement are both open and honestly addressed.
- Moate Business College's approach to the management of quality and standards is one of continuous improvement through a process of self-evaluation and action planning and on-going Management Review and Governance Panel Meetings.

### **Internal Self-Monitoring**

MBC's internal self-monitoring uses a system of quality measures, monitors key performance indicators and progress against set objectives. Information will be gathered on the achievement of objectives on an ongoing basis. MBC will act on findings to produce a quality improvement plan which sets out a schedule of actions to be implemented following the internal evaluation.

### **Responsibility**

- The QC maintains oversight of all self-evaluation, monitoring and review processes and reviews reports.
- The QO is responsible for coordinating self-evaluation, monitoring and review processes.

<b>PROCEDURE</b>	<b>11.1: Internal Self-Monitoring</b>
<b>Associated Policy:</b>	<b><i>CG11 Self-Evaluation, Monitoring &amp; Review</i></b>

<b>VERSION</b>	2.1	<b>DATE</b>	June 2019
<b>Document Owner:</b>	Quality Committee		
<b>Review Date:</b>	01/03/2027		

<b>PURPOSE</b>	To ensure that an appropriate internal self-monitoring system is in place.
<b>SCOPE</b>	All educational services in MBC

<b>STAFF INVOLVED</b>	All Staff
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#### STEPS FOR IMPLEMENTATION

Appropriate quality measures are identified which can be checked in monitoring, for example, learner numbers, learner satisfaction ratings, completion / certification rates, relevance of outcomes to the marketplace, error levels.

#### The quality system monitors key performance indicators and progress against objectives.

- At induction programme objectives are communicated to all teaching and support staff and learners on commencing of each academic year.
- Programmes are grouped by department/area for monitoring purposes.
- All teaching staff on a FET programme reviews the physical learning resources of that programme on an ongoing basis.
- MBC involve learners at various stages of evaluation and take on board all comments and views put forward by learners.
- Internal verification highlights errors in the administration of the assessment process.
- External Authentication identifies that the objectives of the programme has been met and that the assessment evidence is in line with national standards.
- RAP Team monitors the effectiveness of assessment process.
- Student Services Team monitors the implementation of learner supports and is responsible for the ongoing review and enhancement of such supports.
- The QC maintains oversight of academic standards and monitors risk.

Gathering Evidence to ensure that the core objective has been met:

#### Learner Feedback

MBC uses a range of methods to gather feedback from learners. These include:



- Completing of mid-course and end of course feedback forms which are designed to elicit honest feedback about the programme content, tutors, learner supports, teaching and learning methodologies, the quality of the venues and facilities, and any other matters relevant to the learner.
- Informal feedback during class discussions – learners are encouraged at all stages of the programme to provide feedback
- Feedback from class reps at student council meetings
- Feedback from the learner rep on the QC
- Learner participation at one-to-one feedback meetings.
- End of programme class discussion - this is primarily done as part of our self-evaluation.

#### **Teacher Feedback**

- Collecting, analysing and acting on teacher feedback is an essential element of our monitoring. All programme teams must submit a completed evaluation form at the end of the programme. This allows issues to be identified and responded to appropriately, as well as further supports to be put into place, if needed.
- All staff are encouraged to highlight areas of improvement to the physical environment to the college director during staff meetings.
- Teachers are encouraged to review internal verification procedures annually

#### **Other Feedback includes:**

- Analysis of External Authentication reports to identify both best practice and area for improvement
- Results approval panel reports
- End of year programme review reports which includes benchmarking against previous years results and against the National standard using QQI's infographic. Analysis of completion rates and certification grades are also reviewed.
- Early leavers feedback – programme coordinators contact early finishers and discusses their reasons and advises of supports in place if required. This information is recorded on our PLSS.

#### **Reviewing and Maintaining Programmes**

Our programme review teams (PRT) review and critically re-appraise programmes every three years and make modifications within the bounds of validation. Programme reviews are also forward looking, and we use the review data to inform the development of the programme. The PRT is made up of all those who are directly involved in all aspects of the programme. The programme coordinator is responsible for convening the meetings and managing the documentation and reporting to the QC.

#### **Programme Review Procedure**

- The Quality Officer plans the review and confirms the outline of the *Programme Review Report Form* and a timeline
- The programme coordinator produces a draft programme report based on the agreed headings in the *Programme Review Report Form*
- The PRT meet to discuss the findings/recommendations in the draft programme report and agree an action plan for programme enhancement.
- The programme coordinator presents the draft programme report/action plan to the QC for review, comment and approval.

- The programme coordinator updates the programme content after every review and highlights the changes to the teachers at programme team meetings
- The programme coordinator monitors the implementation of the action plan and documents progress. The action plan is viewed a living document which is regularly referenced, edited and updated
- The programme coordinator reports on progress at programme team meetings and highlights any gaps.

#### **What does the PRT review?**

- Data on learner enrolments, retention, completion and progression
- The curriculum content/programme materials and resources – are they UpToDate/reflect best practice/in line with current thinking and regulation
- The assessment strategy
- Adequacy of learner materials and supports, premises, equipment and facilities
- Programme staffing, management, administration
- Data from ongoing monitoring and evaluation
- Grade analysis and benchmarking
- Authentication reports
- Views of employers and other stakeholders e.g. work placement supervisors
- Overall learning experience and success of the programme

#### **Monitoring of Quality of Work Placements**

The work experience teacher is responsible for monitoring the quality of work placements and reporting on it to programme coordinator and the QO. The teacher monitors the following:

- Feedback from the workplace supervisors
- Quality of the work experience journals
- Feedback from the learners on placement
- Assessment results for the work experience module

The QO and College Director monitors feedback from the external authenticator.

#### **Supporting Documents**

Results of learner survey  
Enrolment rates – class register  
Completion rates – FARR  
Certification rates – QQI Results  
Internal Verification Reports  
External Authenticator Reports  
Results approval Reports  
Self-Evaluation Templates

**Schedule of Ongoing Monitoring Activities**

<b>Evaluation Method</b>	<b>Who is monitoring?</b>	<b>Frequency</b>	<b>What do we review?</b>
Analysis of learner feedback	College Director	At the end of each programme	<ul style="list-style-type: none"> <li>• Post programme learner evaluation forms</li> <li>• One-to-one feedback provided by learners</li> </ul>
Learner Rep Meetings	Student Council Support Teacher	Ongoing	<ul style="list-style-type: none"> <li>• Minutes of meetings from Student Council meetings</li> </ul>
Learner Attendance	Programme Coordinator and College Director	Ongoing	<ul style="list-style-type: none"> <li>• Attendance registers</li> </ul>
Programme Review	Programme Team	On completion of each programme	<ul style="list-style-type: none"> <li>• Number of enrolled learners</li> <li>• Number of finishers</li> <li>• Facilities</li> <li>• Resources</li> <li>• Completion Rates</li> <li>• Results</li> </ul>
Risk Register – Identification of new risks	All staff	Ongoing	<ul style="list-style-type: none"> <li>• All risk – risk register updated</li> </ul>

<b>PROCEDURE</b>	<b>11.2: Self-Evaluation, Improvement and Enhancement</b>
<b>Associated Policy:</b>	<b>CG11 Self-Evaluation, Monitoring &amp; Review</b>

<b>VERSION</b>	2.1	<b>DATE</b>	03/2022
<b>Document Owner:</b>	Quality Committee		
<b>Review Date:</b>	03/2024		

<b>PURPOSE</b>	The purpose is to focus on the quality of, or impact on, the learner's experience, achievements, contributions and on findings from the many stakeholders engaging in the quality system.
<b>SCOPE</b>	All educational services in MBC

*“The self-evaluation by a provider of its programmes and services is a fundamental part of its quality assurance system. It is a way of developing the programme through constructive questioning leading to positive recommendations and improvement planning. It should be viewed as a process primarily for the benefit of the programme, its current and future learners and the staff working on it.” QQI*

#### STEPS FOR IMPLEMENTATION

The Self-evaluation of a programme or a related group of programmes is a collaborative, reflective process of internal review and external evaluation which we undertake every five years in line with revalidation.

The process is enhancement-based and focuses on identifying improvements to programmes, policies, structures and processes. It is a wide-scale comprehensive review of all aspects of a programme and the quality assurance processes that underpins it.

Equally important, it is forward looking, and we use the data produced to inform the development and future planning for the programme (if we decide to continue with the programme).

The findings of our self-evaluations are detailed in a self-evaluation report (SER) which articulates our vision and plans for the programme.

The SER is published on our website and submitted to QQI after it has been approved by the QC.

#### Aims of Self-Evaluation

- To provide the data to make an informed decision to retire or revalidate the programme and help us plan for the future of the programme.
- To give programme teams an opportunity to systematically look at how they deliver the programme, the quality of the programme and the quality assurance processes that support provision.
- To examine how the programme is innovating and adapting to change and how it is competing in the market.
- To examine the governance and management of the programme.
- To identify the strengths and weaknesses of a programme and areas needing improvement.

- To develop a quality improvement plan.
- To further embed a quality culture.
- To identify current gaps and priorities for improvement in the context of QQI statutory QA guidelines.

### **Process of Self-Evaluation**

The process involves evaluation, reflection, review and reporting on the quality and effectiveness of a programme/s using quality assurance data collated during the 5-year period being addressed by the evaluation. We group modules leading to a major or special purpose award, where there is significant overlap in terms of content and focus, for evaluation.

The College Director establishes a self-evaluation team (SET) and agrees a terms of reference, the scope and a timeline. The SET membership comprises members of the programme team, the programme coordinator, the QO, a learner and an employer/industry representative.

The QO coordinates and provides administrative support to the SET and ensures that all members of the SET understand their roles.

The BOM ensures that the resources in terms of time, expertise (internal and external), and organisational commitment is in place.

### **Learner Involvement in Self-Evaluation**

- A learner/recent graduate is a member of the SET.
- Feedback from learner focus group meetings and learner evaluations recorded on an ongoing basis feed into self-evaluation.
- The external evaluator consults with current and past learners and early finishers as part of the external evaluation process.

### **Selection and Appointment of the External Evaluator**

#### **Selection Criteria for External Evaluator**

- Independent of our school and the programme
- Able to provide objective feedback
- Experienced in programme evaluation
- Have broad subject matter expertise and a recognised qualification
- Capable of comparing the quality of programme(s) being evaluated with that of similar programmes
- Competent to contribute to the development and enhancement of the programme(s) being evaluated
- Familiar with qualifications frameworks and the National Framework of Qualifications (NFQ) in particular

The College Management (BOM, Principal, College Director, QO) sources a suitable external evaluator and obtains CVs, details of professional qualifications and relevant experience confirming the suitability of the appointment. The appointment is approved by the QC. The evaluator is selected based on their match to the stated selection criteria. Following approval by the QC, the College Director set out the details of the arrangements in a contract which is signed by both the College Director and the external evaluator. We use peer reviewers whenever possible (i.e. a person

from another provider who is capable of giving an informed view on the success of the programme and able to contribute to its improvement).

#### **What we consider/evaluate**

- The views of the Board of Management, the QC, current and past learners and those who have left before completion, teachers, employers/industry, work placement supervisors (if applicable) and other stakeholders, all members of programme team and of an independent evaluator
- The current and future demand for the programme
- Similar programmes being offered by other providers
- The viability of the programme
- The relevance of the programme to the sector/learner profile it was designed for
- A review and critical analysis of the QA system which facilitates the achievement of the programme aims and objectives
- Programme strengths and weaknesses
- Performance of learners including grade profiles and trends, progression and completion rates, retention, withdrawal rates
- Curriculum and assessment processes
- Resources required to deliver the programme including human resources and the levels of training and assessment skills required
- The success of the teaching, assessment, and learning strategy
- Links with employers, industry, the business and wider community
- Transfer and progression pathways
- Findings from programme reviews
- Findings of QQI monitoring reports (if any)
- Legislative/regulatory changes which impact on the programme
- Changes in QQI requirements
- Suitability and appropriateness of the physical facilities and anticipate changing needs in the future
- Suitability and appropriateness of the IT resources and infrastructure which supports the programme e.g. the LMS
- Minimum entry requirements and their appropriateness for the current context

#### **Outcomes of the Self-Evaluation Process**

- Self-Evaluation Report (SER) and a programme improvement plan based on the recommendations approved by the QC.
- Updates and modifications to our QA system/revised QA documentation.
- Final report is submitted to the BOM.
- The Board of Management analyses and approves the report and actions are prioritised in order to enhance the quality assurance system at MBC.
- SER submitted to QQI following approval.
- Relevant and useful feedback is conveyed to teachers and other relevant stakeholders.

# 1Appendix 1: Roles & Responsibilities

## Principal

### Role

The Principal has responsibility, in accordance with the Education Act, for the instruction provided to learners in the school and shall contribute, generally, to the education and personal development of learners in Moate Business College.

### Responsibilities

- The day-to-day management of the school, including guidance and direction of the teachers and other staff of the school and the implementation of policies of the school, and be accountable to the board of the school for that management
- Initiates the policies of the school
- Periodically arranges to have policy statements revised
- Initiates contingency planning and to update and brief staff
- Maintains relevant records and documents pertaining to statutory requirements.
- Manages the college finances

## Deputy Principal/College Director

### Role

The College Director is a Deputy Principal of Moate Community School.

The College Director reports to the Principal and the Quality Committee and has the responsibility for the day-to-day management of Moate Business College.

### Responsibilities

- Leadership of high quality and responsive FET provision.
- Managing the day-to-day operations of Moate Business College.
- Is a member of the QC and involved in all stages of Quality Assurance Management
- Oversees the academic affairs of MBC.
- Leading arrangements for engagement with employers relating to FET, including engagement with the Regional Skills Fora.
- Responsibility for the reviewing and updating policies and procedures for Quality Assurance and revisions to the QAM.
- Facilitating the self-evaluation process.
- Managing the day-to-day operation of existing programmes.
- Encouraging and supervising the development of new programmes.
- Organising the Programmatic Review process.
- Staff planning and performance management.

- Contingency planning.
- Managing the FET academic staff, learning support staff, technical support staff and administrative staff.
- Managing a staff development programme to ensure all staff have the appropriate skills.
- Meeting and liaising with personnel from other FE colleges, HE colleges.
- Supporting the risk management function of MBC, with special reference to FET.
- Organising the presentation of FET Data for annual and periodic reports as required.
- Liaising with SOLAS and other funding providers.
- Dealing with learner issues.

## Quality Officer

### Role

The QA Officer is responsible, under the direction and guidance of the College Director and in co-operation with other staff, for provision of a Quality Assurance System in respect of all Further Education and Training activities carried out in Moate Business College.

### Responsibilities

- Being a member of the Quality Committee.
- Developing and managing an integrated Quality Assurance system for MBC's Further Education and Training provision.
- Developing and implementing appropriate policies and procedures, operational guidelines and ongoing monitoring and reporting structures for quality assurance.
- Liaising with and report to the College Director and Quality Committee on matters relating to Quality Assurance development, implementation and management.
- Working with programme teams on new programmes and programme reviews.
- Implementing and maintaining procedures relating to the approval, monitoring and review of programmes.
- Submission of documentation to QQI for validation following approval.
- Working with the College Director in initiating self-evaluation of programmes.
- Updating staff on new QA requirements.
- Liaising with QQI.
- Reviewing learner feedback.
- Reviewing workplace providers' feedback.
- Administering systems and control the application of assessments and certification processes for all FET Provision.
- Final submission of results to QQI following RAP and BOM approval.
- Hiring External Authenticators.
- Assisting the College Director in the identification of Staff Development risks and proposed solutions when introducing New or Revised programmes.
- Represent the college at external fora on quality assurance



## Disability Officer

### Associated Policy

CG07 Support for Learners

### Role/Purpose

The Disability Officer assists the College Director and the Quality Officer in:

- Leading the planning, co-ordination and development of student supports in the college.
- Ensuring that students with a disability are supported and included in the college.

### Selection Criteria for Members

Our Disability Officer is appointed by the Board of Management as an Assistant Principal II. Posts are reviewed every five years.

### Responsibilities

- To ensure that students with a disability are supported and included in the college.
- Administer applications for the FSD fund for students with disabilities
- Manage students with disabilities across all courses in MBC
- Oversee and administer the completion of needs assessments which outline the needs of the students
- Carry out regular monitoring regarding the adequate delivery of supports
- Co-ordinate and hold meeting(s) with students with disabilities, Course Co-ordinators, Teachers, Support staff to discuss the support provisions required
- Monitor and oversee the delivery of academic supports to students
- To ensure that reasonable accommodations are in place as appropriate. This will involve carrying out a needs assessment and putting in place any reasonable accommodation that is required to ensure that a student with a disability can participate fully in educational environment.

### Meetings

The College Director and the Disability Officer meets with the Support Staff twice each term.

## Programme Teams

### Role/Purpose

To assist college management in the day-to-day running a specified programme.

### Membership

Each programme on offer in MBC will consist of:

- A Programme Coordinator (Chair)
- Teachers who have relevant Module expertise

### Responsibilities

- Make recommendations for new programme development to the quality committee
- Advise on resources required for programmes
- Develop new programmes as required
- Develop programmes using shared curricula
- Draft programme validation documentation
- Carry out programme monitoring and review using learner feedback
- Make recommendations for staff development
- Co-ordinate support for programme delivery, learner assessment and programme evaluation
- Devise and agree an assessment plans for each academic year
- Review assessment procedures
- Assist in programme evaluation
- Report to the Quality Committee

### Professional Placement Monitor

The professional practice placement monitor (monitor) is the liaison person between the MBC, the learner and the practice placement provider/supervisor. The monitor will be suitably qualified and experienced in ELC, be Garda vetted and have experience in the assessment of learners in the discipline of Early Learning and Care.

- The monitor will ensure that the learner is in a suitable placement setting, receiving the appropriate support, learning opportunities and supervision
- The monitor will ensure that the written agreement between the provider and the placement is signed by the programme provider and the practice placement in advance of the placement starting. A copy of the written and signed agreement should be held by both parties
- The monitor will ensure that the supervisor has received all the relevant information regarding professional practice placement:
  - Written agreement between the provider and practice placement
  - Public liability insurance certificate
  - Professional Practice Placement Handbook
  - Professional Practice Placement Supervisor's Report

- Contact details for the monitor
- The monitor will ensure that arrangements are in place to support the learner to receive guidance, support and the practice opportunities to acquire the work-based competencies
- The monitor will have regular scheduled contact with learners during the professional practice placements to encourage and facilitate reflective learning
- The monitor will have scheduled classroom based de-briefing sessions with learners while they are on professional practice placements
- The monitor will have a formal meeting with individual learners to provide a safe space to discuss any issues that may have arisen for the learner while on professional practice placement. This meeting will take place in advance of any meeting with the professional practice placement supervisor
- The monitor will mediate between the learner and the supervisor should any issues arise during the professional practice placement
- The monitor will ensure that the learner receives support if they are experiencing difficulties during the professional practice placement
- The monitor will be expected to contact the practice placement supervisor at least once during each placement setting to ensure the well-being of the learner. This contact may be in the form of a phone call, email, virtual meeting or face-to-face meeting
- The monitor will arrange a tripartite meeting between the monitor, supervisor and learner during each of the practice placements
- The monitor will contact the supervisor to arrange a suitable date and time for the tripartite meeting. Tripartite meetings may not take place by telephone or email
- The purpose of the three-way meeting is to provide the supervisor, the monitor and the learner with an opportunity to review the learner's progress over the course of the placement and to allow an evaluation to be made by the monitor and the supervisor, in consultation with the learner, as to whether the learner has or has not demonstrated the competencies set out in the Professional Practice Placement Supervisor's Report (Part 2 & 3).
- The monitor will co-sign the learner's attendance record and absence record sheets.
- At the conclusion of the second practice placement the monitor will review the Professional Practice Placement Supervisor's Report, as follows:
  - Has the learner been evaluated as 'competent' in all of the competencies at least once across the two placement settings?  
*If Yes, the learner will be awarded 40%. If No, the learner will be awarded 0%*
  - The monitor will verify if the learner has completed 150 hours' practice placement in a minimum of two settings across the specified age ranges
  - The monitor will sign the form and return it to the professional practice placement teacher/tutor at the centre/college
- The monitor will complete the Checklist for Monitoring Professional Practice Placements at the end of each placement and return the completed checklist to the Professional Practice Placement teacher/tutor at the centre/college.

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## Teaching Staff

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### Duties and responsibilities of FE teachers are to:

- Maintain academic integrity at all times
- Maintain confidentiality
- Monitor attendance by completing class registers
- Plan and prepare lessons
- Teach across a range of modules at Levels 5 & 6 in their field of learning
- Research and develop new topics, courses, and teaching materials
- Keep up to date with relevant course requirements
- Keep up to date with all relevant college policies and procedures
- Teach learners from a range of backgrounds, abilities, and ages
- Monitor, assess and mark learners' work
- Maintain accurate records and monitor learners' progress
- Set assignments and examinations and liaise with the QQI coordinator to ensure quality standards are met
- Carry out a pastoral role at times as a personal tutor to learners
- Plan additional support for learners
- Participate on programme teams and contribute to course team meetings to monitor, review, and evaluate relevant courses
- Represent the college at open days/evenings and careers or education conventions
- Keep up to date with, and implement, college policies and procedures
- Interview prospective learners
- Liaise with other educational professionals and organisations
- Organise work experience and carry out learner assessments in the workplace
- Undertake a range of administrative tasks
- All staff travelling on college trips will collectively be responsible for ensuring that:
  - They behave in a professional manner at all times
  - They co-operate with their colleagues to ensure the success of the team
  - They share the supervision of learners

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## Support Staff

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### Roles and responsibilities

#### 1. Non-medical helper (Personal Assistant)

Non-medical helper such as a personal assistant (PA) provides help to students with disabilities who require personal help, to ensure that they are not disadvantaged in accessing the curriculum because of their disability.

#### Main role:

The primary role of a PA is to help students with additional needs access all areas of their course of study. It is impossible to define fixed tasks for a PA as each student has different personal needs and it is the responsibility of the PA to attend to the students' needs while also encouraging and facilitating the student's highest level of independence.

- Personal care needs may include:
  - Assistance with feeding
  - Assistance with toileting
  - Assistance with logistics
  - Assistance with carrying books
  - Assistance with setting up IT equipment
  - Assistance with other incidental personal care
  - Assistance with mounting or dismounting transport
  - Assistance with organisation
  - Assistance with communication
  - Assisting with non-nursing care needs associated with specific medical conditions
  - Assisting with photocopying
  - Assisting with access library resources
  - Supporting social interaction
  - Supporting personal growth

## 2. **Notetaker:**

Students with a disability whose ability to access the curriculum may be impacted by the quality of their notetaking, or whose notetaking poses a distraction to their engagement with class content may be entitled to a notetaker. The role of the notetaker is to take impartial, clear and detailed notes for the student.

## 3. **Learning Support**

The primary role of learning support is to assist the student in enhancing their learning skills. Tasks associated with this role may include:

- Supporting a student with the use of software associated with learning support, such as memorisation, mind mapping, taking notes, writing skills (including spelling and grammar checkers) and personal learning strategies.
- Assistance with technology setup.
- Technical support with Moodle, MS Office etc.
- Assignment organisation.
- Explaining new language in assignments.
- Provide organisational advice and support to student in relation to time management of course work.
- Encourage student to be cognisant of deadlines. Prepare a study/assignment plan with student.

- Provide examination support for student with the use of study skills that will help student prepare for examinations.
- Personal wellbeing support.
- Revise new module content with student.

The provision of student support is delivered both on campus and online via Ms Teams.

## Director of Adult Education

### Role

The role of the Adult Education Director in Moate Business College includes organisation, supervision and reporting on adult education and also facilitating co-operation between other agencies and services engaged in the provision of such programmes.

### Responsibilities

- To support, advice and co-ordination of programmes of adult education provision offered within the Community, Comprehensive and Voluntary Secondary schools' sectors.
- Under the direction of the FET Director and in cooperation with the Quality Officer, for the day-to-day operation, organisation, and delivery of the adult education night programmes in the school including:
  - Identifying and designing of course programmes in consultation with the FET Director, the Quality Committee, Quality Officer, and programme teams
  - Recruitment of learners and collection of enrolment fees, maintaining participants' records in relation to enrolment, attendance, fees paid, progress and certification, where appropriate
  - Entering learners for assessment and certification as appropriate, and supervision of administrative duties related to this task
  - Recruitment and payment of teachers, supervision of staff
  - Enhancing the quality of the programme through annual review and ongoing team development
  - Preparation of accounts for audit
  - Managing the resources of the programme
  - Making statistical and other returns to Department of Education and Science, and reporting to Principal, Quality Committee and Board of Management as required.

## Internal Verifier

### Role

The role of the Internal Verifier is “to systematically check that MBC’s assessment procedures have been applied consistently across assessment activities and to verify the assessment results” (Quality Assuring Assessment – Guidelines for Providers, Version 2 Revised, QQI 2018, p.24). •

### Responsibilities

- Checking that the MBC’s assessment procedures were adhered to.

- To carry out internal verification in accordance with CG6.8.
- To monitor assessment results using MBC's sampling strategy.
- To prepare an internal verification report which is given to the IV coordinator and is also made available to the External Authenticator and the RAP.

## IV Coordinator

### Role

The role of the IV coordinator is to oversee the Internal Verification process, ensuring that all program modules being submitted for certification have been put through the rigor of the internal verification process.

### Responsibilities

- Compile a listing of all programme modules being submitted for certification.
- Assign programme modules to Internal Verifiers to be checked using the IV process
- Coordinate IV meetings to share information and Standards with teachers/internal verifiers and ensure consistency of IV process.
- Agree and sign off an IV plan with QA Coordinator and Assessors/Teachers.
- Provide up to date IV documentation to Internal Verifiers to guarantee the reliability and validity of the IV process.
- Examine all IV documentation submitted by Internal Verifiers, checking its validity and completeness.
- Compile Internal Verification Reports to be shared with External Authenticators and RAP.

## External Authenticator

### Role

To provide independent confirmation of fair and consistent assessment of learners in accordance with QQI requirements and reports on consistency of assessment results with national standards.

### Responsibilities

- To confirm the fair and consistent assessment of learners consistent with the MBC's procedures and with QQI policy on quality assuring assessment.
- To review internal verification report(s) and authenticate the findings/outcomes.
- To apply MBC's sampling strategy to moderate assessment results consistent with QQI requirements.
- To meet with the Quality Officer.
- To meet with appropriate staff and learners if necessary.
- To participate in the results approval process if required.

- To identify any issues/irregularities in relation to the Assessment Process.
- To recommend results for approval.
- To produce an external authentication report which provides feedback and identifies good practice, highlights any issues or irregularities identified and provides recommendations for improvement.

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**IT Contractor – Maintenance Provider**

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**Role**

To manage the college computer software systems servers, and network connections to ensure high levels of availability and security.

**Responsibilities**

- To maintain the college information systems and networks
- To upgrade and install new hardware and software and perform troubleshooting.
- To back up data and manage network security.
- To assist in the planning and implementation of policies and procedures to ensure system provisioning and maintenance is consistent with regulatory requirements.
- To manage user accounts, permissions, access rights, and storage allocations in accordance with best practices regarding privacy, security, and regulatory compliance.



## Learners on Work Placement

### Role

The learner is responsible for:

- Attending class to adequately prepare for their placement
- Showing commitment and attending the placement for the duration of the employer working day
- Completing the set number of days of the placement as outlined by MBC.

### Responsibilities on placement

- Report to their work placement supervisor on commencement of placement.
- To dress appropriately for their role.
- Establish from the supervisor in charge what precautions should be taken while working on the premises.
- Attend any training provided by the placement provider.
- To maintain confidentiality at all times.
- Fully adhere to any safe system of work required by the placement provider.
- Seek clarification if concern or doubt exists about any work duties
- Ensure own safety at all times.
- Not place colleagues or any other person at risk.
- Report defects in places of work, systems of work, equipment, tools etc. to the placement supervisor.
- Wear the personal protective equipment provided by the placement provider.
- Not interfere with or misuse any appliance or equipment.
- Report all accidents and dangerous occurrences to the placement supervisor.
- Ensure a high standard of housekeeping is observed at all times, tidy up as necessary especially when work is completed.
- Not be under the influence of an intoxicant.
- Not engage in improper conduct or behaviour that could endanger own safety and health or that of any other person.

## Appendix 2: Levels of Responsibility

Committee/Individual	Level of Responsibility in MBC	External Representation
<b>Board of Management (BOM)</b>	Ultimate responsibility for all major decisions; corporate, financial, strategic etc	Trustees are external members
<b>Principal</b>	Has delegated authority from the BOM to manage the school on day-to-day basis	N/A
<b>College Director</b>	Has delegated authority from the principal for the day-to-day running of FET provision Taking recommendations from all committees and reports to Principal and governance units	N/A
<b>Quality Committee (QC)</b>	Academic and learner interest oversight, appoint external authenticators and external evaluators, approve changes to QA policies, make recommendations to the BOM to approve programmes	External Chair and one other member
<b>Results Approval Panel (RAP)</b>	Approve and recommend results for certification and issue to learners. Make recommendations on corrective action	External member
<b>External Authenticator (EA)</b>	Make recommendations to RAP	External
<b>External Evaluator</b>	Make recommendations to the QC	External
<b>Programme Development Team</b>	Recommends new programmes to QC Design and development of new programmes	N/A
<b>Quality Officer (QO) (AP1)</b>	Coordination and maintenance of the QA system	N/A
<b>IT Contractor</b>	To oversee the maintenance, security and privacy of files held by MBC	N/A

## Appendix 3: PLSS Data Protection Statement

### 1. Purpose and Scope of this Statement

This Data Protection Statement (“**Statement**”) sets out the basis on which An tSeirbhís Oideachais Leanúnaigh agus Scileanna (the National Further Education and Training Authority) (“**SOLAS**”) of Block 1, Castleforbes House, Castleforbes Road, Dublin 1 and Moate Business College (Community School) will use the personal information (“**Personal Data**”) you provide in connection with your application for, and subsequent programme of study on, a further education and training (“**FET**”) programme funded through SOLAS. This Statement details your Personal Data that will be collected and processed for the purposes of the Programme Learner Support System (“**PLSS**”) in order to facilitate the operation, management and coordination of your FET programme or course and your needs as a FET learner or applicant. It also outlines how Personal Data relating to your emergency contacts and parents or guardian details for under 18s will be processed by SOLAS and Moate Business College (Community School). You agree to make third parties whose Personal Data or information you disclose aware of the terms of this Data Protection Statement.

The PLSS is a joint project between SOLAS and Education and Training Boards Ireland (“**ETBI**”). PLSS is a suite of software applications that are designed to provide an integrated approach to the collection and processing of Personal Data of users of PLSS and FET programmes funded through SOLAS (or other parties), and the outputs, outcomes and performance of such programmes.

Prior to implementing the PLSS, SOLAS carried out a data protection impact assessment to assess the impacts of PLSS on your data protection rights.

#### 1. Who collects your Personal Data?

When you apply to attend a FET programme funded through SOLAS, Personal Data that you provide will be held by one or more of the following entities (each a “Controller”), further details of which are available in Appendix 1:

- SOLAS
- Your FET programme provider, such as your Education Training Board (“ETB”)
- ETBI
- Higher Education Authority
- Department of Education and Skills
- Quality and Qualifications Ireland
- Department of Employment Affairs & Social Protection
- Central Statistics Office
- Student Universal Support Ireland

Each Controller is committed to ensuring that the Personal Data of its learners are handled in accordance with the principles set out in the General Data Protection Regulation (Regulation (EU) 2016/679) and the Data Protection Acts 1988 to 2018. If you have any queries about how your Personal Data are processed please contact

Moate Business College (Community School)'s Data Protection Officer at [info@moatebc.com](mailto:info@moatebc.com).

## **2. What Personal Data will be collected and how will it be collected?**

When you apply for a FET programme funded through SOLAS (or other parties), you will be asked to provide Personal Data and information about yourself (e.g. when you fill in this application form). The Personal Data will include the information you provide when you fill in this application form such as your PPSN, first name, surname, address, date of birth, gender, nationality, whether you are in receipt of a Department of Employment Affairs & Social Protection ("DEASP") payments and/or employment details for those of you that are or were in employment and/or highest educational level attained. PLSS will record the course you enrolled in and your award (if any).

Each of the Controllers will process Personal Data and information that you provide and, in some instances where relevant, information provided to them by third parties such as other Governmental/public sector bodies (see more about this below).

## **3. How and why we process your Personal Data**

This section details how ("legal basis") and why ("purposes") each Controller processes your Personal Data:

Legal basis: it is necessary to process your Personal Data in PLSS in order to perform our contract with you in connection with your application to and attendance on a FET programme funded through SOLAS (or other parties). By submitting your application you acknowledge that such Personal Data may be processed for the following purposes, including:

- to contact you about your application;
- to administer your application and to assess your eligibility for a FET programme funded through SOLAS in a particular academic year;
- to follow up with you after the application is received, as required;
- to maintain your learner record (including personal and course details);
- to manage course processes (including commencement, completion, progressions);
- to provide advice and support through the FET provider Guidance Services, where available;
- to contact you after the course completion in order to measure course impact in relation to your further education and training participation and/or employment;

- to track, evaluate and assess the outcomes of the FET programme;
- to comply with European Union monitoring and reporting requirements; and

**IMPORTANT:** if you do not provide us with your Personal Data so that we can process it for the above purposes, the Controllers will not be able to enrol you or administer your participation on a FET programme.

**Legal basis:** it is also necessary to process your Personal Data for each Controller to comply with legal obligations to which they are subject including for the following purposes:

- to comply with each Controller's statutory mandate;
- to assist in the co-ordination and provision of training by others and conduct research into the functions of SOLAS as mandated under the Further Education and Training Act 2013. This might include tracking involvement in, conducting impact evaluations on and assessing outcomes of FET programmes funded through SOLAS. Accordingly, pursuant to agreed protocols and arrangements, SOLAS may provide to and receive from other Governmental, regulatory and/or public bodies (including those listed in Appendix 4), limited and specific types of Personal Data about you or provided by you in your application for a FET programme. For example, FET providers are required to disclose some of your personal data to SOLAS for statistical purposes; and
- to comply with the monitoring, reporting and evaluating requirements of the Department of Education and Skills where you are a participant in an European Union co-funded programme to which they provide funds.

**Legal basis:** SOLAS may process Special Categories of your Personal Data (e.g. information relating to your socio-economic background such as your ethnic or cultural background and/or living circumstances) for the purposes of:

- statistical and research purposes at an aggregate level; and
- comparing the progress of socio-economic groups participating on FET programmes funded through SOLAS.

Such statistics and research will assist in identifying gaps in the FET system and assisting in the development and implementation of appropriate policies (e.g. equal opportunity policies) and interventions for future learners.

**IMPORTANT:** the provision of Special Categories of your Personal Data is **entirely voluntary** and it is for you to freely decide to provide such information or not. Such data will be further used (e.g. for reporting purposes) in aggregate form, which means that data is grouped with no identifying information in a statistical format. If you decide to provide this data, you are giving your explicit consent for Special Categories of your Personal Data to be processed for the above purposes. **You have a right to**

**withdraw your consent at any time to the processing of your Special Categories of your Personal Data where it is processed for the above purposes.**

#### **4. Disclosure of your Personal Data**

Each of the Controllers undertakes to maintain your Personal Data in secure conditions with appropriate technical and organisational measures to protect it from unauthorised access or use. The Personal Data held on your PLSS record will be disclosed to relevant staff of the relevant Controllers and the FET programme provider and SOLAS on a need-to-know basis. All staff are made aware of the procedures they must follow to ensure your Personal Data is appropriately protected.

The Personal Data you provide may be disclosed to third parties if SOLAS or another Controller is under a duty to disclose or share your Personal Data in order to comply with any legal or regulatory obligation or request or to perform a public function. It may also be necessary to disclose your Personal Data to comply with reporting obligations where you are a participant of a European Union co-funded programme. Some of your Personal Data will be disclosed to allow monitoring, reporting and evaluating of programmes where the programme is co-funded by the European Union. SOLAS may also disclose your Personal Data to Governmental, regulatory and/or public bodies (including those listed in Appendix 4) for the purposes outlined in Appendix 4 or for statistical purposes.

#### **5. Sources of your Personal Data**

When you fill in this form, you are providing us with your Personal Data. However, in some instances we also receive Personal Data about you from the Department of Employment Affairs and Social Protection. The Personal Data which is received consists of your PPSN, name, address, email, phone, date of birth, gender, supports required and employment support Group.

#### **6. How long we will keep your Personal Data**

The Controllers will keep your Personal Data for the purposes of on-going administration, audit, and review, but only for as long as is necessary to meet the purposes set out in this Statement and in accordance with each Controller's retention policy. Each Controller will keep historical data that is no longer required for these purposes for a set time before disposal according to its data retention policy. In each case, each Controller will not keep your Personal Data for any longer than is necessary in accordance with applicable law.

If you would like more information on a specific Controller's retention policy relating to your Personal Data, please contact Moate Business College (Community School)'s Data Protection Officer at [info@moatebc.com](mailto:info@moatebc.com).

## 7. Your Rights

This subsection sets out the rights which you have to address any concerns or queries with us about our processing of your Personal Data:

Right	Further Information
<b>Right of Access</b>	<p>You have the right to request a copy of the Personal Data held by us about you.</p> <p>We will only charge you for making such an access request where we feel your request is unjustified or excessive.</p>
<b>Right to Rectification</b>	<p>You have the right to request that we amend any inaccurate Personal Data that we have about you.</p>
<b>Right to Erasure</b>	<p>You have the right to ask us to erase your Personal Data where:</p> <ol style="list-style-type: none"> <li>1. it is no longer necessary to perform your contract with us;</li> <li>2. you object to the processing and we have no overriding legitimate grounds;</li> <li>3. your Personal Data has been unlawfully processed; or</li> <li>4. it must be erased to comply with a legal obligation.</li> </ol>
<b>Right to Restriction of Processing</b>	<p>You have the right to ask us to restrict processing your Personal Data in the following situations:</p> <ol style="list-style-type: none"> <li>1. where you contest the accuracy of your Personal Data;</li> <li>2. where the processing is unlawful and you do not want us to delete your Personal Data; or</li> <li>3. where we no longer need your Personal Data for the purposes of processing but you require the data in relation to a legal claim.</li> </ol> <ul style="list-style-type: none"> <li>• When you exercise this right we may only store your Personal Data.</li> <li>• We may not further process the data unless you consent or the processing is necessary in relation to a legal claim or to protect the rights of another person or legal person or for reasons of important public interest.</li> <li>• We will inform you before the processing restriction is lifted.</li> </ul>
<b>Right to Data Portability</b>	<p>You may request us to provide you with your Personal Data which you have given us, in a structured, commonly used and machine-readable format and you may request us to transmit your Personal Data directly to another controller, where this is technically feasible. This right only arises where:</p> <ol style="list-style-type: none"> <li>1. we process your Personal Data on the legal basis that it is necessary to perform our contract with you; and</li> <li>2. the processing is carried out by automated means.</li> </ol>
<b>Right to Withdraw Consent</b>	<p>If you have given your consent to processing of Special Categories of your Personal Data, you have the right to withdraw your consent to the processing of that data at any time. Note that if you do withdraw your consent, the processing carried out with your consent up to that point will be lawful.</p>

You can exercise any of these rights by submitting a request to Moate Business College (Community School)'s Data Protection Officer at [info@moatebc.com](mailto:info@moatebc.com).

You will be provided with information on any action taken upon your request in relation to any of these rights without undue delay and at the latest within one month of receiving your request. A Controller may extend this by up to 2 months if necessary, however we will inform you if this arises.

You have the right to lodge a complaint with the Data Protection Commission with regards to the processing your Personal Data for the purposes outlined in this Statement.

## **8. Changes to this Statement**

This Statement may be amended from time to time, in whole or part, at SOLAS' sole discretion. Any changes to this Statement will notified via the website [fetchcourses.ie](http://fetchcourses.ie).

If at any time your Personal Data is used in a manner significantly different from that stated in this Statement, or otherwise disclosed to you at the time it was collected, you will be notified by e-mail / post, and you will have a choice as to whether or not we use your Personal Data in the new manner.

## **9. Contact Us**

If you have questions or concerns about this Statement, or if you wish to exercise any of your rights as a data subject, please contact Moate Business College (Community School)'s Data Protection Officer at [info@moatebc.com](mailto:info@moatebc.com). I confirm I have read the Data Protection Statement and that the information given on this form is accurate.

Signed \_\_\_\_\_ Date \_\_\_\_\_



## Appendix 4: Data Controllers

**Department of Education and Skills:** To monitor, report and evaluate on programmes.

**Department of Employment Affairs & Social Protection:** To allow for referrals from DEASP, to validate information on applicants in receipt of social welfare payments and update DEASP on client outcomes.

**Quality and Qualifications Ireland:** To verify information regarding applicant's certification outputs as a result of attending an FET Programme.

**Higher Education Authority ("HEA"):** To verify and validate applicants who progress to higher education.

**Education and Training Boards and ETBI:** To verify and validate details of applicants who progress to further education.

**Student Universal Support Ireland:** To verify and validate information regarding a learner's attendance or completion of a course and provide financial support.

**Central Statistics Office:** In exercising its functions under the Statistics Act 1993.