LIR - QUALITY ASSURANCE MANUAL

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CONTENTS

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Quality Assurance Manual

LIBERTIES INCHICORE RIALTO TRAINING

INTRODUCTION

School Street and Thomas Court Bawn Family Resource Centre CLG (School Street FRC) is a Family and Childcare Service based in the Liberties area of Dublin City Centre.

The origins of the community organisation in the School Street area started in late 1980's. At this time the flat complexes on School Street were in a dire state of deprivation and crippled by addiction. Unemployment stood at 81% and the estate as a whole was considered a "no go area" by Dublin Corporation. The area had a notorious reputation in the city for heroin dealing and consumption. The low desirability of accommodation led to a vicious cycle of degradation. This in turn led to increased numbers of vacant flats which created more spaces for drug and gang activity.

When the situation reached crisis point a resident's association was formed and became involved in the campaign to rid the flats of drugs. Vigils at the gates of the flats were held to prevent dealers from entering. The community realised that these were reactive actions and to secure a long-term future for the area a more long term vision would be needed. A premises and a FAS Community Employment Scheme were obtained and conditions for the residents improve dramatically.

In 1998 School Street became part of the Family Resource Centre Programme. From this date on, the service went from strength to strength opening a counselling service and youth project. In 2005 funding was awarded for the construction of a dedicated Family Centre and Crèche which is at the heart of the vibrant community today. The project aims to deliver quality universal services at level 1 and 2 of the Hardiker model and specialist services at level 3 (Child, Teen, Adult and Family Counselling). To achieve this we use an integrated approach of family support by which people can move in and out of different services based on their needs. This is guided by the national policy framework which is based on Better Outcomes Brighter Futures. In this framework the outcomes are:

- Active and Healthy living
- Achieving in all areas of learning and development
- Safe and Protected from harm

- Economic Security and Opportunity

This all underpinned by a strong Community Development ethos.

From the late nineties onwards, the composition of Dublin's Inner City population has been experiencing change. The ethnic homogeneity that was a characteristic of the people of this area has given way, with the arrival and settling of migrants from overseas, to a population that now contains a degree of ethnic diversity. While this development has been welcomed by the majority of inner-city dwellers, it has also been perceived by some as being a problem.

Recognition that the latter sentiment existed it prompted Community Development Organisations in the area to come together to promote tolerance, understanding and harmonious relations amongst all sections of the community. To pursue the above, a meeting of all Community Development Projects in the Greater Dublin area was convened in June 1998.

It was agreed to work to provide awareness/education programmes on issues of equality and racism in the area. Liberties Inchicore Rialto Training Programme was established in 1998. It made application to become a recognised Training Provider by FETAC in 2009, which it was successful.

Our Mission

Liberties Inchicore Rialto Training Programme is to develop the capacity of Learners, to provide information, supports and services to Learners, and develop the skills and tools of the Learners so that they can participate in the wider community.

Aims and Objectives

Liberties Inchicore Rialto Training Programme is working to provide accredited training for those who have low education attainment, unemployed and wish to seek employment. We also provide non-accredited training for those who wish to promote diversity and equality and look at ways to combat racism in their workplace, communities and personal lives. Along with providing this training, we also provide non-accredited training in Marte Meo Method.

Aims:

- To ensure that members of our community are learning and developing from birth
- To understand their social and emotional wellbeing
- To have them engage in learning achieving an education

Objectives:

- By providing adult education learning opportunities to local community that is accredited at QQI levels 5 and 6.
- By being committed to ensuring that education and training is available to everyone.

- By ensuring that all individuals, groups and organisations making contact with Liberties Inchicore Rialto Training Programme are treated with respect.
- By ensuring that all enquiries from individuals, services and groups are dealt with in confidence.
- By ensuring that all individuals, services and groups are centrally involved in the planning and delivery of the training.

Special Note:

This Quality Assurance Manual has been designed to ensure that LIR Training complies fully with all QQI Core Guidelines for voluntary providers. LIR Training engaged the services of an independent community educator with significant experience in the community education sector and in the design and delivery of programmes leading to QQI awards so that our policies and procedures take into consideration the size of the organisation, are relevant to the context in which we operate and ensure that LIR's stated aims and objectives are met in full.

Chart 1 – Organisational Structure School Street and Thomas Court Bawn Family Resource Centre CLG (School Street FRC)

School Street and Thomas Court Bawn is a Company Limited by Guarantee and is trading as Liberties Inchicore Rialto Training (LIR).   School Street and Thomas Court Bawn is governed by the Companies Act 2014. School Street and Thomas Court Bawn is also registered as a Charity and is governed by the Charities Regulator.

Board of Directors

7 members including Chairperson, Treasurer & Secretary

Project Coordinator

Early Days Creche, Training & Education, Family Support & Community

LIR Training Coordinator

Training & Education

LIR Tutors

Academic Committee

5 members including 2 external academic experts (External Chairperson), youth interests representative, learner representative and LIR Training Coordinator

Programme Development Committee

Chairperson (external)

LIR Training Coordinator

2 subject matter experts

QQI PROGRAMMES:

We presently provide QQI validated programmes which are:

- Youth Work Major Award QQI Level 5
- Early Childhood Care and Education Major Award QQI Level 6

Youth Work Major Award 5M4732

- This Major Award will provide Learners with the knowledge, skill and competence to work autonomous practitioners and to work as a team in the provision of Youth Service. The knowledge of the profession of Youth Work will support people to work professionally in Communities and provide a quality Youth Service. The programme leads to the QQI Level 5 5M4732 Youth Work. Learners are required to complete a minimum of 8 modules. The part-time programme is run over an 18 month period. On completion of the award, Learners will have the option of progressing to higher education and training opportunities.

Early Childhood Care and Education Major Award 6M2007

- This Major Award will provide Learners with the knowledge, skill and competence to work as autonomous practitioners and to lead and supervise others in the provision of quality early childhood care and education in a variety of ECCE settings, whether working in a day care nursery, crèche, pre-school/after school facility or with families as a professional nanny. The programme leads to the QQI level 6 award 6M2007 Early Childhood Care and Education. Learners will complete a total of 7 modules to achieve the award; some Learners may need to complete an 8th module depending on prior learning. The part-time programme is run over an 18 month period. On completion of the award Learners will have the option of progressing to higher education and training opportunities.

QQI CORE GUIDELINE 1 QUALITY ASSURANCE GOVERNANCE & MANAGEMENT

Management and Governance Policy

Version 1 – January 2023

This policy is designed to ensure that the overall governance and financial management of the organisation is carried out in an effective and transparent manner that complies with all relevant statutory requirements of the CRO. It will assure our stakeholders, including learners, tutors, funders, employees and the wider community that our organisation is managed in an ethical fashion that is in line with our aims and objectives.   In order to fulfil this commitment LIR has availed of external expertise where appropriate to ensure that governance procedures are fit for purpose and represent best practice in all areas.

Board of Directors

The Board of Directors is responsible for the overall management of the company. Its responsibilities include the strategic, infrastructural, regulatory, operational, administrative, human resources and financial management of the Company.

The functions of the Board of Directors of the company are as follows:

- The Board of Directors are legally required to act in the best interest of the company, its members and its employees. They must ensure that the company is run responsibly and according to its aims.
- It must also ensure that the company fulfils all its legal obligations as a company limited by guarantee
- The Board of Directors will develop the Strategy and Action Plan for the Company. They will also monitor and evaluate the delivery of the Strategy and Action Plan
- The Board of Directors oversees staff recruitment, retention and development within the context of the Action Plan
- The Board of Directors oversees and ensures the financial management of the Company.
- The Board of Directors has overall responsibility for approving the development of new programmes, including those that lead to QQI awards and for giving final approval prior to an application for QQI Validation.

The Board of Directors is also responsible for:

- Oversight of all Training and Education Activities
- Compliance with the Governance Code
- Oversight of Early Days Crèche,
- Oversight of the Family Support and Community.

Note: This quality assurance manual sets out the responsibilities of the Board of Directors with regard to education and training.

Chart 2 – Organisational Chart for our Training & Education Services

Note: This chart refers to the management of the Training & Education section of the organisation – LIR Training, including key responsibilities of core staff.

Board of Directors (Voluntary)

Operational Management

Project Coordinator

Management

Early Days Crèche

Training & Education LIR Training

Family Resources Centre & Community

Project Coordinator

Responsibilities LIR Training

Management

Financial Responsibilities

Human Resources

Facilities

Learner Services – non academic

Staff Supervision

LIR Training Coordinator

Teaching & Learning

Assessment

QA Standards

IV, EA, RAP

Learner Services – academic

Validation & Revalidation

Preparation for self-evaluation

Academic Committee

Teaching & Learning standards

Programme Delivery

Ongoing monitoring QA standards

Review ongoing programme evaluations

Review of Assessment including IV, EA, RAP reports

Learner Appeals

Monitoring demand for new programmes

Convening Programme Development Committee

LIR Tutors

Programme Delivery

Learner Support

Assessment

Evaluation

Programme Development Committee

Validation and revalidation of programmes

Management and Governance Procedures

Staff Involved	Board of Directors, Projector Coordinator, LIR Training Coordinator
Purpose	To ensure clear, effective policies and procedures are developed, implemented and improved where necessary to inform the governance and management of LIR Training in line with our vision, aims and objectives and in compliance with current relevant legislation and the requirements of awarding bodies including QQI.

Membership of Board of Directors	▪ Members of the Board of Directors with be drawn from the following fields of expertise and experience:
	   o Knowledge of the education sector
	   o Knowledge of the qualification systems used in Ireland
	   o Knowledge of the childcare sector
	   o Have a history of strong community involvement and/or community development
	   o Knowledge of local political environment and needs of the local community
	   o Knowledge of accounts and accountancy procedures

Areas of Responsibility	▪ The Chairperson is voted in for a 3 year term at the AGM to oversee the governance and management. ▪ A Treasurer is voted in for a 3 year term with specific responsibility for the governance and management of financial transactions A Secretary will be voted for a 3 year term to oversee reporting and documentation for the organisation. ▪ Board of Directors provides advice and support to the Management team in line with their areas of expertise. ▪ Board of Directors monitors all activities as stated in the Management and Governance Policy to ensure they are carried out in keeping with the ethos of the organisation and in compliance with all relevant legislation.
Board of Directors Meetings	▪ Board of Directors will hold a meeting every 6 weeks during the academic year in addition to an Annual General Meeting (AGM). ▪ There must be a quorum of 50% plus 1 of the Board of Directors members to hold a meeting. ▪ All Board of Directors meetings will be fully documented with an Agenda, Meeting Minutes, Project Coordinator's Report and Financial Report and Meeting Minutes from the previous meeting must be ratified at the start of each Board of Directors meeting. ▪ Copies of the Meeting Minutes, Project Coordinator's Report and Financial Report are signed by the Chairperson and maintained for audit purposes. ▪ Project Coordinator attends all Board of Directors meetings.

LIR Policies & Procedures	▪ LIR Management team will develop a range of policy documents setting out the organisation's commitment to quality assurance and robust governance which will enable LIR to comply fully with the QA requirements of all awarding bodies and funding agencies which LIR deals with as well as legal requirements that impact the organisation. ▪ All policies and procedures must be approved by the Board of Directors prior to implementation and any adjustments to policy statements or procedures must also be approved by the Board of Directors. ▪ Policies and procedures refer to all aspects of services which LIR offer to the public including classroom and ancillary support services for learners.
Programmes of Education & Training	▪ Board of Directors holds the ultimate responsibility for decision making within the organisation with regard to programmes of education and training including approval for new programme development and application to awarding bodies, including to QQI for programme validation. ▪ The Board of Directors recognise the benefits of benchmarking our programmes with those of other community providers. Subject to sufficient finances we will plan to engage in programme benchmarking exercise every three years.
Publication of Organisational Information	▪ Board of Directors will ensure that all documentation relevant to learners and the general public will be published on our website to include relevant course details for training programmes, admission criteria, assessment criteria, Annual Reports, LIR Quality Assurance Policies and Procedures as relevant to learners and the general public and supplementary or additional explanatory documentation as required.
Charities Code of Governance	▪ The Charities Governance Code explains the standards that should be meet to effectively manage and control a charity. Good governance involves putting in place systems and processes to ensure that your charity achieves its charitable objectives with integrity and is managed in an effective, efficient, accountable and transparent way. LIR complies with the Charities Code of Governance.
Financial Responsibilities – Treasurer Board of Directors	▪ The Treasurer has the responsibility to oversee all financial documentation. The Treasurer will report to the Board. The Treasurer will ensure that all the appropriate financial Policies and Procedures are in place and that they are reviewed regularly and are updated in line with national and European legislation.
Succession Strategy for LIR Training	▪ The Board of Directors is conscious that the LIR Training relies on a small core staff dedicated to the quality of our programme delivery. By developing a board range of policy commitments with clear step by step operating procedures, the Board of Directors ensures that when staff leaves the organisation, detailed information on how we operate our training services is available for new staff. ▪ Where possible, LIR Training will arrange a 'hand-over' period where new staff can benefit from on the job induction training from staff leaving the organisation.

QQI CORE GUIDELINE 2 DOCUMENTED APPROACH TO QUALITY ASSURANCE

Documented Approach to Quality Assurance Policy

Version 1 – January 2023

LIR has developed a range of Quality Assurance policies and procedures which underpin the work of the organisation. These policies are used to inform the public, LIR Training staff, our learners and other stakeholders of our commitment to adhering to best practice in quality assurance in the delivery of all training programmes and services.   Procedure documents demonstrate how quality assurance is implemented across all areas of the organisation. These policies and procedures impact the roles of the Board of Directors, all staff and learners.

Policy documents have been aligned to QQI Quality Assurance themes and will cover the following areas:

QQI Core Guidelines	LIR Policies & procedures
1 – Governance and Management of Quality	▪ Governance & Management
2 – Documented Approach to Quality Assurance	▪ Documented Approach to Quality Assurance
3 – Programmes of Education & Training	▪ Programme Development & Approval ▪ Access & Admissions ▪ Transfer & Progression Protection for Enrolled Learners ▪ Recognition of Prior Learning (RPL)
4 – Staff Recruitment, Management & Development	▪ Staff Recruitment, Management & Development
5 – Teaching & Learning	▪ Teaching & Learning
6 – Assessment of Learners	▪ Fair & Consistent Assessment of Learners ▪ Learner Appeal of Results and Repeating an Assessment
7 – Supports for Learners	▪ Learner Support
8 – Information & Data Management	▪ Data Protection and Document Retention
9 – Public Information and Communication	▪ Communications & Customer Service
10 – Other Parties involved in Education & Training	▪ Subcontracting & Procurement of Programme Delivery
11 – Self Evaluation, Monitoring & Review	▪ Self-Evaluation of Programmes & Services

These policies inform as to how programmes are designed, delivered and monitored on an ongoing basis to ensure the programme content is in line with national standards and relevant to the current needs of industry.

Our policies ensure a culture of quality in all areas of our work through continuous review and improvement of programmes and have been developed taking into consideration the size of our organisation and the context in which we work. LIR welcome learners from a diverse cultural background and our ethos of delivery ensures that all learners are valued and fully supported to meet their personal training and education goals.

Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, Core – April 2016/QG1-V2 © QQI & Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis, Sector Specific – April 2016/QG2-V2 © QQI

Documented Approach to Quality Assurance Procedure

Individual procedures setting out how we implement all aspects of our training and education as well as ancillary services to learners are details in each section of this manual.

Procedure documents demonstrate how quality assurance is implemented across all areas of the organisation. These policies and procedures impact the roles of the Board of Directors, all staff and learners.

Monitoring and Review

Unless otherwise stated, all procedures contained in this QA Manual will be reviewed by the Project Coordinator and LIR Training Coordinator on a biennial basis.

Ongoing monitoring of the QA system will be reviewed at quarterly meetings of the Academic Committee and issues arising noted. Tutor and Learner feedback and evaluations will also form part of ongoing evaluation and will also be used to feed into major self-evaluation for our QA system which is carried out every four years. Where programmes are sponsored by external stakeholders, such feedback will also be included in the review process. Initial review will be carried out by the Academic Committee and a report drawn up by the LIR Training Coordinator to include suggested changes and improvements to areas of the QA system.

Final approval for any changes to the QA system is the responsibility of the Board of Directors.

Chart 3 – Documented Approach to Quality Assurance

QQI CORE GUIDELINE 3 PROGRAMMES OF EDUCATION & TRAINING

Programme Development, QQI Validation, Delivery and Review Policy

Version 3 – March 2024

The aim of this policy and accompanying procedures is to ensure that all new programmes of education and training developed by LIR Training are based on the identified needs of our local community in consultation with our learners, funders and other stakeholders.

Programme Development

LIR Training is aware that, as a small community based provider, engagement of external expertise is essential and our policy ensures that appropriate external expertise such as subject matter experts and personnel with programmes design experience will be engaged as required. All programmes will be fully resourced, taught by experienced tutors with appropriate qualifications, and where required, include opportunities for meaningful, monitored work experience. Programmes will ensure all learning outcomes are fully covered during class and also through valid and reliable assessment methods.

LIR Training develops training programmes in line with the Better Outcomes Brighter Futures national policy framework. We develop and provide training programmes which will support people to:

- To access opportunities for ongoing education and training

- To access opportunities to lifelong learning

- To have pathways to economic participation and independent living

- To access opportunities to employment

Collaborative Development

In order to share expertise and develop training programmes that are relevant and effective for our Learners, LIR Training will on occasion collaborate in the process of programme development with other community training providers who operate within the same context as LIR Training.

Validation of Programmes leading to QQI Awards

The Validation Process will be overseen by the Academic Committee who is responsible for convening a Programme Development Committee.   When Validation is required for a new programme, consideration will be given to the reasons and the follow on research. When Validation is sought for programmes that require revalidation, consideration will be given to the inputs given from the review of the current programme.

Programme Approval

The Academic Committee is responsible for advising the Board of Directors on the need for new training programmes based on feedback from learners, funders, stakeholders and the wider community. All new programmes must be approved for initial programme development by the Board of Directors which also holds the final responsibility of approving applications for programme validation to QQI.

Information Provision

LIR Training is committed to providing accurate information on our training programmes and to providing relevant supports to Learners from diverse background and experiences that their learning experience is a positive one. All programmes developed by LIR will include transparent, published learner admission criteria, recognition of prior learning (RPL) information and arrangements for protection of enrolled learners (PEL) where required as well as detailed information on progression routes. Programmes leading to QQI awards will be developed and validation in line with current QQI guidelines also. Where programmes are offered on a commercial basis, clear separation of commercial and academic responsibilities have been devised. Our courses are delivered using a learner-centred approach that facilitates adult learning styles in a supportive, motivational and enjoyable environment. In addition to class and group learning, LIR will ensure that all learners are offered additional support tutorials to maximise their learning potential. Note: LIR Training has developed a separate policy and procedure dealing with Admission criteria, Recognition of Prior Learning and Access, Transfer and Progression.

Programme Monitoring and Review

Programme monitoring and review will take place in accordance with requirements of QQI. There will be programme monitoring and review on a biennial basis. The biennial monitoring and review will be facilitated with the support of an external evaluator. Programmes will be evaluated on the basis of appropriateness and suitability to the learners and programme original aim and objectives and its continued relevance to the Learners and the wider community. The biennial monitoring and review will also include Learner evaluations after each module, Tutor evaluations and Learner progression and results. The Academic Committee is responsible for ongoing monitoring of the quality assurance of all programmes.

Our Programme Development, QQI Validation, Delivery and Review Procedures cover -

- Programme Needs Identification
- Programme Viability and Separation of academic and commercial decisions
- Programme Design, Development and Approval of new programmes
- Provision of Information so learners can make informed choices
- Programme Delivery
- Monitoring and review of programmes to ensure they remain relevant and fit for purpose

This policy and accompanying procedures have been developed in line with the following QQI policies-

1. *QQI Core Validation Policy and Criteria for education and training programmes, November 2017/QP.17-V1.03 © QQI.*
2. *Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, April 2016/QG1-V2 © QQI*

Programme Development, QQI Validation, Delivery and Review Procedures

Staff Involved	Board of Directors, LIR Training Coordinator, Project Coordinator, Academic Committee
Purpose	The purpose of this procedure is to ensure that programmes leading to QQI awards are designed, developed, monitored and reviewed in line with QQI Core Validation Policy and Criteria for education and training programmes, November 2017/QP.17-V1.03 © QQI and delivered in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers, April 2016/QG1-V2 © QQI
Needs Identification	The Board of Directors have ultimate responsibility for programme approval. The LIR Academic Committee is responsible for ongoing monitoring of needs identification of new programmes. In addition, the Training Coordinator and Project Coordinator meet to review the following: - Programme evaluations - Programme enquiries - Log kept of all course enquiries (phone, online and face to face) for the forthcoming year. Waiting list for all courses maintained to ascertain programme demand and identify need for new programmes. - Student enquiries - Student programme evaluation forms are completed by all students following each module, allowing students to identify further QQI modules of interest - Student progression plans If significant demand for a new programme is evidenced, then proposal for design, development and validation of new programme brought to Board of Directors for approval to proceed.
Programme Viability & Commercial Decisions	LIR programmes are delivered on a fee paying basis to our learners. It is the role of the Project Coordinator to approve the engagement of a suitable Subject Matter Expert to lead the Programme Development Committee following approval from the Board of Directors. - Project Coordinator will draw up a draft budget to assess the cost of tutors, equipment and resources required the recruitment of additional staff and sourcing of suitable premises. - Project Coordinator will also carry out an analysis of new programme costs and financial risk analysis to ensure appropriate risk management of the organisation. Cost Benefit Analysis will be carried out for all courses by the Project Coordinator and brought to the Academic Committee for review.

	▪ Following successful review, the Project Coordinator brings to proposal for development of a new programme to the Board of Directors for final approval.

Programme Design & Development	▪ LIR Training Academic Committee convenes the Programme Development Committee which is chaired by an external Subject Matter expert, LIR Training Coordinator and includes an internal Subject Matter expert (tutor) and additional external subject matter experts as requires.
	
	 ▪ Programme Development Committee will meet to discuss
	     o Programme Structure – modules to be covered within the Programme of study as well as overall programme outcomes (MIPLOS)
	     o Ensure that the programme adheres to the ELO's of all module descriptors (MIMLOS)
	     o Access, Transfer and Progress routes identified and implementation of same for new programme in line with the LIR Programme Admissions, Recognition of Prior Learning (RPL), Transfer and Progression policy and procedures.
	
	 QQI Programme developed to include:
	 ▪ Programme name, duration, component awards and major linked award
	 ▪ identification of student target group and admission criteria
	 ▪ anticipated numbers per programme, resources, equipment required for delivery, criteria for classroom environment
	 ▪ adherence to Health & Safety legislation
	 ▪ delivery methods (full/part-time) and teaching and learning methodologies as per LIR's Teaching & Learning Policy and Procedures
	 ▪ programme staffing including required tutor qualifications and levels of experience, method of delivery and teaching methodologies
	 ▪ requirements for work-experience as well as well as monitoring requirements for work experience students
	 ▪ check if any special validation requirements are listed
	 ▪ Protection for Enrolled Students (PEL) if applicable
	 ▪ Student supports in line with LIR Student Support Policy and Procedure
	 ▪ reasonable accommodations put in place as per the LIR Fair and Consistent Assessment of Students Policy and Procedure and student workload identified
	 ▪ assessment criteria and materials, marking schemes, and appeals process, programme evaluation criteria, initial and ongoing monitoring and review procedures put in place in line with LIR Fair and Consistent Assessment of Students Policy and Procedure

	- All new programmes will be developed in line with requirements of the National Framework of Qualifications (NFQ) Grid of Level Indicators and requirements for Access, Transfer and Progression as set out in LIR's Quality Assurance System. - Schemes of Work will be developed for all QQI courses covering the ELO's in QQI Module document - The Chair of the Programme Development Committee is responsible for ensuring detailed reporting on all Programme Design and validation meetings for new programmes leading to QQI awards as per the current QQI Validation requirements which will be maintained for QA monitoring - Tutor meetings will be held to discuss programme design and gain feedback from frontline staff - For Modules which include a work placement element a Template outlining areas of work/learning for the student on placement will be developed. Completed applications are submitted to the Academic Committee for review and final checks and then submitted to the Board of Directors for final approval to submit the validation application and pay all associated costs. **Special Note:** *Due to the size of the organisation, the LIR Training Coordinator is a member of both the Programme Development Team and the Academic Committee. In order to comply with QQI guidelines, the LIR Training Coordinator will not be involved in the decision process nor have voting rights in relation to decisions regarding new programmes as made by the Academic Committee.* *(Statutory Quality Assurance Guidelines developed by QQI for use by all Providers April 2016/QG1-V2 © QQI, page 5)*
Provision of Information	- Communicating effectively with Learners to enable them make informed choices about their participation in training programmes, to identify ongoing support needs, and to maximise potential for successful completion of a module. - Operating a systematic and transparent process with regard to the programme promotion, application and selection procedures (Admissions Policy). - Ensuring that Learners are informed that prior learning can be included in the evidence required to demonstrate that they meet national standards, and to ensure that they are supported in compiling evidence of prior learning.

	▪ Promoting LIR Training programmes to service providers and to promote supports necessary for Learners from diverse backgrounds and experiences to enable them to participate successfully.
Programme Delivery	▪ Staff meeting will be held for tutors with the Training Coordinator prior to commencing the programme and as required throughout the programme focusing on - 　○ Ensuring resources are in place as required 　○ Training reviews, Student evaluations are carried out and concerns are raised and documented 　○ Staff evaluations and feedback are carried out at the end of each course and areas for staff development will be noted and shared with all staff and amendments made as required. ▪ Programme delivery will take account of student needs, including additional needs, prior learning and experience. These will be identified using a Course Application during student registration. ▪ Student evaluation sheets will track student satisfaction with methods of programme delivery, resources etc. Statistical information will be kept on file for monitoring ▪ A variety of learning methods will be utilised and staff will be encouraged to use all available resources and technologies as appropriate as set out in the LIR Teaching and Learning Policy ▪ Staff will be encouraged to avail of support from the LIR Training Coordinator when required ▪ LIR tutors deliver all courses using a specific Scheme of Work which is kept onsite should stand-in tutors be required to provide cover due to illness. ▪ The LIR Training Coordinator will monitor all programmes on an ongoing basis and the Academic Committee reviews all course evaluations and learner results in line with national standards.
Monitoring and review of programmes	▪ LIR engages in a systematic review of all programmes delivered at our centre. At the end of each course, learners and tutors complete an Evaluation form. Forms are reviewed by the Academic Committee and any issues discussed. Where the Academic Committee recognises an area for improvement, this is documented and implemented by the LIR Training Coordinator when delivering the next programme. Any major changes to programme delivery or changes that would incur significant costs must be notified and approved by the Board of Directors.

Collaborative Development	- On occasion, we will collaborate with other community providers to development programmes leading to QQI awards. This is carried out through the sharing of expertise and overseen by an external QA or subject matter expert to act as project manager and Chair of the Programme Development Committee. - Each community provider is responsible for the approval of all aspects of a validation application by their own Academic Committee and against their own agreed quality assurance procedures. - Each community provider is responsible for making an individual validation application to QQI and, once approved, each provider is responsible for the delivery and all aspects of their own programme. - LIR is currently considering applying for the new ELC awards through DDLETB. Development of this programme will be a collaborative process with all providers involved making individual applications for differential validation in line with both the requirements of the ELC validated programme and their own quality assurance agreement with QQI. Each community provider is responsible for the approval of all aspects of a validation application by their own Academic Committee and against their own agreed quality assurance procedures.

Chart 4 – QQI Validation of New Programmes

Needs Analysis
- The Academic Committee are responsible for identifying needs for new programmes which is reviewed at quarterly meetings. Project Coordinator and LIR Training Coordinator also monitor calls and enquiries.
- Needs identification takes place using learner surveys and course feedback, discussions with local employers, funders and stakeholders etc.

Programme Development Approval
- The Project Coordinator makes a report to the Board of Directors demonstrating results of needs analysis should this arise.
- If Board of Directors approves programme development leading to convening of Programme Development Panel by Academic Committee.
- If Board of Directors does not give approval then no further action is taken.

Programme Development Panel
- Programme Development Committee convened by Academic Committee and External Expert will act as Chair of the Programme Development Committee.
- Subject matter experts engaged as required to include LIR Training Coordinator and tutors if appropriate.
- LIR Training Coordinator provides ongoing reports on programme development to the Board of Directors.

Programme Costs
- The Project Coordinator is responsible for costing all requirements of the new programme to include staffing and resourcing.
- Project Coordinator is not involved in any academic decisions regarding the development of new programmes to ensure clear seperation of academic and corporate decision making.

Programme Validation Application
- Final application for programme validation completed to include details of indicitive content, resources, assessments and marking schemes, RPL, PEL (if relevant), delivery methods, learner supports, requirements for evaluation and ongoing monitoring.
- Application submitted to Academic Committee for final review and checking to ensure in line with agreed QQI QA policies and procedures.

Programme Validation Final Approval
- The Project Coordinator and LIR Training Coordinator present details of the final validation to the Board of Directors.
- The Board of Directors review the validation application and are responsible for giving final approval for the validation application to be submitted to QQI as well as payment of associated costs.

Programme Access and Admissions, Transfer and Progression, Recognition of Prior Learning (RPL) and Protection of Enrolled Learners (PEL) Policy

Version 2 – March 2023

Access and Admission

For entry to QQI modular programmes such as those leading to the Youth Work Major Award Level 5, learners will have previously achieved minor or major awards at Level 4 or equivalent qualifications and/or life experience in this area. For entry to QQI modular programmes such as those leading to the Early Childhood Care and Education Major Award Level 6 or the new Early Learning and Care award at level 6 (validation planed), learners will have previously achieved minor or major awards at Level 5, a Leaving Certificate or equivalent qualifications and/or appropriate life/work experience in this area.

Recognition of Prior Learning (RPL)

"The process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and acknowledged" (NQAI, 2005).

LIR Training recognises the importance of lifelong learning and widening access to education. The Centre is committed to recognising the achievements and attainments of learners, and their development of skills and talents, whether such formation comes from the academic or professional arena, or life experience. The Centre facilitates recognition of an applicant's learning outcomes achieved prior to entry to support his/her meaningful engagement with the programme and to avoid unnecessary duplication of outcomes. LIR Training supports entry to programmes based on work life experience in line with our community education ethos and the needs of the community we serve. RPL encompasses all forms of prior learning, including formal/accredited learning (certified learning); non-formal/informal/experiential learning (learning outside the formal education system, through the workplace and through experience).

The organisation is committed to ensuring that effective procedures are in place to allow learners appropriate means of quantifying and evaluating prior learning and work/life experience to: -

•   Gain entry to a programme
•   Gain exemptions from programme requirements

In carrying out RPL procedures, LIR Training will ensure that all learners are dealt with in a fair and consistent manner and undertake to implement systems that promote equality of access, transparency and validity. LIR Training will provide advice and guidance on RPL procedures to assist learners make best decisions when considering applying by RPL. RPL Procedures applies to programmes which are accredited to and delivered by LIR Training. Learners applying for RPL must use our RPL Application Form.

Protection of Enrolled Learners

LIR Training has in place insurance to meet our commitment to put in place protection for enrolled learners (PEL) where learners are undertaking programmes of more than 3 months duration and payment has been made in advance. Our major awards in Youth Work (5M4732) and in Early Childhood Care and Education (6M2007) are covered by this insurance policy.

Transfer and Progression

Transfer: Process by which a Learner can transfer from one programme to another by being awarded general credit (no grades associated with the credit) to recognise learning outcomes already achieved in the previous programme. Progression: The means by which Learners, on successful completion of a programme, can progress to another programme.

LIR Training acknowledges that learner circumstances may change and as such has put in place procedures whereby a learner may choose to transfer to another programme. The organisation is committed to ensuring that all learners undertaking training courses at our centre are advised of progression routes from all programmes to ensure learners can make informed choices and effectively plan their career paths.

English Language Competency

LIR Training is aware that some learners coming from a disadvantaged background may have poor literacy skills and in addition, many learners applying for access to training course may not have English as their first language. The organisation has put in place advice and supports for such learners as detailed in our procedure that accompanies this policy. The procedure set out how English language skills are assessed for admission purposes.

To access courses leading to QQI level 5 and 6 programmes learners will require a good level of English, both oral and written. The minimum standard required for learners of whom English may not be their first language, or for those who have not completed primary or secondary education in English, is set at Level B2 on the Common European Framework of Reference for Language CEFRL.

Programme Access and Admissions, Transfer and Progression, Recognition of Prior Learning (RPL) and Protection of Enrolled Learners (PEL) Procedure

Staff Involved	Board of Directors, LIR Training Coordinator, LIR Tutors, Academic Committee
Purpose	The purpose of this procedure is to ensure that the undertakings set out in the Programme Admissions, Access, Transfer and Progression and Recognition of Prior Learning (RPL) policy are fully implemented in line.
Information for learners and stakeholders	- Information on RPL is available on the LIR Training website. - LIR Training Coordinator will advise learners either in person or by email as to the procedures relating to RPL. - Learners wishing to use RPL for access and admission purposes will be provided with the RPL application form.
Access & Admission for Programmes	For entry to QQI modular programmes learners will have the following prerequisite qualifications and/or knowledge: - Level 5 programmes – learners will have previously achieved minor or major awards at Level 4 or equivalent qualifications and/or life experience in this area. - Level 6 programmes – learners will have previously achieved minor or major awards at Level 5, a leaving certificate or equivalent qualifications and/or life experience in this area. - Learners must complete a written application for all programmes. - Course applications are reviewed by the LIR Training Coordinator and processed accordingly.
Purpose of RPL	RPL encompasses all forms of prior learning, including formal/accredited learning (certified learning); non-formal/informal/experiential learning (learning outside the formal education system, through the workplace and through experience). RPL can be used to gain entry to a programme and to gain exemptions from programme requirements. **Gain entry to a programme** - where prospective learners do not meet entry requirements for a course leading to a QQI award, but can demonstrate relevant prior learning, LIR Training will consider each case on an individual basis and document any exemption process for monitoring purposes, including evidence of prior learning by the learner. **Gain exemptions from programme requirements** – where learners have already achieved appropriate QQI qualifications or qualifications

	recognised by QQI, LIR Training will advise learners on where these qualifications can be used as exemptions towards a major award.

Processing RPL applications - ensuring equity and credibility	Exemptions
	▪ Qualifications must be no more than five years old and can only be used as exemptions when applying for the overall major award.
	▪ Learners will be advised that for CAS awards, learners may use one component award at level 5 and at level 6 for exemption purposes also.
	Entry to Programmes
	▪ All applications for RPL for admission purposes must be completed in writing and learners must use the RPL Application Form when using RPL for admission purposes.
	▪ The LIR Training Coordinator will review all such applications, matching existing learner knowledge and skills to the prerequisite knowledge required for each course and make a recommendation for RPL to be approved. Learners may be asked to provided evidence of prior learning including but not limited to:
	    o Previous certificates and syllabi from same
	    o Previous job descriptions, CV, employer references, company literature and testimonials
	    o Interviews and feedback sheets
	    o Examples of work completed for other courses or within the workplace
	    o Examples or testimonials to verify relevant work experience carried out in a voluntary capacity by the applicant
	The purpose of an interview is to determine the applicant's suitability to participate on the course for which he/she has applied. Where interviews are used as part of assessment applications made using RPL, the following criteria will apply to ensure equity and transparency:
	▪ Interviews will be carried out by the LIR Training Coordinator. Should the applicant be known to the LIR Training Coordinator, a Tutor will carry out the interview following the guidelines listed below:
	    o LIR Training will verify the identity of the interviewee for both face-to-face, telephone and interviews conducted via online platforms.
	    o Interviewers must keep a full record of the interview.
	    o No verbal placement offers should be made at interview stage.
	    o Applicants will be advised in advance of any documentation they must bring to the interview.

	o LIR Training will not accept photocopies of certificates and will instead confirm the authenticity of all formal certification. ▪ RPL for admission recommendations made by the LIR Training Coordinator are reviewed by the Academic Committee for final approval.
Protection for Enrolled Learners (PEL)	• LIR Training has in place insurance to meet our commitment to put in place protection for enrolled learners (PEL) where learners are undertaking programmes of more than 3 months duration and payment has been made in advance. Our major awards in Youth Work 5M4732 and in Early Childhood Care and Education 6M2007 are covered by this insurance policy. • Under this insurance LIR Training will have in place a system to provide refund of fees for learners should we cease to be able to deliver the programme and will provide learners with PEL information in our Learner Handbook. • Currently LIR Training has PEL insurance with Arachas and it is intended to renew this on an annual basis.
Access for learners with poor literacy skills or where English is not their first Language	To access courses leading to QQI level 5 and 6 programmes learners will require a good level of English, both oral and written. The minimum standard required for learners of whom English may not be their first language, or for those who have not completed primary or secondary education in English, is set at Level B2 on the Common European Framework of Reference for Language CEFRL. ▪ LIR Training also accepts the following qualifications: ▪ IELTS (International English Language Testing System) – Minimum overall band score of 7.0 ▪ TOEFL (Test of English as a Foreign Language) – High Intermediate level required on 4 skills.0 ▪ 5N1632 QQI Level 5 English as a Second Language If course applicants have not undertaken any of these tests, LIR Training will arrange for the person to come in to the training centre and undertake a free test on https://www.englishradar.com/english-level-test/ (free English level test, which covers all CEFR levels from A1 to C2) to give a more specific indication of their level of competency or take an online Duolingo English Test before applying. They can take the test at englishtest.duolingo.com/applicants at a cost of approx. €40 and the test result is available within 48 hours. Where learners do not meet the required standards to have a realistic chance of engaging and successfully passing the assessment criteria of a training course,

	learners will be advised to attend English Language classes and/or Literacy Support Classes with the Education and Training Board if necessary to support their learning and/or to prepare them to access certified training courses in the future. ▪ LIR Training recommends that learners embarking on a major award programme undertake the QQI level 5 Communications 5N0690 module first as this covers grammar, syntax, use of thesaurus and dictionary, writing skills and introduction to the Harvard Referencing Style. ▪ All learners are provided with feedback on assignments by the class tutor who includes feedback on writing skills and use of Harvard Referencing Style. ▪ The LIR Training Coordinator is available to meet with learners to discuss required supports both before and during training.
Transfer and Progression	**Information on progression routes:** • LIR Training is committed to providing learners with information regarding progression routes from all of our training courses and this is listed on all course information sheets and is available on our website also. **Information on transferring to another course at LIR Training:** ▪ Should a learner begin a level 5 programme and find that the programme does not suit their needs, they may transfer to another level 5 programme so long as they request to transfer after the initial class. ▪ Should a learner embark on a level 6 programme and find that it is too challenging, they may transfer to a level 5 programme so long as they request to transfer after the initial class. ▪ Should a learner embark on a level 5 programme and find that it is not sufficiently challenging, they may transfer to a level 6 programme so long as they request to transfer after the initial class. ▪ All applications must be made in writing and approved by the LIR Training Coordinator ▪ Learners will not be financially penalised for transferring to another course, however, additional course fees for more advanced courses may apply.

QQI CORE GUIDELINE 4 STAFF RECRUITMENT, MANAGEMENT & DEVELOPMENT

Staff Recruitment, Management and Development Policy

Version 2 January 2023

LIR Training considers that it is of great importance that the recruitment and selection of Tutors ensures that the teaching staff have the capacity to delivery training and provide Learner support that will help our Learners achieve their learning goals. This Staff Recruitment, Management and Development Policy and accompanying procedure has been developed to ensure that all staff and Tutors are carefully selected to meet teaching requirements and in line with current legislation, and fully supported during their time with LIR Training.

Recruitment and Selection

The aim is to recruit people who will best meet the organisation's objectives. LIR Training is committed to ensuring that recruitment procedures are consistent with equal opportunities and employment legislation and are undertaken in a fair and transparent manner.

Recruitment and selection of suitably qualified staff and Tutors will be made from the widest possible field. All positions will be advertised externally as per the needs of the organisation at the time of the vacancy.

Equality Opportunities

LIR Training is an equal opportunities employer and will ensure that its employment policies reflect this ethos. The individual will be selected for employment (full-time, part-time or on a contract basis) on the basis of being the most suitable candidate based on a written job description detailing the core responsibilities and tasks relating to the job.

Selection Interview

An interview panel is convened which includes representatives of the Board of Directors, the Academic Committee and may include an individual from outside of the project with relevant expertise if required. C.V's are assessed by the interview panel based on the requirements for the post, experience required and qualifications, as per interview selection criteria. The LIR Training Coordinator will sit on interview panels for all teaching staff.

Job Offer and Contracts

LIR Training will provide each new Tutor with a copy of the Contract and Tutor Handbook. The Contract will detail the length of the contract, the number of teaching hours involved, the rate of remuneration and how often they will be paid. It will also detail the module/course to be delivered. The successful candidate will be required to sign a contract before the commencement of the contract start date and return the contract to the Board of Directors as acknowledgement and acceptance of the terms and conditions of the contract. All qualifications and references will be checked prior to any job offer. Teaching staff are required to undertake a Garda Vetting process before commencing employment.

Induction

All new Employees/Tutors will have an induction programme at the commencement of their employment. The purpose of the induction is to help the new Employee/Tutor settle into the position and to make sure they have all the necessary information needed in order to do their job effectively. The duration and content of induction will vary according to the needs of the employee and the position.   All new Tutors will be required to participate in Induction Training which is carried out by the LIR Training Coordinator. This will include the Tutor Handbook and will be critical to the understanding of LIR Training's ethos

Supervision and Support

LIR Training recognises the importance of both initial and ongoing supervision and support for all staff members. We will ensure that all Employees/Tutors have access to regular supervision and support for their work. The nature and amount of supervision will be discussed with each Employee. Tutors will be supervised and supported by the LIR Training Coordinator in relation to their teaching role. The Project Coordinator is responsible for overseeing the management of all staff.

Training and Career Development

We recognise the value of providing ongoing training as well as development opportunities for all Staff and our Tutors which is intended to both support staff in enhancing their job performance as well as contribute to relevant personal and professional development. Training and career development opportunities may be provided internally or externally.

Staff Recruitment, Management & Development Procedure

Staff Involved	Board of Directors, Project Coordinator, LIR Training Coordinator, LIR Tutors
Purpose	To ensure transparent and effective procedures that are fit for purpose and in line with current employment legislation are followed in the recruitment, management and development of all staff including teaching staff at LIR Training. Policies and procedures developed by LIR Training are in line with our vision, aims and objectives and in compliance with current requirements of awarding bodies including QQI.
Staff & Tutor Recruitment	- All positions will be advertised externally as per the needs of the organisation at the time of the vacancy. - LIR Training may advertise positions in local media, LIR Training website and also through its social media pages. - LIR Training is an equal opportunities employer and will ensure that its employment policies reflect this ethos. - The individual will be selected for employment (full-time, part-time or on a contract basis) on the basis of being the most suitable candidate based on a written job description detailing the core responsibilities and tasks relating to the job. - Staff recruitment meets the current equal opportunities legislation in relation to persons with disabilities, interview boards are informed of such legislation in advance of interviews. - LIR Training has developed a Job Description outlining the core qualifications and experience that Tutors on our programmes should possess. (Appendix B – Terms of Reference LIR Tutors) - Applicants' CVs are kept on file and contact details and copies of qualifications are maintained on a database Panel of tutors. Where necessary e.g. in the event of a Tutor calling in sick, the LIR Training Coordinator is able to contact Tutors who have already undertaken an interview process to fill in for short term vacancies.
Selection Interview Process	- An interview panel is convened which includes representatives of the Board of Directors, the Academic Committee and may include an individual from outside of the project with relevant expertise if required. The LIR Training Coordinator will sit on interview panels for all teaching staff. - C.V's are assessed by the interview panel based on the requirements for the post, experience required and qualifications, as per interview selection criteria. - A shortlist is made and suitable candidates are called for interview. Candidates are assessed on a points basis, using our interview assessment form. The offer of appointment is made to the candidate to whom the panel has awarded the highest number of points at interview.

	▪ If required, applicants will be called back for a second interview before final selection is made.
Job Offer and Contracts	▪ All qualifications and references will be checked prior to any job offer being made. ▪ LIR Training will provide each new Tutor with a copy of the Contract and Tutor Handbook. ▪ The Contract will detail the length of the contract, the number of teaching hours involved, the rate of remuneration and how often they will be paid. It will also detail the module/course to be delivered. The successful candidate will be required to sign a contract before the commencement of the contract start date and return the contract to the Board of Directors as acknowledgement and acceptance of the terms and conditions of the contract. ▪ All Tutors must agree to undergo a Garda Vetting process prior to commencing employment.

Staff and Tutor Induction	▪ All new Employees/Tutors will have Induction Training at the commencement of their employment. The purpose of the induction is to help the new Employee/Tutor settle into the position and to make sure they have all the necessary information needed in order to do their job effectively.
	▪ All new Tutors will be required to participate in Induction Training which is carried out by the LIR Training Coordinator. This will include the Tutor Handbook and will be critical to the understanding of LIR Training's ethos. Induction Training includes:
	    o Introduction to the organisation including: background, ethos, structures, quality assurance policies and procedures
	    o Academic and administrative procedures and regulations
	    o Meetings: expectations and obligations particularly in the area of Quality Assurance
	    o The requirements of referenced assessment, including full description of the learning outcomes for each relevant modules and Major Award
	    o Understanding the terms and conditions of their contract
	    o Familiarisation with the building, facilities and classroom technology including a walk through, evacuation procedures and location of First Aiders and supplies.

Ongoing Supervision and Support	▪ LIR Training recognises the importance of both initial and ongoing supervision and support for all staff members. ▪ We will ensure that all Employees/Tutors have access to regular supervision and support for their work. The nature and amount of supervision will be discussed with each employee. ▪ Tutors, in particular new Tutors, will be supervised, monitored and supported by the LIR Training Coordinator in relation to their teaching role. ▪ The Project Coordinator is responsible for overseeing the management of all staff.
Training and Career Development	▪ Staff training and career development is intended to both support staff in enhancing their job performance as well as contribute to relevant personal and professional development. ▪ Training and career development opportunities may be provided internally or externally. ▪ Records of all professional developmental training undertaken by LIR Training staff will be kept on file. ▪ There are excellent professional development programmes available on a free of charge basis and LIR Training Coordinator will advise teaching staff of a range of online training and development opportunities on websites such as Coursera, FutureLearn, Alison etc. that may be of benefit to them. ▪ LIR Training is now a member of AONTAS and the LIR Training Coordinator will attend all Community Education Network (CEN) meetings and feedback information to the Academic Committee and tutors. When available, tutors will be offered opportunities to attend training seminars and workshops organised by CEN.
Legislation Compliance	This policy and procedure are in compliance with the following legislation:- ▪ Code of Practice for the Prevention of Workplace Bullying 2021 ▪ Equal Status Act 2000 - 2015 ▪ Disability Act 2005 ▪ Data Protection Act 2018 ▪ GDPR 2018 ▪ Terms of Employment (Information) Acts 1994–2014 This policy and procedure will be updated in line with changes to Irish and European legislation as required.

QQI CORE GUIDELINE 5 TEACHING & LEARNING

Teaching and Learning Policy

Version 2 – January 2023

Introduction

LIR Training courses aim to develop the capacity of learners, to provide information, supports and services to learners, and develop the skills and tools of the learners so that they can participate in the wider community, particularly in the area of employment. It is to ensure that members of our community are learning and developing by engaging in lifelong learning. It is also to understand and support their social and emotional wellbeing. We will encourage members of the community to engage in learning to achieve an education. LIR Training provides adult education programmes and has put in place a range of teaching and learning procedures that will ensure an effective learning experience that promotes personal and professional development.

LIR Training Values and Respect

The ethos of LIR Training is to value and respect all whom it works with.

- Learners are treated with respect and dignity.
- Learners are treated as equals. The knowledge that adult Learners bring is acknowledged.
- LIR offers learners an environment free from prejudice and discrimination in which to recognise and build on the learner's experience, knowledge and skills.
- Confidentiality is important and learners' privacy is protected.
- Programmes are learner centred.
- LIR Training strives to continually develop in order to provide a wide range of quality opportunities that enable learners to realise their full potential.
- LIR Training has a compulsory obligation to ensure that learners access the QQI qualifications framework through a process of progression. Up skilling, re-skilling and the emphasis on core competencies are central to our aims and objectives and we ensure that LIR Training continues to deliver a comprehensive, inclusive and relevant programme of education and training.

Learning Styles

LIR Training when developing its teaching and learning programme, are aware of the various learning styles of our learners particularly taking into account their past experience of education. We encourage and support the tutors to select teaching strategies that cater for a range of learning styles in their Course Plan. We will ensure that the teaching and learning experience is supportive, suited to the needs of the individual and there is a recognition of the learners knowledge and experience. We will promote a professional and at the same time pleasant environment for the learners to engage in learning. Teaching methodologies are appropriate and meet the requirements of QQI and the Learning Outcomes for the individual module.

LIR Training is committed to providing relevant supports to Learners from diverse background and experiences that their learning experience is a positive one which is set out in our Support for Learners Policy and Procedure.

Work Experience

Where work experience is a requirement of a training programme, suitable Work Experience will be arranged jointly between the learner and LIR Training. The Work placement host organisations will have a clear understanding of their obligations to the learner and the requirements of work experience and will also participate in the evaluation of the learner and their work placement. Additional details for Work Experience are set out in our Fair and Consistent Assessment of Learners Policy.
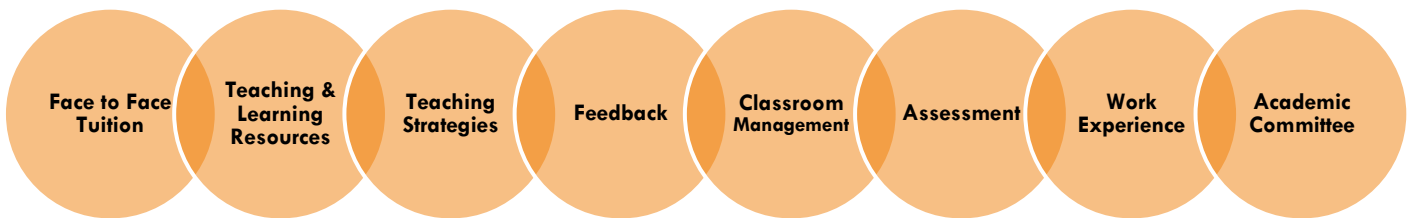
Teaching and Learning Procedure

Staff Involved	Board of Directors, Projector Coordinator, LIR Training Coordinator, LIR Tutors
Purpose	To ensure clear, effective quality assured procedures are developed, implemented and improved where necessary to inform the teaching and learning provided by LIR Training in line with our vision, aims and objectives and in compliance with current requirements of awarding bodies including QQI.
Face to Face Tuition Environment	▪ All classrooms should provide a safe and healthy environment for learners and tutors, catering for the basic needs of learners (Maslow). The arrangement of furniture in the classroom will normally be u-shaped so as to promote an adult education environment and encourage discussion and debate. ▪ All classrooms are suitably heated and ventilated and tutors should report any faults or issues with the classroom facilities immediately.
In Classroom Teaching & Learning Resources	▪ LIR Training uses a range of learning resources including learner handouts, Tutor devised PowerPoint presentations, childcare equipment appropriate to an early years setting etc. ▪ Access to PCs, broadband internet and printing facilities are available for learners as required. ▪ Classrooms are equipped with data projectors, tutor PC and screens for demonstration and lecture purposes. Whiteboards and/or flipcharts are also available. ▪ Tutors are encouraged to utilise the wide range of free training resources, encyclopaedias and educational databases available on many websites, particularly library online resources, once they have ensured it matches the learning outcomes of the module. ▪ LIR Training has a small resource library (books, educational DVDs, Reports etc.) which is used to support teaching and learning.
Teaching Strategies that Encourage Learner Engagement	▪ Tutors have a sound knowledge of adult education theorists and use a variety of different teaching methods to accommodate the different learning styles that learners present with in class. ▪ LIR Training encourages tutors to use a range of adult teaching methods including lecture, Q&A, class discussion, practical activities, problem solving activities, reflective practice, debate, focus on 'real world' situations and examples, and to facilitate a mix of group and individual activities. ▪ Motivation of learners is core to a successful teaching strategy and tutors appreciate the importance of intrinsic and extrinsic learner motivation. Tutors use constructive feedback to increase learner motivation.

	▪ Tutors are encouraged to adapt and adjust teaching methods and use a wide range of teaching strategies to match all learners' needs.
Provision of Feedback	▪ Tutors know that feedback is an essential part of the teaching process and use discussion and questioning to facilitate class, small group and individual feedback. Specific time with all courses is set aside for learner feedback.
Classroom Management	▪ Tutors are responsible for ensuring that the classroom is a place of learning where disruptions are quickly but respectfully handled. ▪ The tutor carries out Induction and Safety in the Classroom Training before commencement of all courses. ▪ Induction training covers classroom etiquette to include timekeeping, use of mobile phones, listening while others are speaking during class discussions, and LIR Training's zero tolerance towards bullying in the classroom. ▪ Issues around confidentiality and privacy are also addressed. ▪ Information on the delivery of our courses and learner responsibilities are covered in our Learner Handbook.
Assessment	▪ LIR Training has developed a specific policy and procedure for the fair and consistent assessment of learners which is available in this manual and includes assessment carried out by learners in work placement. ▪ LIR Training has developed a specific policy covering how we manage learner appeals also. ▪ Full details of assessment are provided to learners by the tutor for all courses leading to QQI awards.
Work Experience Placements	▪ LIR Training will ensure that appropriate work experience is undertaken with a suitable organisation that allow learners to put the knowledge and skills learned in the classroom into practice while under supervision with a suitable work placement host organisation. ▪ The LIR Training Coordinator works closely with all relevant work placement host organisations to ensure the quality and standard of work experience for learners. ▪ A Work Experience Contract, work experience information for both the host organisation and the learner, monitoring requirements and participation in learner assessment where required are all documented and put in place prior to commencement of work placement. ▪ All work experience host organisations must be approved by the LIR Training Coordinator prior to the commencement of work experience.

| Academic Committee | ▪ Our Academic Committee is the main driver of the quality assurance of our programmes of education and training as well as our ancillary student support services. |
| | ▪ Resourcing of programmes, assessment procedures, programme evaluations etc. are reviewed quarterly by the Academic Committee to ensure ongoing monitoring and opportunities for improvement. |

Chart 5 – Teaching and Learning

Face to Face Tuition · Teaching & Learning Resources · Teaching Strategies · Feedback · Classroom Management · Assessment · Work Experience · Academic Committee

QQI CORE GUIDELINE 6 ASSESSMENT OF LEARNERS

Assessment of Learners Policy

Version 2 – February 2023

LIR Training is committed to establishing procedures for the fair and consistent assessment of all learners who participate in any of our certified courses. By establishing specific and transparent procedures, LIR Training can ensure that learners meet the required standards as set out in the National Framework of Qualifications (NFQ) and that assessment work produced by learners is marked and graded in a fair and consistent manner in line with criteria set out by certifying bodies.

There are key roles in the assessment process which include Tutors, the Learners, LIR Training, Internal Verifier, External Authenticator and the Results Approval Panel. The responsibilities and robust procedures to be followed by all are set out in this policy and/or procedure.

Learners and Tutors

We provide training to Adult Learners, who we expect to engage with all aspects of the training course and take responsibility for their learning. LIR Tutors will facilitate learning using a variety of interesting and imaginative teaching methods to deliver course Learning Outcomes and prepare Learners for the assessment process in order to achieve certification. It is expected that Learners will undertake all assessment with honesty and integrity. It is the Learners responsibility to ensure they understand all that is required including the assessment process, the marking process, the rules and sanctions in relation to plagiarism and any other infringements.

LIR Training

The role of LIR Training is to validate and resource training programmes and select suitably qualified and experienced Tutors to deliver validated programmes. LIR Training has developed a range of policies and procedures which underpin the quality assurance of all aspects of our programmes including the fair and consistent assessment of Learners.   LIR Training oversees the work that is carried out by Internal Verifiers and External Authenticators and the Results Approval Panel.

Equality and Fairness

LIR Training is aware that some learners may have specific additional needs that must be addressed in order to make the assessment process equal and fair and is fully committed to ensuring that learners will have the opportunity to discuss personal needs with the LIR Training Coordinator in order to promote equality and consistency in the assessment process.

Assessment during Work Placement

Our procedure details how we ensure the quality of supervised work experience and assessment carried out during work placement.

Assessment of Learners Procedures

Staff Involved	Board of Directors, LIR Training Coordinator, Tutors, Academic Committee, Internal Verifiers (IV), External Authenticators (EA), Results Approval Panel (RAP)
Purpose	The purpose of this procedure is to ensure that meaningful learner assessment opportunities are planned and structured so that assessments are valid, relevant and consistent and provider learners with opportunities to evidence mastery of course knowledge, skills and competencies in order to gain certification.
Role of the Tutor	• The course tutor will devise assessment materials and marking schemes in line with the requirements of the validated programme that are valid and reliable. • All assessment briefs and marking schemes will be approved by the LIR Training Coordinator before being used for the first time. • Tutors will ensure all module learning outcomes have been fully delivered in class and that learners are prepared prior to assessment taking place. • It is the responsibility of the Tutor to explain all assessment briefs, marking schemes, submission deadlines etc. to learners. • Learners should also be made aware of opportunities to apply for supports for additional needs and extensions to submitting their assessment as well as their right to have their assessment work rechecked and/or reviewed and reassessed reviewed
Information provision	• All learners are provided with a copy of the course syllabus including assessment guidelines (*not actual assessments*) and marking scheme at course commencement • Learner Handbook supplies details of the QQI certification process, assessment and appeals procedure and refers the learner to the relevant LIR Training policy which is available in the Learner Handbook. • Detailed Assessment briefs are supplied to all learners by the course tutor also.

Security of Assessment Related Materials and Processes	• Guidelines for the complete Assessment Process is outlined in detail in the Tutor Handbook including -
	    o Preparation of assessment material and marking schemes
	    o Examination procedures

	○ Collection and storage of Learner Assessment Portfolios ○ Deadlines for assessment completion and correction ○ Guidelines for reasonable accommodation - Ensure signed and dated Learner Declaration Form is in all Assessment Portfolios. Tutors should not accept work that does not contain a fully completed, signed and dated Learner Declaration Form. - Any concerns regarding the integrity of the assessment process should be brought to the attention of the LIR Training Coordinator as a matter of urgency.
Additional Learner Supports	- Learners have the opportunity to discuss their individual needs with the LIR Coordinator when registering for a course (noted on Application Form). - LIR Training is happy to provide a range of supports such as ○ Additional time ○ The use of a scribe or reader ○ Adapted training materials e.g. increased font size, audio, video etc. - Depending on the nature of the support, learners may be asked to provide medical evidence of a specific need.
Internal Verification Process	- Staff acting as Internal Verifiers attend training with the LIR Training Coordinator - Internal Verifier (normally the LIR Training Coordinator) confirmed by the Academic Committee and fully briefed - Internal Verifier checks that all assessment activities are in line with the agreed Assessment plan for each module - Internal Verifier checks learner assessment material is present using the centre strategy for sampling - Marks checked for accuracy and adjusted if required - Full Terms of Reference for the Interval Verifier are available in Appendix C. **NOTE**: No Tutor can act as an Internal Verifier for any course on which they were the Tutor.
External Authentication	- External Authenticator with appropriate qualifications and experience is selected by Academic Committee. - Terms, conditions and suitable dates agreed with External Authenticator - Copies of all assessment material, Provisional Results and Internal Verification Report made available to External Authenticator

	• External Authenticator examines all assessment material in line with QQI guidelines and Centre agreed QA procedure using centre sampling strategy, and completes External Authenticator Report. • Full Terms of Reference for the External Authenticator are available in Appendix C.
Results Approval Panel	• The Results Approval (RAP) has designated authority from the Academic Committee to approve results and enter learners for QQI certification. • RAP will review the IV and EA Reports and ensure that all LIR Training policies and procedures with regard to Fair and Consistent Assessment have been followed and that there are no concerns regarding the integrity of the assessment process. • Any concerns concerning the integrity of the assessment process will be reported to the Academic Committee and acted upon by the RAP. • Where there's concern over assessment integrity, no certification will be processed for the learner/learners in question until a full investigation has taken place and corrective action, if required, has been taken. • All IV, EA and RAP Reports will be forwarded to the Academic Committee for review and maintained for QQI monitoring. • Full Terms of Reference for the Results Approval Panel are available in Appendix C.
Taking Corrective Action	• Should suspected assessment malpractice or suspicion of plagiarism or inappropriate actions on the part of learners be identified by the Tutor, IV or EA, the RAP will be advised and details documented in the relevant reports. • Records of any corrective action taken will be kept. • In the unlikely event that a major incident occurs that impacts the integrity of multiple learners; QQI will be notified immediately of the issues and corrective action taken. All relating documentation will be kept on file. • Full Terms of Reference for the Results Approval Panel including dealing concerns regarding academic integrity are available in Appendix C.
Learner Repeats and Appeal of Results	• LIR Training has developed a specific policy and procedure for managing Learner Repeats and Appeal of Results.
Quality assuring work placement	• LIR Training ensures that learners receive a quality assured work placement experience that is in line with QQI guidelines and offers learners relevant and effective learning using the following methods.

	- All work placement venues must be approved by LIR Training Coordinator prior to the learner commencing work placement. - All work placement venues must be able to provide appropriate work experience as well as supervision and mentoring appropriate to the specific area of study for the learner. - Where the learner is undertaking work experience as part of a childcare course, the work placement must be a Tusla approved ELC venue. - Work placement venues will be visited by the LIR Training Coordinator if they have not been used by LIR learners in the past, who will discuss the requirements of acting as a work placement host with the Manager in terms of providing supervised work experience that is monitored by appropriately qualified practitioners who have significant experience that allows them to act in a monitoring role to the learner. - When a learner is on work experience the course tutor will be on hand to contact the learner by email or text message regularly throughout their placement to ensure the learner is progressing and gaining meaningful experience. - The LIR Training Coordinator will be the provider's contact with the host organisation in the event that any issues arise. - A Work Experience Contract, work experience information for both the host organisation and the learner, monitoring requirements and participation in learner assessment where required are all documented and put in place prior to commencement of work placement. Learners will be required to complete attendance sheets evidencing completion of work placement hours which must be signed and dated by the work placement Supervisor. - The Supervisor will complete an official Supervisor's Report on completion of work placement confirming that the learner has worked under supervision and is competent to carry out a range of appropriate tasks relevant to their area of study and also comment on the learner's ability to work in a professional manner with due adherence to regulatory frameworks (as relevant) and current legislation.

Learner Appeals and Recheck of Results Policy

Version 1 – February 2023

As part of our commitment to a fair and consistent assessment process, LIR Training is aware that on occasion Learners may be disappointed with a grade achieved following assessment. Learners have a right to query their results for certified programmes. LIR Training is happy to facilitate Learners to discuss certification results and review grades achieved in order to ensure the accuracy and transparency of the assessment process.

Our Learner Appeals, Rechecks and Review of Results Procedure providers Learners with step by step, unambiguous information on how to:

1. Request a recheck of the marks awarded to ensure that no error in calculation or other administrative error has occurred.
2. Appeal a certification result where LIR Training will ensure assessment submitted by the learner is reviewed and reassessed by an external authenticator.

Details of how Learners can appeal a result and/or submit a complaint or request a recheck are provided in the Learner Handbook.

This policy and procedure has been developed in accordance with Section 4.10 of the QQI Assessment and Standards, Revised 2022.

Learner Appeals and Recheck of Results Procedures

Staff Involved	LIR Training Coordinator, Tutors, Academic Committee, Internal Verifiers (IV), External Authenticators (EA), Results Approval Panel (RAP)
Purpose	The purpose of this procedure is to ensure that learners are given the opportunity to appeal a result/grade achieved in a certified programme, request an administrative recheck or make a complaint about the assessment process. This procedure underpins our commitment to ensuring an accurate and transparent assessment process.
Information for Learners	Details of the facility to appeal a result or submit a repeat assessment are provided in the Learner Handbook along with this policy and procedure.
Requesting a Recheck	- Re-check refers to the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage. - Requests by the learner to recheck assessment results must be made in writing. - It is the responsibility of the LIR Training Coordinator to inform the RAP of any administration or error checking requests. The RAP implements any changes necessary following a recheck and details are included in the RAP Report.
Appeals Process	- Learners are notified of Results and given 14 days in which to lodge an appeal - Appeals should be made by email to the LIR Training Coordinator - LIR Training Coordinator will review the Learner's assessment portfolio with the course tutor discuss the marking and grading with the course Tutor. - LIR Training Coordinator will contact the Learner to arrange for them to review their assessment submission and receive additional feedback on the marking and grading received. - Should the Learner wish to continue with an Appeal of Results, this must be made in writing and a fee of €50 paid in advance. This fee will be returned should the appeal be found in favour of the Learner. - Details of the formal Leaner Appeal will be reviewed by the Academic Committee who will arrange for an external authenticator to remark

	and grade the Learner Assessment portfolio and the results will be forwarded to the Learner. • Any changes to the grade (up or down) will be updated on the QQI QBS at the earliest opportunity. • The results of this appeal are final. • All documentation regarding an appeal is kept on file for QA monitoring.
Resubmitting an Assessment	• Where a Learner has failed to reach the required standard in the assessment process (excluding examinations), the course Tutor can provide them with feedback and allow them to continue to work on the assessment and resubmit. • It is important that Tutors provide feedback that shows the Learner where they have not followed the assessment brief rather than provided any specific information that would form part of the assessment submission. • Learners may only resubmit an assessment once. Should the Learner still be unsuccessful, LIR Training will try to provide additional support in the form of tutorials and the Learner will be advised to re-sit part or the entire training course.

QQI CORE GUIDELINE 7 SUPPORTS FOR LEARNERS

Supports for Learners Policy

Version 2 – January 2023

LIR Training, through its programmes of training and education, strives to develop the capacity of Learners, provide information, supports and services to Learners and develop the skills and tools of the Learners so that they can participate in the wider community.

LIR Training understands the importance of social and emotional wellbeing and will encourage and support members of the community to engage in learning to improve their education and also provide Learners with increased opportunity to gain employment.

LIR Training provides a range of Learner supports to include:-

- o Provision of information regarding training programmes to allow Learners to make informed choices.
- o Induction Training for all Learners to provide information and guidance.
- o Provision of a Learner Handbook
- o Ensuring a supportive and learner centred environment that recognises diversity and where Learners are respected with due adherence to current equality legislation and the requirements of GDPR.
- o A teaching staff that understands the importance of using teaching strategies appropriate for use in an Adult Education environment.
- o Ensuring that the Learner is given the opportunity to evaluate programmes and submit suggestions for improving both training courses and the learning environment at our centre.
- o Guidance on accessing Literacy, Language and Digital Literacy information and support
- o A range of specific supports for Learners with additional needs as set out in our Assessment of Learners Policy and Procedure.
- o Guidance on study skills and time management provided during induction training.
- o Information on accessing support for optimal mental health and dealing with stress
- o Opportunities to identify progression routes from each course to employment and/or further and higher education
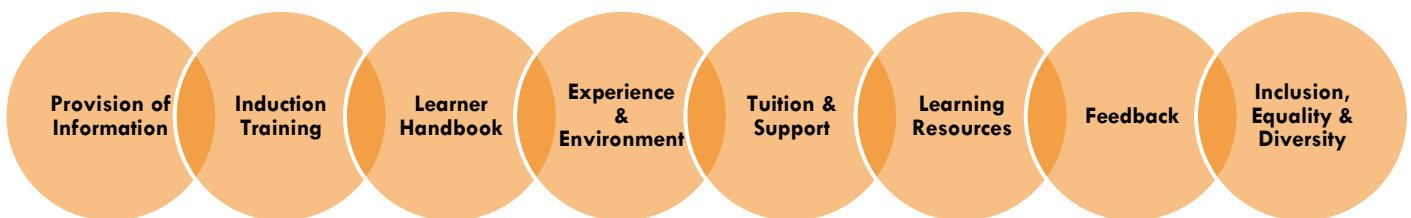
Supports for Learners Procedure

Staff Involved	Board of Directors, Projector Coordinator, LIR Training Coordinator, LIR Tutors
Purpose	To ensure clear, effective, quality assured procedures are developed, implemented and improved that ensure that all training programmes are Learner centred and that appropriate supports are available to all Learners to assist them in their learning goals. This procedure is in compliance with current requirements of awarding bodies including QQI.
Provision of Information	• LIR Training will communicate effectively with Learners to enable them to make informed choices about their participation in training programmes, to identify ongoing support needs, and to maximise the potential for a successful completion of a module. • We will do this through the provision of information through our training brochures which include details of course content, admission requirements, credit value and level on NFQ, assessment criteria and progression routes. Learners are also advised of costs involved as well as expected learner effort. • The LIR Training Coordinator is available to meet with prospective learners to inform them that prior learning can be included in the evidence required to demonstrate that they meet admission standards for entry to a programme and to ensure that they are supported in compiling evidence of prior learning.
Induction Training & Learner Handbook	▪ At the beginning of the course/module, time is taken to ensure that all learners understand what is involved in participating in the course/module through Induction Training which is carried out by the course Tutor. ▪ During Induction Training Learners will be introduced to the Learner Handbook, the course/module requirements and Learner supports that are available. ▪ The Tutor will provide guidance on study skills which is also covered in the Learner Handbook. ▪ Guidance will be given to Learners regarding progression routes to further education as well as specific information regarding the field of employment they are seeking.

Learner Experience and Environment	▪ Through staff training and learning induction, LIR Training will ensure:-
	   o Learners are treated with respect and dignity.
	   o Learners are treated as equals. The knowledge that adult Learners bring is acknowledged.

	o LIR offers Learners an environment free from prejudice and discrimination in which to recognise and build on the Learner's experience, knowledge and skills. o Confidentiality is important and Learners' privacy is protected. o Programmes are Learner centred. ▪ LIR Training strives to continually develop in order to provide a wide range of quality opportunities that enable Learners to realise their full potential and areas for improvement are discussed at meetings of the Academic Committee.
Face to Face Tuition and a Supportive Learning Environment	▪ All classrooms should provide a safe and healthy environment for Learners and Tutors, catering for the basic needs of learners. ▪ The arrangement of furniture in the classroom will normally be u-shaped so as to promote an adult education environment and encourage discussion and debate. ▪ Tutors have a sound knowledge of adult education theorists and use a variety of different teaching methods to accommodate the different learning styles that learners present with in class. ▪ LIR Training encourages Tutors to use a range of adult teaching methods including lecture, Q&A, class discussion, practical activities, problem solving activities, reflective practice, debate, focus on 'real world' situations and examples, and to facilitate a mix of group and individual activities. ▪ Motivation of learners is core to a successful teaching strategy and Tutors appreciate the importance of intrinsic and extrinsic Learner motivation. Tutors use constructive feedback to increase Learner motivation. ▪ Tutors are encouraged to adapt and adjust teaching methods and use a wide range of teaching strategies to match all Learners' needs.
Learning Resources	▪ LIR Training uses a range of learning resources including learner handouts, Tutor devised PowerPoint presentations, childcare equipment appropriate to an early years setting etc. LIR Training has a range of reports and reference books, learner handouts etc. to support our training in youth work. ▪ Access to PCs, broadband internet and printing facilities are available for learners as required. ▪ Classrooms are equipped with data projectors, Tutor PC and screens for demonstration and lecture purposes. Whiteboards and/or flipcharts are also available. ▪ Tutors are encouraged to utilise the wide range of free training resources, encyclopaedias and educational databases available on many websites, particularly library online resources, once they have ensured it matches the learning outcomes of the module. ▪ LIR Training has a small resource library (books, educational DVDs, Reports etc.) which is used to support teaching and learning.

Provision of Feedback	▪ Tutors know that feedback is an essential part of the teaching process and use discussion and questioning to facilitate class, small group and individual feedback. Specific time with all courses is set aside for Learner feedback.
Inclusion, Equality and Diversity	At LIR Training we believe that everyone has the right to work and learn in peace and safety, free from all forms of discrimination, harassment and prejudice. All individuals should be treated with respect and their contributions valued and everyone has a right to equal opportunity to participate in, to receive, and to benefit from training in accordance with their needs. Cultural and other differences are an asset and this diversity should be acknowledged, valued, celebrated, and accommodated, including making reasonable accommodation for people with disabilities. We ensure these values are maintained by:- • Making Inclusion/Equality and Diversity are core consideration in all training programmes (Induction Training/Learner Handbook) • LIR Training will combat all forms of discrimination, prejudice, inequality and stereotyping and learners should report any instances to the LIR Training Coordinator. • LIR Training Coordinator will consult with all Learners and Tutors who may experience inequality, in their needs and how best to meet their needs. • We seek to provide accessible training delivered in a flexible manner to meet the needs of all our Learners and Tutors, including making reasonable accommodation for people with disabilities. (detailed in LIR Training Assessment Policy) • At organisational level, LIR Training takes part in inclusion/equality impact assessments and monitors activities for their impact on groups that experience inequality as required by the Board of Directors. • LIR Training will assess special needs requirements at the point of Admission. • LIR Training will seek funds for equipment for aids or adaptations to equipment required to meet the need of Learners in so far as is reasonable but are currently unable to purchase specialist equipment for individual Learners. • LIR Training will seek additional support from specialised agencies, such as language tutorials, literacy training, additional mentoring, etc. The LIR Training Coordinator will contact the ETB, NALA etc. on behalf of the Learner to source additional supports as required. • LIR Training will ensure that the training venue is wheelchair accessible. • When considering the design and delivery of training programmes, LIR Training will take account of differences, accommodate diversity in order to promote equality and to combat discrimination

Liberties Inchicore Rialto Training will ensure that procedures are in place, informing Tutors and Learners and supporting anyone who wishes to make a complaint regarding harassment and discrimination.

We will do this by:

- Communicating effectively with Learners to enable them make informed choices about their participation in training programmes, to identify ongoing support needs, and to maximise potential for successful completion of a module.
- Operating a systematic and transparent process with regard to the programme promotion, application and selection procedures (Admissions Policy).
- Ensuring that Learners are informed that prior learning can be included in the evidence required to demonstrate that they meet national standards, and to ensure that they are supported in compiling evidence of prior learning.
- Promoting Liberties Inchicore Rialto Training programmes to service providers and to promote supports necessary for Learners from diverse backgrounds and experiences to enable them to participate successfully.

This policy and Procedure is included in both Tutor and Learner Handbooks.

Chart 6 – Learner Supports

| Provision of Information | Induction Training | Learner Handbook | Experience & Environment | Tuition & Support | Learning Resources | Feedback | Inclusion, Equality & Diversity |

QQI CORE GUIDELINE 8 INFORMATION & DATA MANAGEMENT

Information and Data Management Policy

Version 2 – February 2023

The purpose of this policy is to provide a concise statement regarding the Data Protection obligations of LIR Training. This policy includes obligations in dealing with sensitive personal data, in order to ensure that the organisation complies with the requirements of the General Data Protection Regulation (GDPR) and the Irish Data Protection Acts 1988 to 2018 – known collectively as the Data Protection Acts. A detailed set of procedures has been developed to accompany this policy and demonstrate how we fulfil these obligations under current legislation.

This Policy applies to all Personal Data collected, processed and stored by LIR Training in relation to its Learners and Tutors and includes an end of life schedule for learner's personal and assessment materials.   All have equal rights as Data Subjects under this Policy. The Policy applies equally to personal data held in manual and online format. Our procedures include the following:

- Legal bases for sourcing, storing and processing information
- Principles for data controllers
- Gaining consent from the data subject
- Allowing access to information for the data subject
- Data retention for learner data and assessment materials
- Managing data breaches

LIR Training will manage data with due attention to the following principles:

- Principle 1 obtain and process data fairly and lawfully
- Principle 2 data will be obtained for one or more specific, legitimate purposes
- Principle 3 data will not be further processed in a manner incompatible with the specific purpose(s)
- Principle 4 data be kept safe and secure
- Principle 5 data will be accurate, complete and up-to-date
- Principle 6 data will be adequate, relevant and not excessive in relation to the purpose(s) for which it is collected and processed
- Principle 7 data will not be kept for longer than necessary to satisfy the specified purpose(s)
- Principle 8 data will be managed and stored in such a manner that, in the event that a Data Subject requests a copy of their Personal Data, this data can be readily retrieved and provided to them

In addition, LIR Training has developed a Privacy Policy relating to use of our website and social media pages.

Information and Data Management Procedure

Staff Involved	Board of Directors, Projector Coordinator, LIR Training Coordinator, LIR Tutors
Purpose	To ensure clear, effective, quality assured procedures are developed, implemented, reviewed and improved that ensure that data stored by LIR Training is collected, stored securely, used and shared in accordance with current legislation and that our procedures for managing and allowing access to data in transparent and in line with GDPR regulations. This procedure incorporates a retention schedule for common data and is in compliance with current legislative requirements.
LIR Training as a Data Controller	• In accordance with EU General Data Protection Regulation (GDPR) and the Irish Data Protection Acts 1988 to 2018 – known collectively as the Data Protection Acts, this data must be acquired and managed fairly. LIR Training is committed to ensuring that all Data Subjects have sufficient awareness of the legislation in order to be able to anticipate and identify a Data Protection issue, should one arise. In such circumstances, Data Subjects must ensure that the Data Protection Officer is informed, in order that appropriate corrective action is taken. • This Policy provides the guidelines for this exchange of information, as well as the procedure to follow in the event that Data Subjects are unsure whether such data can be disclosed. It is intended that by complying with these guideline, Liberties Inchicore Rialto will adhere to best practice regarding the EU General Data Protection Regulation (GDPR) and the Irish Data Protection Acts 1988 to 2018 – known collectively as the Data Protection Acts.
Secure Storage & Staff Training & Awareness	• Hard copies of data are stored in filing cabinets in the LIR Training Coordinator's office. This office is locked when unattended. • Access to data stored in electronic format on computer is protected with usernames and passwords. • All computers use a firewall and up to date virus checking software. • All staff are made aware of LIR Training responsibilities under GDPR and are informed of their responsibilities regarding personal data that they may have access to during staff induction training.
Course Application forms, medical details for access to additional supports & Correspondence	LIR Training collects a range of personal information from learners to ensure they are registered for attendance at courses and to register learners for certification with QQI. • Course Application Forms have been revised to comply with GDPR requirements giving applicants clear, unambiguous information and collecting only required data for registration and programme purposes. • Data from forms transferred to a database by LIR Training Coordinator to facilitate statistical analysis, ensure student tracking for certification and progression purposes.

(hard & soft copies)	• Learners must give consent to being contacted by LIR Training regarding supports for additional needs. • Learner data is not shared with any 3rd parties and only shared with the relevant awarding body for the purposes of certification. • Hard copies of learner application forms are maintained until the learner has completed the course, submitted assessment and gone through the certification procedure and appeals procedure. After this time application forms are destroyed. • Learner information is maintained on the database until the learner has completed the course, submitted assessment and gone through both the certification procedure and appeals procedure and their certificate has been collected. After this time application forms are destroyed. • Hard copies of Learner medical information that may be submitted in order to gain additional supports for assessment will be maintained until the Learner has completed their course and certification has been achieved. • Learner assessment work is stored securely until the IV, EA and RAP procedures have been carried out and certification has been processed. We continue to store assessment material until the learner appeals process for the certification period is finished and after this time all learner assessment material is either returned to the learner (excluding examination scripts) or is destroyed by LIR Training.
Uncollected Certificates	• Uncollected Certificates – LIR Training stores uncollected certificates for a maximum of 10 years.
Learner Payment & Financial Information	• Terms and Conditions of Business are available on our Course Application Forms. • Privacy Statement available on our website.
Learner access to personal data	• Our commitment to complying with GDPR is stated in our Learner Handbook and learners are advised to contact the LIR Training Coordinator for any concerns regarding data privacy.
Employee Data Collection, Storage & Access	• Details regarding access to Employee Information is the Tutor Handbook • Employee details maintained on file in locked office (when unattended) and are available for employees to view as per GDPR • Staff have access to all personal data held by LIR Training as per the GDPR.
Destruction of confidential Data	• Following the stated retention period, LIR Training will send all paper-based information for confidential shredding. • Where data is stored in electronic format, data will be deleted from both original and back-up storage locations.

	• PCs used to store sensitive data will not be disposed of until degaussing software has been used and the hard drives reformatted or the hard drives have been removed and destroyed.
Managing a Data Breach	Step 1 – Immediately contain the breach
	Step 2 – Conduct an immediate investigation
	Step 3 - Assess impact of breach, those affected and decide on necessary follow-up strategy
	Step 4 – Breach notification – who needs to be notified (learners and/or staff, Stakeholders, Data Protection Commissioner)
	Step 5 – Remedial action and review of current practices and procedures to ensure a more robust data protection procedure to include as required updated policy and procedure, staff training, increased security.

Chart 7 – Steps for Managing a Data Breach
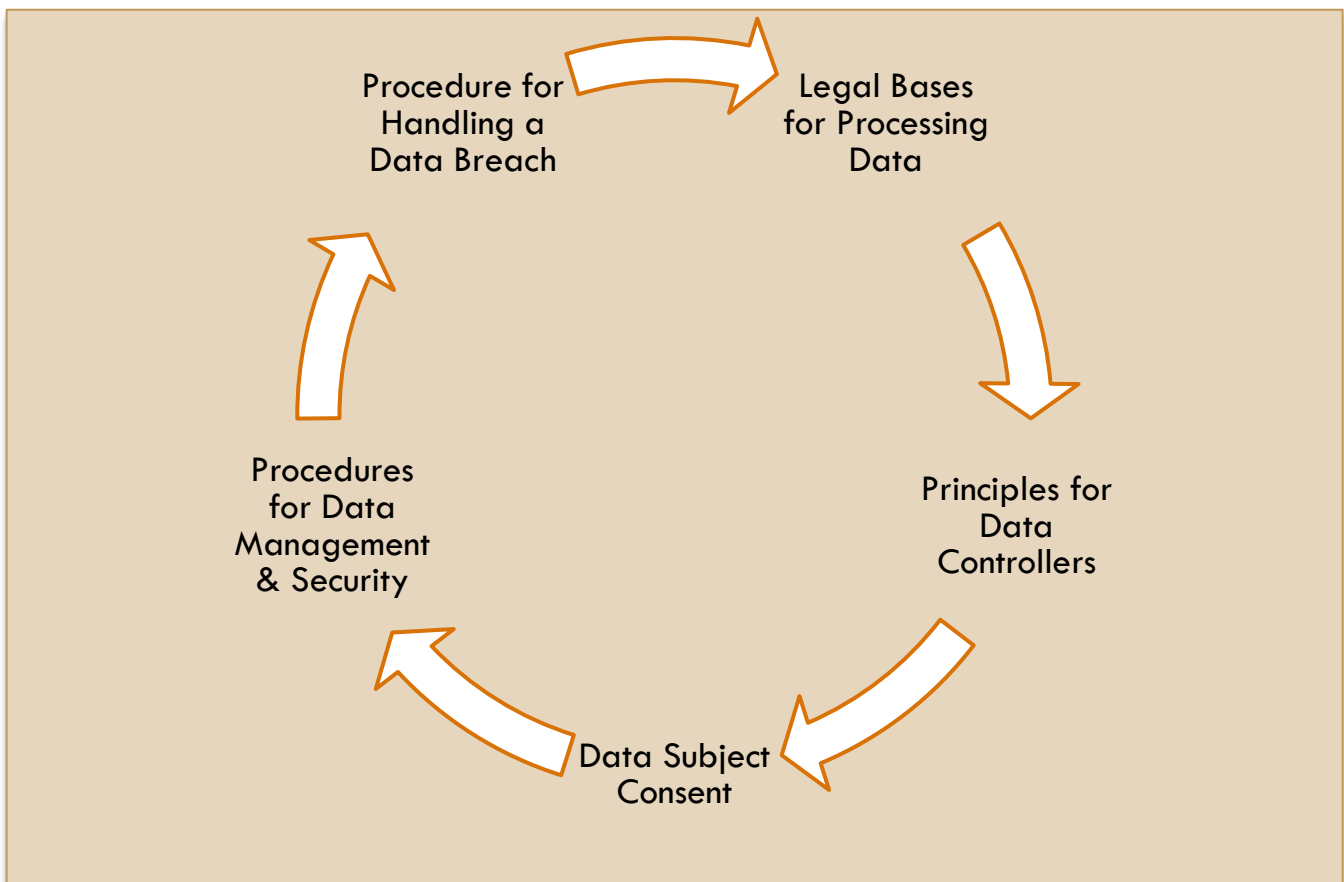
QQI CORE GUIDELINE 9 PUBLIC INFORMATION & COMMUNICATION

Public Information and Communications Policy and Complaints Policy

Version 3 – July 2023

Introduction

LIR training is committed to effective communications with all Learners, Staff and Stakeholders. The objectives of the communications policy are:

- Ensuring that LIR communicates effectively with Learners to enable them to make informed choices about their participation in training programmes, to identify their ongoing supports needs and to continually adapt programmes following evaluation to meet Learner needs.
- Ensuring that all Tutors and Staff who are involved in planning, co-ordination and delivery of training programmes are well informed, work cohesively as a team and have the opportunity to contribute to the continual improvement of planning and delivery of training programmes.
- Communicating effectively with all relevant stakeholders for the purposes of promotion and recruitment, identification of training needs, ongoing evaluation and continual improvement of training, effective liaison with partners and other relevant organisations in the sector.

Communication with Learners

Liberties Inchicore Rialto Training will advertise upcoming modules publicly, through posters and emails to local community groups. Also to other stakeholders, such as Public Health Nurses, Social Workers, local employment offices and Community Development Workers.

Learners who chose to participate in the modules will be given an induction to the module, assessment briefs, and a copy of the Learner Handbook, which includes all the details of policies and procedures, and including details of the Protection of Enrolled Learner (PEL) arrangements.

There will be one to one meetings with potential interested Learners to ensure informed choices are made in regard to participation and that Learners are clear on the work and commitment involved.

Communication with Tutors and Staff

Liberties Inchicore Rialto Training will hold regular meetings with the Tutors and Staff.   These meetings will be for planning and review and will discuss the delivery of training, the requirements of Learners, any required support and any required materials.

Liberties Inchicore Rialto will give an induction to the Tutor Handbook and Staff Handbook. The Tutors and Staff will be introduced to the Quality Assurance Manual, and any new requirements that may be required by QQI.

Communications with Other Stakeholders

Liberties Inchicore Rialto Training will circulate information regarding our modules on a regular basis to local community groups. It will deliver information sessions in relevant locations to give an overview of the courses, learning outcomes, content, assessment and Learner supports. Consult with various Stakeholders regarding emerging training needs. Inform partners such as funders, other educational institutions in the community of LIR's programme. Attend relevant meetings, seminars and conferences.

Methods of Communications

LIR Training uses the following documents and systems to deliver its commitment to excellent internal and external communications.

Quality Assurance Manual

This manual is the definitive reference document in relation to the quality policies, processes and procedures for Liberties Inchicore Rialto training. It is the document that provides the standards that are required to meet for Quality and Qualifications Ireland in the delivery of the programmes. This document will be available to all stakeholders and we commit to publishing this documents on our website once approved by QQI.

Learner Handbook

Every Learner will be provided with a copy of the Learner Handbook. They will also be provided with the module outline, assessment requirements, and all health and safety information.

Tutor Handbook

Each Tutor will be provided with the Tutor Handbook.   In this Handbook each Tutor will understand the ethos in which to work in Liberties, Inchicore, Rialto Training. The Tutor will also have access to the Quality Assurance Manual, which will guide them through all the policies and procedures of LIR Training.

Staff Handbook

Each Staff Member will be provided with the Staff Handbook. In this Handbook each Staff member will understand the all the policies and procedures relating to employment at LIR Training.

Complaints Policy (updated 24/07/2023)

LIR Training is committed to ensuring the highest levels of customer service in all areas of our service provision. This policy and accompanying procedure includes all those who engage with LIR Training including our learners, the general public, funding organisations, awarding bodies and other stakeholders that we may engage with. Section 4.10.2 Complaints Procedures (QQI Assessment and Standards, Revised 2022.) states that the provider should have processes for dealing promptly with any problems raised by learners concerning assessment. Because a learner's assessment complaint may be only one aspect of a broader complaint, this process should be integrated within the provider's broader complaints policy and procedures. Learners' complaints may concern, but are not necessarily limited to: the assessment process; the conduct of the process; the assessment criteria; and the relevance of the assessment. This policy covers such complaints and any general complaints unrelated to the appeal of an approved assessment result. Our Complaints Policy is in compliance with relevant legislation including GDPR and the Sale of Goods and Supply of Services Act 1993 and is founded on the standards required by the continuing and further education sector in Ireland, the standards and criteria stipulated by the awarding bodies that LIR Training engages with and the organisation's wish to ensure high levels of customer satisfaction.

Public Information and Communications Policy and Complaints Procedure

Staff Involved	Board of Directors, LIR Training Coordinator, Project Coordinator, Academic Committee
Purpose	This procedure is designed to ensure that LIR Training has in place an efficient and comprehensive communications policy and procedure that ensures effective communications with our learners, staff and tutors and all stakeholders in line with the requirements set out in QQI Core Validation Policy and Criteria for education and training programmes, November 2017/QP.17-V1.03 © QQI
Communications with Learners Course Information	- Programme information is provided to all learners on the LIR Training website and in detailed course brochures. Course information includes: - Course Name, code, level and credit value on NFQ - Course overview and Content as per QQI Syllabus - Preferred Entry Criteria, Assessment Criteria - Certification fees, Progression routes - Course Schedule available on LIR Training's website and from Reception gives details of Programme Duration, Dates and times of programme - Students can receive information and advice relating to courses verbally from a staff member either in person, via email or the telephone. - The Learner Supports and details of the Learner Appeals System and details of relevant policies and procedures are available to all students in Learner Handbook and will be published on our website once approved by QQI. - All publications relating to training programmes are subject to internal approval by LIR Training Coordinator prior to publication.
Learner Feedback	- Feedback is provided verbally to all Learners throughout the programme by the course Tutor. (Student evaluation forms note satisfaction with this process) - Sufficient time is structured into each programme schedule to ensure time for all Learners to access tutorials to discuss their personal progress with tutors. - Written feedback for certified programmes is provided by the course tutors on submission of assignments/assessment work and on completion of examinations. Written feedback can be noted on Learner portfolio. - All feedback on assessment work must be documented to assist the work of the External Authenticator and in the event of Learner Appeal of results.
Learner Evaluation of Programmes	- Evaluation forms are completed by all learners at programme conclusion, detailing feedback on: - Level of interest and usefulness - Major learning from course and Suggestions for improvement - Course Relevance, content, resources and assessment methods - Learner Satisfaction with tutor teaching style and pace of delivery - Overall learning experience and support and rapport with tutor

	▪ Where individual Learners raise issues, these will be discussed with the Tutor and LIR Training Coordinator to resolve the issue.
	▪ Where an issue is raised by the class as a whole, the LIR Training Coordinator will meet with the group to discuss and resolve the issue.

Communication with Staff **LIR Training Policies & Procedures**	▪ All staff are provided with a Tutor handbook detailing:
	  ○ LIR Training Values and Respect and Staff Roles within the Organisation
	  ○ Tutor Responsibilities when delivering courses leading to QQI awards
	  ○ Programme Evaluation requirements.
	Specific information on QQI courses is also provided including:
	  Overview of QQI
	  National Framework of Qualifications (NFQ)
	  LIR Training Tutor Terms and Conditions of Employment
	  Quality Assurance at LIR Training – relevant LIR Training Policy & Procedures
	  LIR Training values and respect in the classroom
	  Teaching Strategies
	  QQI Validated Programmes
	  Assessment for Programmes leading to QQI Awards
	  Assessment Briefs QQI
	  Assessment Coversheet/declaration
	  Assessment feedback form
	  Supports for Learners with Additional Needs for Assessment
	  Submission of Learner Assessment Work
	  Returning QQI Learner Assessment to LIR Training
	  Application for an extension to an assessment submission date
	  Final Deadline for Accepting QQI Assessment Work
	  Assessment Regulations for Learners
	  Security of Assessment Documentation - QQI
	  Learner Supports
	  QQI Learner Complaints and Appeals Procedure - (QQI Regulations for Centres & Learners, March 2004)
	  Corrective Action Plan
	  Access and Admissions, Transfer and Progression
	  Induction Policy (Tutor section)
	  Staff Learning & Development Policy
	  Learner Support Policy and Learner Support Procedure
	  Fair & Consistent Assessment of Learners Policy
	  Assessment Plan Template
	  QQI Learner Final Submission of Assessment Sheet
	  Class Results Tracking Form

	▪ Tutors attend Induction Training and are monitored during their first six months of training. ▪ All tutors attend regular staff meetings. ▪ LIR Training Coordinator operates an 'open door' policy. Tutors do not need to make advance appointments to discuss matters arising related to their classes.
Programme Assessment & Development	▪ Tutors meet with the LIR Training Coordinator prior to course commencement to ensure all necessary preparatory work is completed and discuss any issues that are relevant to specific courses -students with special needs. ▪ Tutors are required to submit a Programme Plan which meets the requirements of each course they are delivering and that is compatible with LIR Training's validated QQI programme. ▪ Tutors are required to provide interim verbal reports to LIR Training Coordinator on course progression and matters arising. Any problems arising during a course must immediately be brought to the attention of the LIR Training Coordinator and serious matters are documented. ▪ Tutors are required to attend Tutor meetings as organised by the LIR Training Coordinator which will be minuted for internal and external monitoring. ▪ Tutors are required to attend Quality Assurance briefings as arranged by the LIR Training Coordinator which are minuted for QA monitoring.

Communication with Other Stakeholders Communication with Certifying Bodies and other stakeholders	▪ LIR Training will engage in clear and effective communication with certifying bodies by:
	     o Attending briefing sessions and in-service training days
	     o Maintaining centre and Learner records as required
	     o Responding to all correspondence as requested
	     o Check regularly for programme updates and other relevant information available online
	     o Reporting and providing feedback to certifying bodies as required
	 ▪ LIR Training will engage in effective communication with stakeholders by:
	     o Circulate information regarding module courses on a regular basis to local community groups.
	     o Deliver information sessions in relevant locations to give an overview of the courses, learning outcomes, content, assessment and Learner supports.
	     o Consult with various Stakeholders regarding emerging training needs.
	     o Inform partners such as funders, other educational institutions in the community of LIR's programme.
	     o Attend relevant meetings, seminars and conferences as required.

Complaints Procedure	

Purpose	This procedure is designed to ensure that LIR Training has in place an efficient and comprehensive complaints procedure that ensures all complaints we receive from learners, stakeholders, funding organisations, awarding bodies and the general public are managed on a fair and transparent manner in accordance with relevant legislation.
General Complaints	- Complaints made by the general public, stakeholders, learners, funding organisations or any other person or organisation are handled by the LIR Training Coordinator who will contact the individual/organisation to see if the complaint can be quickly rectified informally. - In the event that a learner has a complaint about any aspect of their training programme, other than final results received following assessment, these should be made directly to the LIR Training Coordinator. - Where complaints are of a more serious nature, the complainant will be advised to put the complaint in writing. - All formal complaints will be discussed by the LIR Training Coordinator with the Project Coordinator who will contact the complainant to see if a suitable solution can be found. - Where complaints relate to payment for training courses, the Project Coordinator will follow current legislation (Sale of Goods and Supply of Services Act, 1993) and LIR Training Terms and Conditions in relation to return of fees. - The Board of Directors are notified regarding all serious complaints. - The complainant has the right to appeal any decision on a complaint made to the Board of Directors whose decision is final.
Making a complaint regarding the Assessment Process	- Should a learner have a complaint about any aspect of the assessment process this should be made by email and include details of why the learner had made the complaint. The LIR Training Coordinator will review the complaint. - If the complaint can be easily solved e.g. in the case that the learner has misunderstood an aspect of the assessment process and is happy that the LIR Training Coordinator has explained the matter in full, the complaint is considered fully addressed and the matter closed. - If the learner has raised a serious issue, the LIR Training Coordinator will bring the matter to the Academic Committee for review and a final decision on the matter. - It is the responsibility of the LIR Training Coordinator to implement any actions to address complaints that are decided by the Academic Committee.

QQI CORE GUIDELINE 10 OTHER PARTIES INVOLVED IN EDUCATION & TRAINING

Other Parties Involved in Education and Training Policy

Version 2 – January 2023

LIR Training does not outsource any part of its QQI training programmes to a third party. Teaching staff on all programmes leading to a QQI award are either LIR Training staff or work on a contract basis with LIR Training for the duration of the programme. There is no necessity for a procedure addressing this QQI Core Guideline at present.

Should this situation change in the future, LIR Training are aware of the need to update the policy and procedure manual in this area and commit to putting in place an appropriate policy and procedure and submit to QQI for approval before implementing any changes or outsourcing any part of programmes leading to a QQI award.

QQI CORE GUIDELINE 11 SELF-EVALUATION, MONITORING & REVIEW

Self-evaluation, Monitoring and Review Policy

Version 2 January 2023 (approved)

Introduction

Liberties Inchicore Rialto Training is committed to Quality Assurance for the delivery of its training. It is subject to the quality assurance standards as set out by QQI. Liberties Inchicore Rialto has conducted its Quality Assurance in line with Core Statutory Quality Assurance Guideline for use by all Providers (QQI 2016) and Specific Quality Assurance Guidelines: Statutory Quality Assurance Guidelines for Independent/Private Providers to QQI on a voluntary basis (QQI 2016).

Organisational Self-Evaluation

Liberties Inchicore Rialto Training as part of School Street and Thomas Court Bawn Family Resources Centre participate in an annual evaluation, which is facilitated with external support to ensure that we meet the aims and objectives of the organisation. The Evaluation will take into account the views of all stakeholders, internal and external.

LIR Training Ongoing Programme Evaluation

LIR Training is committed to carrying out a major self-evaluation of all training programmes and our updated quality assurance procedures which support the delivery of our programmes and ancillary services every four years. This will be done with the aid of a suitably qualified and experience external evaluator. In preparation for self-evaluation, LIR Training will engage in internal ongoing monitoring and evaluation of programmes of learning. All learners and tutors will be asked to evaluate courses at the end of each programme and all relevant stakeholders such as funding agencies and employers will also be part of the evaluation process as appropriate. Statistical analysis of learner and tutor evaluation forms will be maintained for ongoing review by the Academic Committee and in preparation for self-evaluation.

Self-evaluation will consist of:-

- engage an appropriate External Evaluator (EA) to oversee the process and prepare an EA Self-Evaluation Report
- involvement of Learners, Tutors and other stakeholders
- statistical analysis of learner attendance, engagement, completion and certification results in line with national standards
- analysis of Learner satisfaction ratings with training courses
- review of quality assurance compliance including Learner information, appropriate staff engaged, relevant and sufficient resources used, Learner supports offered and received by learners, communication and data protection
- review of effectiveness of the QA system (all policies and procedures) in the delivery of programmes.

- review of assessment materials and the assessment process to include consideration of support for Learners with additional needs, Learner appeals and the integrity of the assessment process
- Detailed reporting of findings
- Detailed Action Plan developed to ensure areas for improvement are identified and implemented across all areas
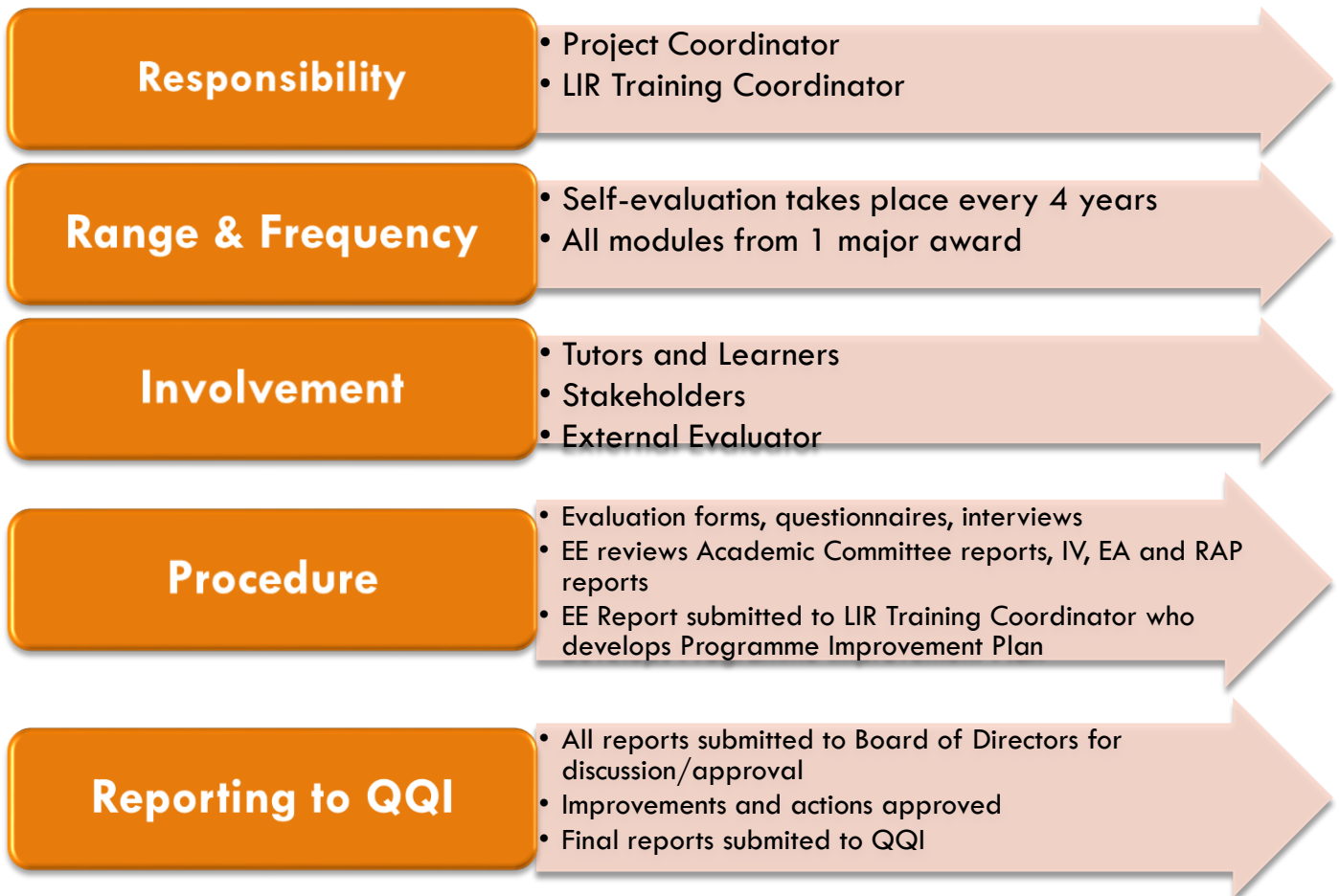
Self-evaluation, Monitoring and Review Procedure

This procedure applies to the following staff	Board of Directors, LIR Training Coordinator, Project Coordinator, Academic Committee External Evaluator will be engaged to assist with this procedure.
Procedure Purpose	This procedure is designed to ensure that LIR Training's programmes undergo a systematic and far reaching evaluation that incorporates the views of all staff, learners, stakeholders and relevant funding agencies and identifies areas for improvement in line with the requirements set out in QQI Core Validation Policy and Criteria for education and training programmes, November 2017/QP.17-V1.03 © QQI
Responsibility	The Project Coordinator and LIR Training Coordinator have overall responsibility for the Self-Evaluation procedure to include: • Selection of an External Evaluator (EE) who is a subject matter expert in the areas of childcare and/or youth work with significant experience in the delivery of QQI programmes. • Ensuring that completed evaluation forms are available from tutors, learners, stakeholders and funding agencies as required prior to the arrival of the External Evaluator. • Ensuring that statistical analysis of evaluation forms and certification data is also available for review by the EE. The LIR Training Coordinator is responsible for ensuring the ongoing evaluation of all courses by Tutors, Learners, Stakeholders and funding agencies throughout the year and the collation of all information from these forms in preparation for the self-evaluation procedure.
Frequency of Self-Evaluation	LIR Training is committed to holding a major self-evaluation procedure of all major awards delivered at the centre every four years.
Range	It is planned that all modules that have been delivered in the preceding four years will be included in the self-evaluation process.

External Evaluator Criteria	▪ LIR Training will engage the services of an External Evaluator who meet: the following criteria -
	    o Background in the provision of childcare or youth work training (Note: should LIR Training validate additional programmes in the future, this policy will be updated to include the specific subject matter area of new programmes.)
	    o Previous experience in the evaluation of QQI programmes
	    o Experience of delivery, assessment and evaluation of QQI childcare/youth work modules

	o Knowledge of QQI Quality Assurance procedure o Understanding of the issues facing adult learners o Awareness of trends in Adult education and training including the National Framework of Qualifications and current legislation in relation to adult and continuing education. ▪ Details of External evaluator qualifications and experience will be kept on file.
Learner Involvement	▪ End of course Learner evaluation forms will be analysed by the LIR Training Coordinator on an ongoing basis to provide an overview of each programme and to highlight areas where change and/or improvement is required. Statistics from this process collated over the past four years will form the basis of Learner input in self-evaluation of the training centre. ▪ Selected learners will be asked to make themselves available to meet with the EE in order to discuss their experiences on the programme also.
Tutor Involvement	• End of course Tutor evaluation forms will be analysed at the end of each module course to highlight areas where change is required. Statistics from this process collated and used to ensure tutor input in self-evaluation of centre. • The Academic Advisory Panel will also discuss the quality assurance of on-going programme delivery and their reports will be made available to the EE.
Stakeholder Involvement	• A survey will be conducted using a questionnaire with a selection of stakeholder organisations as appropriate. Results from the survey will be documented and kept for review by the EE.
Procedure Method	Evaluation methodology will consist of the following: - • Learner Evaluation forms • Tutor Evaluation forms • Tutor and Learner Interviews with EE • Questionnaires –LIR Training stakeholders • Examination of relevant Academic Advisory Panel Reports. • Overview of academic results compared with national standards. • Examination of relevant Internal Verification, External Authenticator and Results Approval Panel Reports for period being self-evaluated. • The External Evaluator will compile a report to detail the evaluation process and will also outline findings. The report will focus on the effectiveness of the programmes and highlight both positive elements in the programme as well as areas where improvements can be made.

	The report should also focus on LIR Training's QA policies and procedures, how these underpin the delivery or our programmes and identify any areas for improvement.
	• The report will be submitted to the LIR Training Coordinator who will review the contents with the Project Coordinator.
	• A Programme Improvement Plan will be compiled by the LIR Training Coordinator on conclusion of the self-evaluation process.
	• Both reports will be submitted to the Board of Directors for discussion and review. Improvements and changes will be agreed and implemented as necessary.
	• It is the responsibility of the LIR Training Coordinator to ensure all changes are fully implemented.
	• Reports submitted to QQI

Chart 8 – Self-evaluation of QQI Programmes

Responsibility
- Project Coordinator
- LIR Training Coordinator

Range & Frequency
- Self-evaluation takes place every 4 years
- All modules from 1 major award

Involvement
- Tutors and Learners
- Stakeholders
- External Evaluator

Procedure
- Evaluation forms, questionnaires, interviews
- EE reviews Academic Committee reports, IV, EA and RAP reports
- EE Report submitted to LIR Training Coordinator who develops Programme Improvement Plan

Reporting to QQI
- All reports submitted to Board of Directors for discussion/approval
- Improvements and actions approved
- Final reports submited to QQI

QUALITY ASSURANCE MANUAL APPENDICES

Appendix A – Terms of Reference for the Board of Directors, Academic Committee, Project Coordinator and LIR Training Coordinator

(1) Board of Directors

The Board of Directors is responsible for the overall management of the company. Responsibilities include the strategic, infrastructural, regulatory, operational, administrative, human resources and financial management of the Company.

The functions of the Board of Directors of the company are as follows:

- The Board of Directors are legally required to act in the best interest of the company, its members and its employees. They must ensure that the company is run responsibly and according to its aims.
- It must also ensure that the company fulfils all its legal obligations as a company limited by guarantee
- The Board of Directors will develop the Strategy and Action Plan for the Company. They will also monitor and evaluate the delivery of the Strategy and Action Plan
- The Board of Directors oversees staff recruitment, retention and development within the context of the Action Plan
- The Board of Directors oversees and ensures the financial management of the Company.
- The Board of Directors has overall responsibility for approving the development of new programmes, including those that lead to QQI awards and for giving final approval prior to an application for QQI Validation.

The Board of Directors is also responsible for:

- Oversight of all Training and Education Activities
- Compliance with the Governance Code
- Oversight of Early Days Crèche,
- Oversight of the Family Support and Community.

Meetings

- Board of Directors will hold a meeting every 6 weeks during the academic year in addition to an Annual General Meeting (AGM).
- There must be a quorum of 50% plus 1 of the Board of Directors members to hold a meeting.
- All Board of Directors meetings will be fully documented with an Agenda, Meeting Minutes, Coordinator's Report and Financial Report and Meeting Minutes from the previous meeting must be ratified at the start of each Board of Directors meeting.
- Copies of the Meeting Minutes, Project Coordinator's Report and Financial Report are signed by the Chairperson and maintained for audit purposes.
- Project Coordinator attends all Board of Directors meetings.

LIR Training

▪ All quality assurance policies and procedures must be approved by the Board of Directors prior to implementation and any adjustments to policy statements or procedures must also be approved by the Board of Directors. Policies and procedures refer to all aspects of services which LIR offer to the public including classroom and ancillary support services for Learners.

▪ The Board of Directors holds the ultimate responsibility for decision making within the organisation with regard to programmes of education and training including approval for new programme development and application to awarding bodies, including to QQI for programme validation.

▪ Board of Directors will ensure that all documentation relevant to Learners and the general public will be published on our website to include relevant course details for training programmes, admission criteria, assessment criteria, Annual Reports, LIR Quality Assurance Policies and Procedures as relevant to learners and the general public and supplementary or additional explanatory documentation as required.

▪ The Treasurer has the responsibility to oversee all financial documentation. The Treasurer will report to the Board. The Treasurer will ensure that all the appropriate financial Policies and Procedures are in place and that they are reviewed regularly and are updated in line with national and European legislation.

(2) **Academic Committee**

Reports to the Board of Directors through the Project Coordinator

The Academic Committee has the responsibility for the overall quality and decision making in respect of all aspects of it academic programmes. It will ensure the academic integrity and quality of all its academic awards. It is also responsible for compliance with external and internal academic regulations, policy and quality assurance. The quality assurance is guided and informed by the following QQI Quality Assurance Guidelines:

- ❖ Core Statutory Quality Assurance Guideline for use by all Providers (QQI 2016)
- ❖ Sector Specific Quality Assurance Guidelines: Statutory quality assurance guidelines for independent/private providers coming to QQI on a voluntary basis (QQI 2016)

Members of the Academic Committee

The members of the Academic Committee will be made up of five members. The Chairperson will be an external Advisor, LIR Training Co-ordinator, Staff Member, Former Learner to the programme and external academic.

Academic Committee

The Committee has responsibility, subject to the requirements of QQI for academic planning, development, monitoring and review. Its functions are to:

1. Develop, monitor and protect the academic policies, ensuring that these are implemented and consistent with LIR Training's mission and strategic plan and that the academic regulations are implemented and compiled with.
2. Make sure that all stakeholders understand the mission and ethos of LIR Training with special reference to fostering the academic and personal development of Learners as individuals.
3. Convene a Programme Development Committee to development and validate new programmes as indicated by genuine needs within the community
4. Approve the design of new programmes of study, make recommendations to the Board of Directors for the establishment of appropriate structures to implement such programmes.
5. Submit programmes to the accrediting body for validation and review following approval from the Board of Directors
6. Evaluate the adequacy of academic resources on an ongoing basis
7. Approve academic appointments and appointment of external examiners
8. Monitor the quality of course content, the progress of all programmes and their constituent modules, and the outcomes of all quality assurance procedures and activities
9. To carry out an examination of evidence and information provided in the event of an Appeal and to make a recommendation
10. Ensure that the regulatory framework governing the admission, monitoring, discipline, assessment and examination of Learners is operated consistently and transparently
11. Ensure the secure storage of Learner assessment records and assessment material

12. Keep up to date on all the relevant QQI publications and legislative reports that impact on the training programmes.
13. Review reports from the IV, EA and RAP to maintain oversight of the integrity of the assessment process.
14. Judge the merits of Learner Appeals of Results.
15. Maintain oversight of Learner and Tutor programme evaluations to ensure a culture of continuous improvement.

(3) **Project Coordinator**
   Reports to Board of Directors

As indicated in the Chart 1 on page 8 of this Quality Assurance Manual, the Project Coordinator reports directly to the LIR Board of Directors and is responsible for the day to day management of the Early Days Crèche, LIR Training and Family Support and Community.

The terms of reference set out in this document refers only to the responsibilities of the Project Coordinator in relation to the training and education activities of the organisation as carried out by LIR Training.   These core responsibilities are also indicated in Chart 2 on page 12 of the Quality Assurance Manual.

Key Responsibilities Day to Day Management of LIR Training

- Day to day operational management of LIR Training
- Responsible for overseeing the financial management of the training centre.
- Responsible for advising the Board of Directors on cost benefit analysis prior to validation and revalidation of new training programmes.
- Responsible for human resource activities including staff supervision of two staff members and contract part-time teaching staff.
- Responsible for ensuring that the centre operates in line with all current relevant legislation such as in the areas or GDPR, Health and Safety and employment legislation.
- Responsible for all non-academic learner services and supports.
- Responsible for Facilities as required by LIR Training Centre.
- Responsible for liaising with the LIR Training Coordinator to ensure the smooth running of training programmes.
- Liaise with the LIR Training Coordinator to carry out effective self-evaluation of LIR Training Centre

Professional Practice Requirements
- Have an appropriate background in organisational management to ensure the smooth operation of LIR Training
- Participate and contribute to organisational evaluations as required.
- Prepare reports as required for the Board of Directors to include cost benefit analysis for development of new programmes.
- Ensure compliance with LIR Training policies and procedures as relevant to the ongoing management of the training centre.

(4) LIR Training Coordinator
Reports to Project Coordinator

Key Responsibilities Day to Day Running of Training Centre
- Co-operate and liaise with all relevant accreditation bodies e.g. QQI, as appropriate.
- Maintain a database of curriculum and personal records to include proof of identity as required.
- Represent LIR Training all local and national Adult Education Forums, Seminars, Open days etc.
- Interview of new teaching staff
- Induction Training of new teaching staff and those acting as Internal Verifier
- Programme scheduling and planning
- Ensuring appropriate teaching facilities and resources are available and in good working order for all courses
- Updating course brochures/Information Sheets
- Updating Tutor and Learner Handbooks
- Responsible for overseeing quality assurance on all programmes
- Ensuring the integrity of the assessment process of internal verification, external authentication, Results Approval.

Managing Training Programmes
- Monitoring the delivery and development of comprehensive programmes for training including training aids and materials.
- Prepare training programme plan in consultation with Project Coordinator and teaching staff.
- Organise and oversee in-house training sessions.
- Organise and manage Tutors for delivery of training Programmes.
- Facilitate when required in the absence of a Tutor.
- Plan and chair bi-monthly Tutor meetings and ensure opportunities for continuous professional development for Tutors.
- Possess the necessary authority within the Centre to ensure that management, administrative, assessment and internal verification procedures are implemented correctly and consistently across the Centre as a whole
- Ensure Tutors involved in training, assessment and/or internal verification have access to and regularly participate in activities for continuous improvement
- Ensure sufficient and effective support is available for confirming decisions of new/inexperienced assessors and internal verifiers
- Ensure that assessors and internal verifiers are able to apply equal opportunity principles to assessment
- Evaluate the effectiveness of training courses and make adjustments when necessary.
- Assess current operational procedures and identify gaps or areas for changes and improvement.

- Ensure evaluations of courses by tutors and learners are collated and any gaps identified are assessed and managed
- Attend Academic Committee meetings

Professional Practice Requirements

- Have an appropriate background in assessment management, administration and quality assurance
- Participate and contribute to organisational evaluations as required.
- Prepare reports as required for the Project Coordinator and Board of Directors to include Results Approval Panel Reports.
- Keep up to date with developments in the areas adult education, childcare and youth work training to ensure organisation services and training programmes remain relevant and up to date.
- Engage in Continuing Professional Development opportunities as they arise.

Appendix B – Terms of Reference LIR Tutors

Reports to LIR Training Coordinator

Role Overview

- Responsible for the delivery of QQI Modules as validated by LIR Training
- Tutors must prepare a programme teaching plan in advance of commencing course delivery.
- Submit programme teaching plan for approval to the LIR Training Coordinator in advance of delivery.
- Attend Tutor meetings as required.
- Submit assessment briefs and marking scheme for approval to LIR Training Coordinator in advance of delivery.
- Prepare a range of training resources appropriate for use with Adult Learners.
- Apply a range of teaching methods in line with LIR Training Teaching and Learning Policy and Procedures.
- Provide students with feedback and support throughout the course and additional tutorials if required as agreed with LIR Training Coordinator.
- Treat learners with respect and dignity and have a group contract in accordance with LIR Training values.
- Mark Learner assessment submissions with due care and attention and in line with the marking scheme as per the requirements of the LIR Training Assessment of Learners Policy.
- Prepare classroom in advance of classes and in advance of all summative assessment.
- Ensuring all assessment is conducted in line with good practice for assessment, provide equal opportunity and are in line with LIR Training Assessment of Learners Policy and Procedures.
- Ensure that course evaluations are conducted at the end of each module by all Learners.
- Comply with all health and safety guidelines as set out by LIR Training and report any safety, health or other issues of concern immediately to the LIR Training Coordinator.
- Comply with confidentiality and privacy guidelines as well as GDPR regulations in relation to all aspects of their work.
- Adhere fully to LIR Training procedures and policies. Information about Tutors' obligations when delivering programmes leading to a QQI award are outlined under QQI section in the Tutor Handbook.
- Tutors are not counsellors and should inform the Co-ordinator should any Learners issues arise which are not educational issues. The Co-ordinator will then refer the Learner to the appropriate service or external agency.

Work Experience Requirements:

- Two or more years' experience training delivery in the Further Education sector
- Experience of delivery of QQI programmes at levels 5 and 6
- Experience of preparing learners for formal assessment and in marking assessment submissions

- Experience of working with long-term unemployed and/or with those from a disadvantaged background
- Experience of MS Office Products – Word, PowerPoint,
- Excellent communication skills

Education Requirements:

- Degree (Level 7 or higher) in specific vocational area or a qualification in specific vocational area that is one level higher on the NFQ that the programme being taught
- Teaching Qualification such as QQI Special Purpose Award in Training & Development or similar
- Strong IT Skills

Appendix C – Terms of Reference for the Internal Verifier, External Authenticator and Results Approval Panel

(1) Internal Verifier (IV)

LIR Training will ensure that the IV will carry out their duties in line with the guidelines set out below which are taken from the document - Quality Assuring Assessment, Guidelines for Providers, Revised 2013, Version 2 - revised 2018. The Internal Verifier is a staff member (normally the LIR Training Coordinator). For courses where the LIR Training Coordinator is also the course tutor/assessor, an alternative tutor will act as Internal Verifier. No Tutors can act as IV for courses on which they are also the Tutor. When new tutors are selected to undertake the role of IV, the LIR Training Coordinator will provide full training in this role and will also sample 20% of the first internal verification undertaken by all new internal verifiers.

Role of the internal verifier

The role of the internal verifier is to systematically check that the provider's assessment procedures have been applied consistently across assessment activities and to verify the accuracy of assessment results. The internal verifier(s) will:

1. check that the provider's assessment procedures were adhered to
2. monitor assessment results on a sample basis
3. produce an internal verification report.

Verification of assessment procedures

Internal verification checks that the provider's assessment procedures have been applied consistently across assessment activities. The internal verification process will ensure;

1. provider's assessment procedures are adhered to
2. learning has been assessed using the techniques and instruments as indicated in the
3. validated programme
4. assessment results are documented and recorded as per the provider's procedures.

Verification of assessment results

The internal verification process will involve the verification of assessment results on a sampling basis. This involves checking that assessment evidence is available for all Learners presented and that results are recorded and grades are assigned according to QQI requirements. This is achieved by applying systematic checks of the evidence presented by a sample of learners to ensure that:

1. evidence is available for Learners presented for an award (i.e. evidence for all minors is available for the major award)
2. evidence is generated as per the technique identified in the Award Specification and
3. using appropriate instruments as indicated in the validated programme
4. assessment results are available for each learner

5. that marks are totalled and percentage marks are calculated correctly
6. the percentage marks and grades awarded are consistent with QQI grading bands

In devising an effective internal verification process the provider should consider the following:
1. the number of Assessors
2. the number of Learners
3. the number, range and diversity of awards being offered
4. the number of centres within the provider's remit.

A sample of assessment results are internally verified prior to being submitted for external authentication and results approval.

(2) External Authenticator (EA)

LIR Training will ensure that the EA will carry out their duties in line with the guidelines set out below which are taken from the document - Quality Assuring Assessment, Guidelines for Providers, Revised 2013, Version 2 - revised 2018. The EA will be selected by the LIR Training Coordinator and approved by the Academic Committee according to the selection criteria listed below and engaged by the Project Coordinator. Sampling: LIR Training follows the sampling strategy noted below. We currently deal with small numbers but will update sampling if required in the future.

Role of the external authenticator
The role of the external authenticator is to provide independent confirmation of fair and consistent assessment of Learners in line with QQI requirements and to ensure consistency of assessment results with national standards. EAs will:
1. confirm the fair and consistent assessment of Learners consistent with the provider's
2. procedures and with QQI policy on quality assuring assessment
3. review internal verification report(s) and authenticate the findings/outcomes
4. apply a sampling strategy to moderate assessment results consistent with QQI
5. requirements.
6. moderate assessment results in accordance with standards outlined in the Award Specification
7. visit the centre and meet with appropriate Staff and Learners
8. participate in the results approval process as per the provider's agreed procedures
9. identify any issues/irregularities in relation to the Assessment Process
10. recommend results for approval
11. produce an external authentication report

Criteria for selection of an external authenticator
LIR Training will ensure that External Authenticators selected will comply with the following selection criteria:-
1. have technical/subject matter expertise within the appropriate award area/ field of learning
2. have experience of delivering programme assessment or work in the industry/field

3. agree to undertake appropriate training and attend appropriate briefings
4. have the qualities necessary to interact with Learners, Assessors and Senior Staff
5. members i.e. communication skills
6. have administrative and IT skills e.g. report writing, time-management skills
7. undertake to operate within the code of practice and guidelines issued by QQI
8. be available to the provider at appropriate times
9. be independent of the centre to which they are assigned

Moderation of results

External authentication involves the moderation of assessment results within an award or across a number of awards in a specific field or sub-field of learning. This is done by judging the marked evidence presented according to the standards outlined in the Award Specification. The external authenticator will moderate results for awards in which they have relevant expertise in the field/sub-field of learning. Given their professional status it is expected that all external authenticators will possess the expertise necessary to moderate results in general award areas e.g. communications. The critical points at which judgment is applied are the boundaries between bands/grades: Referred/Pass, Pass/Merit, Merit/Distinction. Moderating assessment results involves: reviewing results and checking the standard of evidence at each grade band.

Sampling Strategy:
0 – 12 learners – all learner portfolios
> 12 learners – either 12 learners or 20% - whichever is greater

(3) Results Approval Panel

LIR Training is committed to ensuring the integrity of the assessment process for all our programmes of education and training and will convene a Results Approval Panel to review the assessment process and all pertinent reports in advance of Learner certification in line with the following QQI Guidelines: Quality Assuring Assessment, Guidelines for Providers, Revised 2013

The role of the Results Approval Panel (RAP) is to:
- meet as required to review and approve assessment results
- review reports of the internal verification and external authentication process
- agree to the submission of final results to QQI to request certification
- identify any issues arising in relation to the results and make recommendations for corrective action.

Results Approval Panel Procedure

- Data in relation to students entering for QQI assessments are inputted by the LIR Training Coordinator and held electronically on the QQI website. Print outs of Provisional Results are made every assessment period.
- During the IV process, any errors in relation to learner personal details or errors in data entry of provisional results on the Provisional Results Sheets are identified by the IV and brought to the attention of the LIR Training Coordinator who will rectify any errors on the QBS prior to the arrival of the EA.
- Results undergo systematic External Authentication by an external subject matter expert.
- Both IV and EA Reports are reviewed by the Results Approval Panel, noting improvements to centre assessment procedure as suggested by the EA and identifying areas of good practice.
- Issues arising are discussed with External Authenticator as required and areas for improvement and good practice noted in the Results Approval Panel Report.
- Grade changes are discussed with the EA to ascertain the rationale for grade changes.
- In the unlikely event that a major issue is identified by either the IV or the EA which the RAP considers puts the integrity of the assessment process in doubt, the learner's assessment work in question will not go through for certification until the incident has been investigated in full. All such investigations are documented and an appropriate action plan put in place. Where necessary, the RAP Panel will meet with all relevant stakeholders and QQI will also be informed of major incidents.
- Once all members of the RAP are satisfied that final results have been processed with due care and attention and in line with LIR Training's agreed QQI QA procedures, the RAP report is finalised and signed and the Online Declaration on QBS website is made by the LIR Training Coordinator.
- Relevant tutors are contacted to discuss issues highlighted by the Internal Verification and External Authentication process as required.
- External Authenticator Report disseminated to all Tutors to ensure continuous improvement in the assessment process.
- All reports submitted to the Academic Committee for review.

Information recorded in the Results Approval Panel Report

- Total number of candidate portfolios for assessment to include details of percentage internally verified as well as any issues found during the IV process highlighted in the IV Report.
- Details of errors which had to be rectified on QBS system.
- Name of Internal Verifier/Verifiers
- Confirmation the IV Report has been submitted
- Details of awards being processed
- Contact details of the External Authenticator
- Details of subject matter expertise of the EA
- Confirmation that EA Report has been submitted
- Good Practice Indicated by External Authenticator
- Areas of Improvement Indicated by External Authenticator

- Grade changes applied by the EA or following recheck and learner appeals
- Additional Comments
- Good Practice Indicated by Internal Verifier
- Action required following Certification Process

Membership of Results Approval Panel

1. Project Coordinator
2. LIR Training Coordinator
3. One member of the Academic Committee (external expert)
3. External Authenticator

Appendix D – Terms of Reference for the Programme Development Committee

The Programme Development Committee is convened by the Academic Committee once approval has been given by the LIR Board of Directors to progress either a new programme for validation or the revalidation of an existing programme. The purpose of the Programme Development Committee is to ensure that new programmes of education and training are developed using the highest standards and comply in full with the requirements of the awarding body. The Programme Development Committee is responsible for new programme development and validation as well as programme revalidation to address the following areas:

- Programme name
- Duration
- minor awards and major linked award
- identification of learner target group and admission criteria
- anticipated numbers per programme
- resources
- equipment required for delivery
- criteria for classroom environment
- adherence to Health & Safety legislation
- delivery methods (full/part-time)
- programme staffing including required tutor qualifications and levels of experience
- Programme MIPLOs and MIMLOs
- requirements for work-experience
- special validation requirements if any
- teaching and learning methodologies
- Protection for Enrolled Learners (PEL) if applicable
- Access, Transfer and Progress routes identified
- work experience requirements
- learner supports
- reasonable accommodations
- learner workload identified
- assessment criteria and materials
- marking schemes and appeals process
- programme evaluation criteria
- initial and ongoing monitoring and review procedures.
-

Programme Development Committee Membership:

The group is chaired by the External Expert in further education and programme design and will include at least one internal subject matter expert (course tutor) and one external subject matter

expert as well as the LIR Training Coordinator. When considered necessary, e.g. in the event of validation of major awards requiring different knowledge sets, the LIR Training Coordinator may seek to increase the committee with additional internal and/or external subject matter experts as required.

Reporting:

The Programme Development Committee reports to the LIR Academic Committee. All programmes ready for submission to QQI for validation purposes must be approved by the LIR Board of Directors.

Appendix E – Learner Programme Evaluation Form

LIR Module Evaluation

Name of Module: _____

The aspects of this module that I found interesting & useful were:

1. _____

2. _____

3. _____

What is your major learning from this module?

_____

_____

_____

Any suggestions for improving the module?

_____

_____

What would you like to see done differently?

_____

_____

Are there any topics you would like to learn more about?

_____

Which topics did you enjoy the most?

Overall course Rating – please tick as appropriate ✓

	Poor	Fair	Good	Very Good	Excellent
Preparation and organisation of the module (e.g. course outline, assessment scheme etc.)					
Preparation & organization of weekly sessions					
Quality of Moodle resources					
Presentation styles; PP/discussion/group-work					
Amount of academic material covered					
Project/Assignment workload					
Pace of delivery					
Variety and methods of assessment					
Quality of lecturer support available					
Degree of interactivity in sessions					
Practical relevance to your degree programme					
Style of lecturing/facilitation					
Learning experience for you					
Lecturer-Student relationship					
Level of enjoyment					
Overall assessment of this module					

Thank you for your time in completing this.

Appendix F – Programme Registration Form

Liberties Inchicore Rialto (LIR) Training

REGISTRATION FORM

PLEASE COMPLETE THE FOLLOWING IN BLOCK CAPITALS

All the information you provide on this form is used and stored in compliance with General Data Protection Regulations (GDPR) and only used to process your training course and certification.

Name:_____

_

Address:

_____

_____

__

Telephone No:

_____

Mobile Telephone:

_____

Email Address:

_____

Date of Birth:_____ **PPS No:**

_____

Course applied for:

_____

* If you would like to discuss any additional supports you need put in place so that you can take part in this course,

*   please tick the box and the LIR Training Coordinator will contact you.* ☐

Signed: _____ **Date:** _____

<u>**Terms and Conditions:**</u>

Individual course fees are payable in advance of course commencement. Please indicate method of payment: Cheque ☐   Account Transfer ☐

1. **Non-attendance at the course must be confirmed within 5 days of the commencement of the course. LIR will refund the total fee less a 10% charge for administration costs.**
2. **LIR reserves the right to re-schedule courses where there are less than 7 participants**
3. **In the event of a scheduled course being cancelled by LIR Training, LIR Training will contact the participants and an option of a full refund will be issued upon request.**

4. No certification will be issued until full payment is received
5. Formal identification is required for all accredited courses

Liberties Inchicore Rialto Training, 22/23 School St, Dublin 8
Tel: 01 454 7018   Email: alice.schoolst@gmail.com

Appendix G – Tutor Programme Evaluation Form

LIR Training Module Tutor Evaluation
Name of Module: _____
Tutor Name: _____ Date: _____

Please complete this form at the end of all your training courses. It will be used to evaluate our courses and identify potential areas for change and improvement.

	YES	NO	COMMENT
I had sufficient advance notice of the course to allow me to prepare sufficiently.			
I had sufficient time to cover all course topics.			
There was sufficient time to allow for class discussion and feedback.			
The class size was appropriate for the course.			
The venue was appropriate for the class			
Adequate training resources were provided			
I received good support from LIR Training Coordinator			
Learner Special Requirements/Needs were effectively met. (*if applicable*)			

Appendix H – Learner Request for Extension to Assessment Deadline

QQI Learner Request for Extension to Assessment Submission Deadline

Please complete this Request Form to apply for an extension to your assessment deadline. Requests will be assessed by the LIR Training Coordinator whose decision is final. Thank you.

Candidate Information			
Candidate Name			
Candidate PPSN		**Date of Birth**	
Assessment Details			
QQI Module Name			
QQI Module Code			
Assessment Details			
Reason for request to extend the submission deadline			
Extension Request Approved	Yes ☐	No ☐	
Revised Final Submission Deadline Date			

Signature: _____ **Date:** _____

Appendix I – Safety Statement

Introduction

This statement sets out provisions in relation to the health, safety and welfare within Liberties Inchicore Rialto and the means through which the policy will be implemented consistent with Section 20 of the Safety, Health and Welfare at Work Act 2005. The objective is to ensure a safe and healthy place of work for all staff members, service users, and members of the public.

Liberties Inchicore Rialto seeks to ensure that facilities, equipment, working processes and systems do not constitute a risk to the health and safety of employees. This policy should be read in conjunction with the Health and Safety Policy which outlines the organisations approach to the issue.

A risk assessment should be undertaken and its findings and content should form the basis of provisions in the health and safety policy.

This statement should also be read in conjunction with the following policies which outline information on the following areas which pertain to health, safety and welfare:
Dignity at Work, which comprises: Harassment, Harassment, Sexual Harassment and Bullying Policy and Violence in the Workplace Policy; as well as the following policies: Complaints; Confidentiality; Disciplinary; Grievance; Vehicle Use; Outreach; Incident Reporting; Management of Sharps, Percutaneous Injury and other Exposure Incidents; Alcohol and Drugs in the Workplace; Staff Sickness and Leave; Investigation Procedure; Smoking, as well the Staff Handbook, which summarises all policy content.

Principles of Prevention

Schedule 3 of Safety, Health and Welfare at Work Act 2005 lists the Principles of Prevention; Liberties Inchicore Rialto undertakes to operate our organisation in accordance with these key principles:

- The avoidance of risks.
- The evaluation of unavoidable risks.
- The combating of risks at source.
- The adaptation of work to the individual, especially as regards the design of places of work, the choice of work equipment and the choice of systems of work, with a view, in particular, to alleviating monotonous work and work at a predetermined work rate and to reducing the effect of this work on health.
- The adaptation of the place of work to technical progress.

- The replacement of dangerous articles, substances or systems of work by safe or less dangerous articles, substances or systems of work.
- The giving of priority to collective protective measures over individual protective measures.
- The development of an adequate prevention policy in relation to safety, health and welfare at work, which takes account of technology, organisation of work, working conditions, social factors and the influence of factors related to the working environment.
- The giving of appropriate training and instructions to Employees.

Protective and Preventive Measures

- Liberties Inchicore Rialto appoints Line Management/Supervisor/Coordinator to act as competent persons to perform the functions relating to the protection of employees and give them adequate time and means to perform those functions.
- To facilitate open communication, a space for any health and safety issues to be raised will be included as a standard part of the agenda of the following meetings;
    - Weekly team meetings.
    - Monthly management meetings.
    - Management committee meetings.
- All agenda items and issues discussed in relation to health and safety will be recorded in the minutes.

Health And Safety Resources

Liberties Inchicore Rialto endeavours to ensure appropriate resources are available to secure the health, safety and welfare of Employees and Service Users; this includes human resources and financial resources:

- Human resources: health and safety is a fixed item on the agenda at all management and staff meetings. Management time will be set aside to ensure that all aspects of this policy and statement are implemented.
- Financial resources: In balancing the competing demands on the limited project budget, the service endeavours to provide the necessary financial resources to ensure, as far as is reasonably practicable, the safety of all Employees, Contractors Service Users and Visitors. This includes:
    - Maintaining the buildings in a safe way. Rectifying safety shortcomings in the buildings, if they arise by prioritising work in accordance with the level of risk and the resources available.
    - Engaging competent reputable contractors to maintain and service fire protection equipment and machinery in a clean and safe condition.

o   Providing ongoing funding for external competent health and safety advice and training as and when necessary.

Competent Persons

In order to comply fully with Section 8 of the Safety, Health & Welfare at Work Act 2005 internal competent persons have been appointed to perform the following functions to protect employees and prevent risks to safety, health and welfare at work:

- First aiders to provide first aid treatment (all staff).
- Competent external maintenance contractors to maintain the buildings.
- Designated persons to check the smoke alarms monthly, these are Apex Fire Ltd.
- Apex Fire Ltd to check main fire alarm twice a year.
- Apex Fire Ltd to check fire extinguishers twice a year.
- All of the persons outlined above will be given adequate time without loss of pay to carry out their functions.

Reporting of Incidents (see Incident Reporting Policy)

Members of staff are required to report all accidents, whether resulting in injury or not, to management (or to a named person authorised by management). The following details are required, in writing:

- date, time and place of incident, any witnesses;
- name of the injured person (if person was injured). If no one was injured, the persons involved in the incident.

Circumstances, including the cause and nature of the injury and arrangement made for its treatment. If no injury occurred, record the nature of the incident.

All incidents will be investigated by management and a written report prepared. Incidents may also be investigated by the safety representative. The purpose of the accident investigation is to identify the root causes of the accident with a view to preventing re-occurrence.

Reporting of Accidents to the Health Safety Authority

The primary aim of accident reporting is to identify the causes and prevent the recurrence of such events. The notification of the following accidents or dangerous occurrences to the Health and Safety Authority (HSA) is also a legal requirement under General Application Regulations 1993 – Part X – Notification of Accidents and Dangerous Occurrences; this is the responsibility of Coordinator. Notification is a legal requirement when:

- The death of any employed or self-employed person, which was caused by an accident during the course of their work.
- An injury sustained in the course of their employment, which prevents any person from performing the normal duties of their work for more than three calendar days, not including the date of the accident. Calendar days include Saturdays and Sundays. (For example, if an employee, who is injured on Wednesday, and does not normally work on Saturdays, Sundays and bank holidays, returns to work the following Monday, the accident is reportable.)
- A death or an injury that requires treatment by a registered medical practitioner, which does not occur while a person is at work, but is related to either a work activity or their place of work. Deaths or injuries caused by normal medical treatment (e.g. surgery or medication) do not need to be reported.
- A road traffic accident that meets the criteria (a) and (b) above, excluding an accident that occurs while a person is commuting either to or from work.
- Specified 'dangerous occurrences' must also be reported.

Emergencies and Serious or Imminent Dangers

In the event of the an emergency or serious and imminent danger Coordinator will:
- ensure all employees are informed of the risk and steps taken to protect them;
- refrain from requiring employees to carry out or resume work where there is still a threat to their safety, and give instruction for employees to stop work and remove themselves to a safe place;
- ensure that an employee who leaves the place of work in the case of emergency is not penalised because of such action;
- ensure that access to specifically hazardous areas is restricted only to employees who have received appropriate training.

In the event that the Coordinator is unavailable or cannot be contacted for any reason, and in the absence of appropriate guidance or instruction, employees may take appropriate steps based on their own knowledge to avoid the consequences of the danger.

Hazard Identification and Risk Assessment

In keeping with Section 19 of Safety, Health and Welfare at Work Act 2005, risk assessments of all activities will be carried out on an on-going basis to determine risks to employees, volunteers, service users and others and to decide on appropriate control measures. The assistance of competent consultants will be contracted if and when necessary.

The following will be determined in relation to hazards: the risk, who is at risk, the likelihood of the risk occurring, the severity of the risk and how hazards will be eliminated or controlled.

Risk assessment will be reviewed if there has been a significant change in the matters to which it relates or there is another reason to believe it is no longer valid. Following the review the health and safety statement will be amended as appropriate and any improvements will be implemented.

Protection of Employee Health

Liberties Inchicore Rialto fully supports the promotion of and protection of Employee health at work. The following are provided or in place to contribute to Employee health or risk reduction:

- All employees have access to training in; (Management of Sharps, Percutaneous Injury and other Exposure Incidents Policy, dealing with difficult behaviour, first aid etc.)
- A sharps bin is provided and is sent to HSE for destruction.
- An optional Hepatitis B vaccination is made available to employees.
- Hazardous waste is taken away by a competent external contractor for destruction.

First Aid

In order to comply fully with Section 11 of the Safety, Health & Welfare at Work Act 2005 re; first aid arrangements, there is at least one fully stocked first aid and burn kit in each of our centres. All Project workers will be fully trained designated first aiders.

The responsibility for ensuring the kits are checked every month and are re-stocked as required is that of the line Manager at each centre.

Machinery and Equipment

In keeping with Chapter 2 of Part 2 General Application Regulations 2007 re Use of Work Equipment, All equipment or machinery bought for the Project is CE marked. We buy the best we can afford, we buy new, from reputable suppliers and check the equipment before it is put into general use.

Cables, where possible are tied up, are in good condition, are not repaired with tape and sockets are not overloaded.

Staff or service users who become aware of any items needing maintenance are obliged to bring this information to the attention of their line manager so that repairs or replacement may be arranged.

Manual Handling

Full account has been taken of Chapter 4 of Part 2 of General Application Regulations 2007 – re Manual Handling in determining our Manual Handling Policy. The emphasis of this policy is to put in place a programme to identify, eliminate, control and/or minimise the effects of manual

handling within the Project in order to prevent injury to employees and others, as far as is reasonably practicable.

All staff are instructed not to attempt to lift any loads that are too heavy or awkward but to seek help or clarification from their line manager on how the load should be moved.

Action is taken to avoid or reduce to a minimum the necessity for employees to be involved in manual handling operations, as far as is reasonably practicable.

Office Risks and Responses

- Floor areas, stairs and landings should be kept tidy and clean.
- All telephone and electrical appliances should be placed in such a manner that their cables do not constitute a hazard.
- Broken, damaged and inoperative furniture, appliances and cables should be reported to the service manager.
- Untrained personnel should not attempt to repair electrical apparatus such as personal computers and photocopiers.
- Items such as cello tape dispensers with sharp metal blades, scissors, guillotines, letter openers and staplers should be handled carefully.
- We have taken full account of General Application Regulations 2007, Part 2, Chapter 5 and Schedule 4 on Display Screen Equipment. VDUs are used in all offices and are low radiation models. Office workstations have been set up to maximize ergonomics with good quality seating properly adjusted.
- Where possible VDUs have been positioned at right angles to windows and between light fittings to minimize glare. Where this has not been possible window blinds are in place.

Fires and other Emergencies

Liberties Inchicore Rialto recognises its responsibilities under Section 18(2) of the Fire Services Act, 1981 & 2003 as quoted: *"It shall be the duty of every person having control over premises to which this section applies to:*

- *take all reasonable measures to guard against the outbreak of fire on such premises.*
- *provide reasonable fire safety measures for such premises and prepare and provide appropriate fire safety procedures for ensuring the safety of persons on such premises.*
- *ensure that the fire safety measures and procedures referred to in paragraph are applied at all times,*
- *and ensure, as far as is reasonably practicable, the safety of persons on the premises in the event of an outbreak of fire whether such outbreak has occurred or not."*

It is the responsibility of the fire safety manager Fintan Brunkard to ensure all required fire drills are held, the fire extinguishers are regularly serviced, and the Fire Safety Register is up to date.

Fire Drills:

Fire Drills must be held minimum twice a year.

- A procedure must be put in place to ensure the premise is vacated to a safe assembly area. A defined and visible route of escape should be visible throughout the organisation.
- During a fire drill, all staff, clients and other people in the building should meet at an agreed safe Assembly Point outside of the building. Managers should have a role call to make sure everyone has vacated the building safely.
- A record and detail any problems encountered during the drill should be documented and acted upon.

Facilities:

- The employer must identify all fire related hazards in the work place and put in place strategies to mitigate the risk.
- Regularly serviced and maintained fire extinguishers must be presented at visible places in the workplace – they should be serviced at least once a year. Apex Fire Ltd is to check fire extinguishers four times a year.
- Firefighting equipment should be provided in the kitchen area. This should include at least a fire extinguisher and a fire blanket.
- Fire doors (if available) should be fitted with self-closers and kept shut
- Fire safety manager to check main fire alarm four times a year.

- Doors on escape routes, in particular the front and rear final exit doors should only be fitted with simple fastenings that can be readily operated from the inside without the use of a key.
- Ideally all final fire exits should open outwards (using a push-bar system)
- Furnishings should comply with S.I. No. 316/1995: Industrial Research and Standards (Fire Safety) (Domestic Furniture) Order, 1995.

Fire Safety Training:
- Staff training is a Statutory Requirement
- Training must be specific to School Street Family Resource Centre and must be provided by a competent trainer.
- Training must be assessed and repeated yearly.

A General Fire Precautions Notice (Appendix I of the Fire Safety Register Tool) should be provided to all Employees on a regular basis and should be placed in a number of locations in the premises, to provide a constant reminder of the fire safety rules to be observed by all Employees and other occupants

Record Management:
Liberties Inchicore Rialto will have a Fire Safety Register which details:
- Service name and details of person responsible for fire safety together with a plan of each floor of premises on A4 sheets with details of Fire Exits.
- Details of training provided for employees on Emergency Plan.
- Details of each fire and evacuation drill, the date it took place, the names of those who took part, and the type, objectives and results of each exercise held.
- Details of means of escape and of evacuation routes.
- Details of fire detection systems and locations of smoke detectors. Inspections and tests carried out on fire protection equipment with brief comments on the results of the checks and action taken. Details of fire incidents, false alarms, record of errors or faults and action taken as a result.
- Details of fire protection equipment and systems in the building - types, locations of all fire extinguishers and fire blankets.
- Details of emergency lighting, inspection and testing details, maintenance details and details of any alterations or works carried out.
- Details of each inspection of the building itself, its fittings and services and the actions taken to remedy defects found.
- Details of fire hydrants, when inspected etc.
- Outlined assigned responsibilities.

- The fire safety register should be kept in a safe place on the premises at all times together with the relevant health and safety policies and should be available for inspection by any authorised officer of the Fire Authority.
- The register should have sufficient pages to allow for records over a period of 5 years. Additional photocopies of unused pages should be added as required.

Fire Safety Certificates:
- Fire safety must be taken into account when designing buildings or changing the use of an existing building. Fire safety certificates issued by the Building Control Authority are required for most building construction, alterations, and extensions. In such circumstances, application should be submitted through the Building Control Authority.
- The Building Control Authority must notify the applicant of the decision on the application within two months of the application date or within such extended period of time as may be agreed between the applicant and the Authority at any time.

Informing the Public:
Members of the public using the building should be aware of the fire safety precautions in the premises. This will be achieved through:
- The display of notices regarding actions to be taken in the event of a fire or alarm, including exit procedures and meeting points.
- Announcements before the commencement of larger events where the public may be present.

Fire Procedures:
Staff must identify all fire related hazards in the work place and put in place strategies to prevent, control and/or mitigate the risk. They should also be aware of all exit routes, and should be aware of the location of fire extinguishers.
In the event of a fire, staff should:
- Activate the fire alarm.
- Inform staff of the location of the fire.
- Under no circumstances expose themselves to danger.
- Proceed as below.

If a fire alarm is activated:
- Leave the building by the nearest fire exit, not stopping to collect personal belongings.

- On leaving the building staff should, if possible, unplug electrical equipment and close doors behind them.
- Proceed directly to the designated assembly point.
- Once outside the building, staff are not to enter the building until told it is safe to do so.

The Line Manager should:
- Call the fire brigade and (if appropriate) put them on "stand-by" if the emergency situation is unclear.
- Check out the report of fire and determine if there is one or not by going to the fire panel and make the decision either to attempt to fight it or not (with help from fire team) using extinguishers and/or fire blanket.
- If the fire is put out stay for an appropriate period of time to ensure it is fully out and will not re-ignite.
- If the fire becomes unmanageable withdraw from building closing doors as you go.
- Call the Fire Brigade, if they are needed, or "stand them down" if not.
- Brief the fire brigade when they arrive about the nature and extent of the fire and if there are any persons inside.

The evacuation co-ordinator should:
- Take the signing-in book/ record of employees and service users on site with them before leaving the building.
- Carry out a full roll-call of all employees taking into account that specific people have remained inside the building as detailed above.
- Await further instructions from senior management and/or the Fire Brigade
- Ensure that first aid is provided to any individuals who may need this

Gas Leak

If there is a strong smell of gas – do not ignore it – there may well be a leak, contact the most senior staff member on the premises, who will ensure the following is actioned:
- Turn off the gas at the mains tap.
- Ensure there are sources of ignition (including gas ovens and pilot lights).
- Open doors and windows if gas has leaked within the building.
- Instruct staff not to operate electric switches either to switch something on or off.
- If anyone has been overcome with gas then move him or her, get help if you need it, to fresh air and place him or her in the recovery position, call an ambulance.
- Do not attempt repairs yourself.
- Contact Bord Gais immediately

Personal Protective Equipment

In keeping with general application regulations 2007, part 2, chapter 3, the following personal protective equipment is provided:

- Gloves for cleaning purposes
- Specific puncture proof gloves and tongs for the picking up and removal of abandoned sharps into sharps boxes.

Management of Contractors

All Contractors (e.g. Builders, Roofing Specialists, Boiler Maintenance Companies, Carpenters, Plumbers, and Carpet Layers etc.) who come into the buildings to carry out work or provide a service must provide a copy of their Safety Statement the organisation in keeping with Section 20 of Safety, Health & Welfare at Work Act 2005.

In addition they must produce evidence of appropriate Employer's Liability and Public Liability Insurance cover before they can commence work

Pregnant Employees

In the event of an employee informing Management that she is pregnant, full account will be taken of General Application Regulations 2007, Part 6, Chapter 2 and Schedule 8 governing Protection of Pregnant, Post Natal and Breastfeeding Employees. These regulations require that a risk assessment be carried out by management of her job and all of its tasks to assess if there is any risk to her or her unborn baby. If any such risk is identified management will undertake to re-design the job to eliminate that risk, where possible. The use of Health and Safety Leave within Maternity Protection Act 1994 will only be used where all other safe work options have been exhausted.

Smoking/ Alcohol and Drugs

The organisations smoking policy and the alcohol and drugs in the workplace policy related directly to health and safety. All staff should be familiar with the policy and behave in a manner consistent with the procedures outlined.

Equality and Diversity Considerations

Liberties Inchicore Rialto recognises that the special needs of diverse groups must be considered and met in the management, operation and implementation of safety policies and procedures. It does this by requiring its employees to ensure that careful attention is given to any special health and safety need arising by virtue of an individual's disability, mobility, physical stature, youth or longevity, sight and hearing impairment, sex, ethnic origin, language, learning disability, religious custom.

Where service users have a disability, which would make evacuation from an upper floor difficult every effort, will be made to accommodate that person on ground floor.

Stress

Liberties Inchicore Rialto recognises that stress at work can be a problem and takes its responsibilities in this regard seriously. The Project strives to minimize occupational stress through monitoring workloads, the allocation of work, human resources to do the work, demands of service users etc.
- Employees feeling stressed are actively encouraged to make this known to their line manager so that appropriate steps can be taken to alleviate the stress causing factors. Additional internal supervision is available to all employees.
- If a staff member raises issues of stress in supervision the supervisor should undertake an assessment of stress within all aspects of the role, including specific tasks, time management, co-worker relations, client relations etc. It is important this is done in a

judgement free and supportive manner. The focus of the supervision should be solution focused and involve putting in place appropriate supports and clarifying role expectations, resources and work processes/supports. This should be followed up in a specific session.

Sexual Harassment and Bullying

LIR has a specific Sexual Harassment Policy and Bullying Policy available to all staff.

Working Off-Site

Staff may accompany service users to hospital, court, social outings, visits to Social and Family Affairs, Probation offices etc.   In most cases public transport or taxis are used. In all cases the health, safety and welfare of the employees is considered before assigning anyone to a particular task. In rare cases where staff feel uncomfortable about a particular task or feel their health and safety is being threatened then they have the right to withdraw from that duty or situation.

If a staff member has an accident or is involved in a near miss situation while off-site they are instructed to report such incidents/accidents to their line manager on return.

Policies around outreach and/or accompanying services should be referred to in this regard.

Working Hours

Hours worked do not exceed 35 in any normal week. All time worked, breaks taken and holidays taken are recorded in accordance with Organisation of Working Time Records Regulations 2001.

Appendix J – Recognition of Prior Learning Application Form
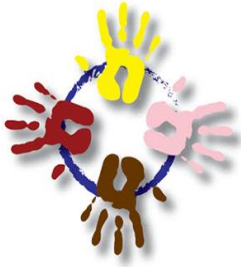
Recognition of Prior Learning (RPL)
APPLICATION FORM

22/23 School Street, Dublin 8, Tel: 01 454 7018, email:
alice.schoolst@gmail.com

Name: ___ _____

Correspondence Address:

_____

_____

Telephone: Home _____ Work _____

E-mail: _____

Please tick which type of RPL you are seeking.

☐ Recognition of Prior Formal/Accredited Learning. Please complete Section 1.

☐ Recognition of Prior Non-Formal/Informal/Experiential Learning (learning outside the formal education system, such workplace learning, etc.). Please complete Section 2.

Please give a brief outline of what you are requesting:

Section 1 – Application for credit exemptions/advanced entry based on learning at other Education/Training centres and non QQI Accredited learning.
Please state clearly the relevant prior learning you wish to have recognised for exemption and attach required supporting documents e.g. official transcript of results.

Name of Qualification:

_____

_____

_____

Course/Programme level on National Framework of Qualifications (NFQ) – 1 to 10):

_____

_____

_____

Accreditation Body:

_____

_____

_____

Name and Contact Details of Institution:

_____

_____

Relevant modules for which you are applying to have your prior learning recognised:

_____

_____

_____

Section 2 – Application for admission/ credit/advanced entry based on experiential learning.

In presenting your experience you should refer to the learning outcomes you have achieved and why these are relevant to your programme, including which modules you feel are possible equivalences and for which you are applying to have prior learning recognised.

Please attach all required supporting documentation (e.g. CV, references, etc. as listed above)

Future learning plan and the role of RPL in this

What is your main reason for considering further education now and how best would RPL contribute to this?

_____
_____
_____
_____
_____

Life/work experience, including experience and skills gained through volunteerism/care work

This would include key learning and skills achievements.

_____
_____
_____
_____
_____

Education Details

Second level and any subsequent education and training courses undertaken, including work-related training.

_____
_____
_____
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Other achievement

Including awards or prizes or publications

_____
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Please list supporting documents you have attached to this form

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Checklist and Declaration

In order that your application can be dealt with as quickly as possible, please submit, where applicable photocopies of the following documentation with this form:

Applicants requesting advanced entry/credit exemption based on **learning accredited at other Education/Training Centres** – have you attached the following supporting documents?

    1. An official transcript of results, and

2. A formal syllabus which includes topics covered, texts and references, learning outcomes and assessment and grading criteria for the relevant module(s)/programme(s).

Applicants requesting admission/ advanced entry/credit exemption based on **experiential learning** – have you attached the relevant supporting documents? These may include:
1. Your CV
2. References
3. An official syllabus or outline of education/training undertaken
4. Other

Declaration I wish to apply for recognition of my prior learning as outlined above. I have read and understood the LIR Training RPL Policy. I declare that the details provided by me are accurate. I understand that the data provided by me in this form will be used and protected by LIR Training in full compliance with data protection regulations.

Signature: _____

Name in Block Capitals: _____

Date: _____

Thanks you. The LIR Training Coordinator will contact you as soon as possible to discuss your application for RPL further.