



QUALITY ASSURANCE POLICY & PROCEDURE MASTER DOCUMENT

(This document includes all the policies and procedures
referenced in An Cosán's QA Manual)

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Proposed ELC changes-MASTER 7/6/23

Page No:	Description
103, 107 - 109	QAF308 Work Placement Policy – addendum for Professional Practice Placement
145, 147 - 148	QAF401 Staff and Tutor Recruitment Policy - new addendum to include staffing requirements for ELC
228, 237 - 238	QAF501 Teaching and Learning Policy – new addendum to implant UDL Principles for ELC Learners
274, 280 - 281	QAF601 (a): Fair & Consistent Assessment of Learners Policy – addenda for Professional Practice Placement & Implantation of UDL principles in ELC Assessment
299 - 300	QAF601 (m): An Cosán Plagiarism Policy – addendum to include random sampling for academic integrity.
418	Section 10 - Other Parties involved in Education and Training

	New section on agreement with DDLETB inserted.

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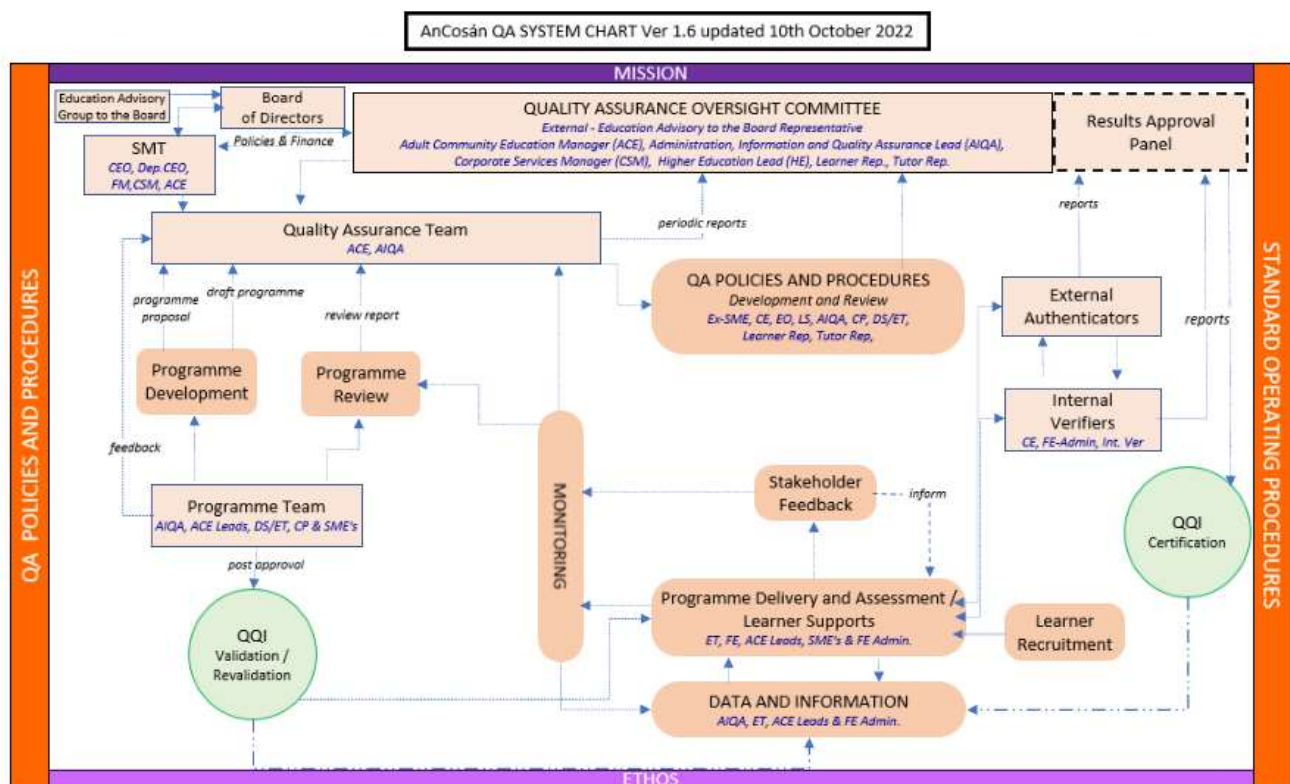
Section Ref	QQI Core Statutory Quality Assurance Guidelines
1	Governance and Management of Quality
2	Documented approach to Quality Assurance
3	Programmes of Education and Training
4	Staff Recruitment, Management and Development
5	Teaching and Learning
6	Assessment of Learning
7	Supports for Learners
8	Information and Data Management
9	Public Information and Communication
10	Other Parties involved in Education and Training.
11	Self-Evaluation, Monitoring and Review

Section 1: Governance and Management of Quality

QAF101: Terms of Reference for Management Structures

QAF101 (a): QA Process Flowchart

Policy Title	QA Process Flowchart		QA Code	QAF101 (a)
Version Number	1	Name of Creator	Administration, information & QA Lead	
Date Created	April 2021	Review Date:	April 2023	
Description of Changes	This process was updated in line with updates to various QA structures in place. Education Advisory Group to the Board was added to the process.		Reason for Changes	Mandatory Change recommended as Part of Re-engagement Process



QAF101 (b): Board of Directors (BOD) Terms of Reference

Policy Title	Board of Directors Terms of Reference	QA Code	QAF101 (b)
Version Number	1	Name of Creator	Administration, information & QA Lead
Date Created	April 2021	Review Date:	April 2022
Description of Changes	This process was formally recorded	Reason for Changes	Part of Re-engagement Process
Group Name	Board of Directors		
Management Process	Each Director on the Board holds equal responsibility for the strategic direction of the organisation, An Cosán. The Chairperson of the Board works in close collaboration with the Chief Executive. The Chief Executive sits on the Board as a non-voting member and represents staff views to the Board.		
Selection of Members			
Membership	Anna Durkan (Chair) Conal Henry (Vice Chair) Mairead Butler (Secretary) Geraldine French Bill Roche Dee Kehoe Siobhan Wall	Heydi Foster, CEO (Non-voting Member)	
Role	<p>An Cosán is a registered charity (no. 8659). The Revenue Commissioners grant charitable status. This allows donors to have a portion of their tax liability paid by way of donation to the Company. The Articles of Association sets out the main objects for which An Cosán is established:</p> <ul style="list-style-type: none"> To provide for the relief of poverty, deprivation, and disadvantage in the four communities of Tallaght West, which are Jobstown, Killinarden, Fettercairn and Brookfield and other similar disadvantaged areas through the provision of education, training, employment, enterprise and childcare. To empower local people through education and enable them to fully participate with local authorities and state agencies in the delivery of Government policies. To promote sustainable local development by the development of the leadership, strategic and entrepreneurial capacities of local people. To provide education, training, employment, enterprise, and childcare by establishing, building, maintaining and conducting a centre or centres or such facilities as may be thought desirable. 		
Structure of Meetings	The meetings will be held every six weeks. All members of the Board will be notified in writing of the date and time of the meetings by the Corporate Services Manager. An Agenda and copy of the previous meeting minutes will accompany this notice. A Board meeting may be held in the absence of Board Members once the Quorum of 50% of Board members are in attendance.		

Approved By:				
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved
Senior Management Team	Yes	No	N/A	Reason if Not Approved
Board of Directors	Yes	No	N/A	Reason if Not Approved

QAF101 (c): Senior Management Team (SMT) Terms of Reference

Policy Title	Senior Management Team (SMT) Terms of Reference	QA Code	QAF101 (c)
Version Number	1	Name of Creator	
Date Created	April 2021	Review Date:	April 2023
Description of Changes	This process was formally recorded	Reason for Changes	Part of Re-engagement Process

Group Name	Senior Management Team (SMT)
Management Process	<p>The primary roles of the Senior Management Team are:</p> <ul style="list-style-type: none"> ▪ Management ▪ Governance ▪ Implementation & review of the policies and procedures of the organisation <p>Many of these are derived from legal and insurance obligations and others which will ensure the efficient and effective operation of the business. The Senior Management Team must maintain the ethos of the organisation and ensure that principles of equality and the right of learners and staff are respected. The SMT will ensure that the organisation demonstrates and promotes respect for the diversity of values, beliefs, traditions, languages, and ways of life in society.</p> <p>It is the SMT's duty to introduce A Code of Behaviour for staff and learners ensuring:</p> <ul style="list-style-type: none"> ▪ The standards of behaviour that shall be observed by staff and learners. ▪ Measures that may be taken when a staff member/learner fails or refuses to observe those standards.
Selection of Members	<p>The team is made up of the CEO, and the Managers of the four functional areas of the organisation, Finance, Early Years, Adult Community Education and Corporate Services.</p> <p>The Manager of Early Years is also Deputy CEO</p>
Membership	<ul style="list-style-type: none"> ▪ Heydi Foster (CEO) ▪ Anne Genockey (Deputy CEO & Early Years Manager) ▪ Carole Byrne (Finance Manager) ▪ Vacant (Corporate Services Manager) ▪ Adelaide Nic Chárthaigh (Adult Community Education Manager)
Role	<p>The role of the Senior Management Team includes:</p> <ul style="list-style-type: none"> ▪ Review that the management system, standard operating procedures & quality process is working for the organisation ▪ Monitor and review that the management system is effective and achieving desired results ▪ Review monthly management reports ▪ Auditing/Risk management/Appeals/Tutor, employee, or learner grievance ▪ Allow the team to gather and review information of Objectives, assess trends, check on status of improvement projects. ▪ Provide ongoing performance and progress reviews on planned objectives.

	<ul style="list-style-type: none"> ▪ Ensure clear separation of academic and commercial interest by ensuring the appropriate personnel are on academic committees and sub-committees. This relates to both operational and decision-making processes. ▪ Acknowledge existing and external expertise and use this knowledge in decision making when appropriate.
Structure of Meetings	<p>SMT meetings will be held on a weekly basis and may convene additional meetings as may be necessary in the discharge of its duties. A meeting of the SMT may be convened at the request in writing by any member.</p> <p>All members of the Team will be notified in writing of the date and time of the meetings by the Corporate Services Manager. An Agenda and copy of the previous meeting minutes will accompany this notice.</p> <p>A Team meeting may be held in the absence of Team Members once the Quorum of three has been met.</p>

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF101 (d): Quality Assurance Oversight Committee (QAOC) Terms of Reference

Policy Title	Quality Assurance Oversight Committee Terms of Reference		QA Code	QAF101 (d)
Version Number	1	Name of Creator	Administration Information & QA Lead	
Date Created	2019	Review Date:	September 2022	
Description of Changes	Membership of QAOC Updated		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Group Name	Quality Assurance Oversight Committee (QAOC)
Management Process	The Quality Assurance Committee (QAOC) will operate under delegated authority from Senior Management. The QAOC may investigate any matter (within its terms of reference), needed to review any Quality Assurance resources and information it considers necessary. The Quality Assurance Committee is authorised to seek the information it requires from the SMT or other An Cosán employees to enable it to carry out its duties.
Selection of Members	The Quality Assurance Oversight Committee members will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. The tutor representative will ensure that input on the frontline delivery of Quality assurance from the tutor’s perspective is incorporated into all discussion and decision making. An Cosán includes a learner representative on this committee so that the voice and experience of the learner is included in the delivery of quality assurance at An Cosán.
Membership	The Quality Assurance Oversight Committee is constituted of the following members: <ul style="list-style-type: none"> ▪ External - Representative of the Education Advisory Group to the Board ▪ The Adult Community Education Manager (Chair) ▪ Administration, Information and Quality Assurance Lead ▪ Corporate Services Manager ▪ Higher Education Lead (As required) ▪ Learner Representative (Panel) ▪ Tutor Representative (Panel) <p>Note: tutor and learner representatives may only sit on one An Cosán panel at a time.</p>

<p>Role</p>	<p>The role of the Quality Assurance Oversight Committee is to ensure that transparent, fair, and consistent procedures (in line with National Standards) are applied in all decisions relating to academic activities. The Quality Assurance Oversight Committee will review matters that may include (but are not limited to) the following:</p> <ul style="list-style-type: none"> ▪ Responsible for academic regulations ▪ Contribute to policy development and implementation ▪ Provide Subject Matter expertise ▪ New programme proposal approval ▪ Review Core report documents such as self-evaluation, monitoring, external authentication reports, learner feedback reports etc. ▪ Review reports/recommendations from any sub committees ▪ Review and approve Quality Assurance Guidelines ▪ Assist the management team if required, including those that are deemed academic objectives and goals ▪ Review annual programme reviews and feedback from awarding bodies and make recommendations ▪ Review cases of any academic misconduct/plagiarism ▪ Review relevant reports from external bodies and authenticators ▪ Review appeals of examination and assessment grades ▪ Review and approve decisions relating to learner appeals, assessment malpractice, complaints etc. ▪ Review statistics/trends in relation to assessment results using QQI Business System (QBS) and other reports ▪ Approve validation applications before submission to QQI ▪ Monitoring and review of operational activities.
<p>Structure of Meetings</p>	<p>Meetings will be scheduled twice a year (extra meetings can be scheduled for unplanned or exceptional circumstances if required).</p> <p>An agenda will be sent out to all committee members 1 week in advance accompanied by previous meetings and any other documents needed for review at the meeting.</p> <p>If there is a specific issue to be discussed, sub-committees (e.g., Results Approval Panel, Programme Development Working Group etc.) or visitors may be invited for that period relevant to them only.</p> <p>Minutes of the meeting will be given to the Chairperson (ACE Manager) within one week of the meeting. Once approved by the Chairperson they will be circulated to all committee members. The ACE Manager, as the designated person responsible for Quality Assurance, will report to the SMT and other relevant committees or employees.</p> <p>A Team meeting may be held in the absence of Team Members. A quorum of 5 is needed to make any decisions.</p>
<p>Format of Meetings</p>	<p>The committee will follow the agreed agenda. All recommendations will be recorded by the secretary with actions assigned accompanied by timelines. Decisions will be based on the majority of the committee (votes may be held if needed). The Chairperson will have the deciding vote if there is a split vote.</p> <p>Members are permitted to communicate digitally by Zoom or Microsoft Teams if necessary but only as a last resort as face to face is preferable for this meeting.</p>

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF101 (e): Programme Development Working Group Terms of Reference

Policy Title	Programme Development Working Group Terms of Reference		QA Code	QAF101 (e)
Version Number	2	Name of Creator	Administration Information & QA Lead	
Date Created	December 2019	Review Date:	September 2022	
Description of Changes	Membership of Programme Development Working Group Updated		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process
Group Name	Programme Development Working Group			
Management Process	<p>The purpose of the Programme Development Working Group is to critically examine all aspects of proposed new programmes.</p> <p>The Programme Development Working Group will meet on an ad hoc basis when required.</p> <p>The Programme Development Working Group will review a proposal or recommendation for a new programme (or programmes) of learning. If the proposal is accepted, it will develop and make recommendations for the implementation of the new programme(s) in line with validation and revalidation.</p> <p>The Programme Development Working Group is a sub-group of the Quality Assurance Oversight Committee.</p>			
Selection of Members	<p>The Programme Development Working Group will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019.</p> <p>The tutor representative will ensure that input on the frontline development and delivery of training programmes from the tutor’s perspective is incorporated into the programme development process. An Cosán includes a learner representative on this working group so that the voice and experience of the learner is included when developing training programmes.</p>			
Membership	<p>The Programme Development Working Group consists of the following members:</p> <ul style="list-style-type: none"> ▪ External Consultant (Subject Matter Expertise) ▪ Community Education Lead (Access and Further Ed) (Chair) ▪ Employment Outreach Officer ▪ Community Partner Lead ▪ Digital Inclusion / Education Technologist Representative ▪ Learner Representative (Panel) ▪ Tutor Representative (Panel) (Subject Matter Expertise SME) <p>Note: tutor and learner representatives may only sit on one An Cosán panel at a time.</p>			
Role	<p>The role of the Programme Development Working Group includes:</p> <ul style="list-style-type: none"> ▪ The creation of all course material. They will adhere to the guidelines of the QA Manual. ▪ Maintain the quality of the academic material ▪ Develop engaging study materials to enhance the cognitive capacity of the learner 			

	<ul style="list-style-type: none"> ▪ Track and document processes and procedures in place to guide course development and to ensure efficiency and clarity to all staff involved in the content development process ▪ Develop and design training and information documents ▪ Develop templates which document guidelines for course development ▪ Identify requirements of the programme e.g., entry criteria, learning hours, assessment criteria ▪ Ensuring maintenance of the academic standard of the award ▪ Develop content for programme including programme descriptor, full learner resource pack, assessment strategies, briefs and marking schemes, tutor programme specification, exams, and workbooks (where relevant). ▪ Self-Evaluation against QQI criteria ▪ Review Core report documents such as self-evaluation, monitoring, external authentication reports etc ▪ Monitor all progress and improvements of the awards through desk top review, monitoring, learner, and tutor meetings ▪ Review of current education and training programmes, including assessments ▪ Review information to learners about each programme ▪ Consult with other providers in respect of transfer and progression options ▪ Get approval from Quality Assurance Oversight Committee for any significant programme changes and before submission to QQI or other accreditation body for validation or re-validation.
Structure of Meetings	<p>The Programme Development Working Group will meet when a new programme will be developed to offer as part of An Cosán’s suite of training courses.</p> <p>The Programme Development Working Group need to be aware of the QAOC schedule unless an extra ordinary meeting is convened for the purpose of reviewing the Proposal.</p> <p>An agenda will be sent out to all committee members 2 weeks in advance and any other documents needed for review or discussion at the meeting. Members can make amendments to the agenda at this point (min 1 week in advance of meeting).</p> <p>The chair of the Programme Development Working Group will complete the Programme Proposal Form QAF004 (b) to submit for approval to the Quality Assurance Committee.</p>
Format of Meetings	The committee will follow the agreed agenda. All recommendations will be recorded by the secretary, with actions assigned accompanied by timelines.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF101 (f): Programme Review Committee Terms of Reference

Policy Title	Programme Review Committee Terms of Reference		QA Code	QAF101 (f)
Version Number	1	Name of Creator	Administration Information & QA Lead	
Date Created	2021	Review Date:	September 2022	
Description of Changes	Membership of Programme Review Committee updated		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Committee Name	Programme Review Committee
Management Process	<p>The Programme Review Committee is concerned with the quality, standards, and monitoring of QQI, and Adult Community Education courses delivered by An Cosán. They are responsible for the oversight of all QQI programmes.</p> <p>The Programme Review Committee will periodically review programmes to maintain standards and ensure compliance and make recommendations to enhance and improve the programmes to ensure they are fit for purpose. They will also provide advice, support and guidance to management, tutors, and staff on the development and delivery of all An Cosán programmes.</p>
Selection of Members	<p>The Programme Review members will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019.</p> <p>The tutor representative is selected an internal subject matter expert with experience of the ethos of An Cosán and normal course delivery standards. An Cosán includes a learner representative on this committee so that the learner practical experience is included in the programme review procedure at An Cosán.</p>
Membership	<p>The Programme Review Committee consists of the following members:</p> <ul style="list-style-type: none"> ▪ External Consultant (Subject Matter Expertise (SME) (Chair) ▪ Administration and Quality Assurance Lead ▪ Community Education Lead (Access and Further Ed) ▪ Learner Support Coordinator ▪ Learner Representatives (Panel) ▪ Tutor Representative (Panel) (Subject Matter Expertise SME) <p>Note: tutor and learner representatives may only sit on one An Cosán panel at a time.</p>
Role	<p>The role of the Programme Review Committee includes:</p> <ul style="list-style-type: none"> ▪ Review Core report documents such as self-evaluation, monitoring ▪ Provide advice, support, and guidance to management on the development and delivery of programmes. ▪ Provide advice, support, and guidance to tutors on the on the development and delivery of programmes. ▪ To ensure all programmes (including Blended Learning programmes) are being delivered in line with QQI Core Guidelines

	<ul style="list-style-type: none"> ▪ To ensure all programmes (including Blended Learning programmes) are being delivered within scope of QQI Certificate of Validation. ▪ To report back and advise the Quality Assurance Committee on the delivery of existing programmes. ▪ To make recommendations on the programmes for continuous improvement and to ensure they are fit for purpose. ▪ Provide expert advice to the Quality Assurance Committee ▪ Participate in scheduled self-assessments and programme review cycles. ▪ Review recommendations to the Quality Assurance Committee and ensure that responses from programme evaluations are being implemented. ▪ Review and report/make recommendations on thematic programme policy papers received from QQI as they arise. ▪ Review the programme development in the context of the requirements of employers, industry, professional bodies, and the Irish economy. ▪ Evaluate feedback mechanisms for learners and tutors and the processes for acting on this feedback. ▪ Evaluate the physical facilities and resources provided for the delivery of training programmes. ▪ Evaluate formal links with industry, businesses, and the community. ▪ Review any research activities and their impact on teaching and learning.
<p>Structure of Meetings</p>	<p>The committee will meet twice a year (extra meetings can be scheduled for unplanned or exceptional circumstances if required) at least 6 weeks in advance of the Quality Assurance Oversight Committee.</p> <p>An agenda will be sent out to all committee members 2 weeks in advance accompanied by previous meetings and any other documents needed for review or discussion at the meeting. Members can make amendments to the agenda at this point (min 1 week in advance of meeting). Minutes of the meeting will be given to the Chairperson within one week of the meeting. Once approved by the Chairperson they will be circulated to all committee members.</p> <p>The chair of the Programme Review Committee will prepare a report for the Quality Assurance Oversight Committee. Items for review or items that require further consideration will be flagged as agenda items for the next Quality Assurance Committee meeting.</p> <p>Members are permitted to communicate digitally by Zoom or Teams if necessary.</p>
<p>Format of Meetings</p>	<p>A full self-assessment of programmes and services is scheduled by An Cosán every five years. Within this period programmes are reviewed/monitored from a variety of perspectives using the data gathered during a typical course delivery schedule. Data used to review programmes should include:</p> <ol style="list-style-type: none"> 1. Learner Evaluations

	<ol style="list-style-type: none"> 2. Tutor Evaluations 3. Programme Descriptor and Tutor notes 4. Programme resources 5. Scheme of works 6. Attendance records 7. Daily reports 8. Retention/Completion & Certification rates 9. Grade distribution and benchmarking 10. QQI analytics and benchmarking 11. Course meeting records 12. Internal verification (IV) Panel reports 13. External Authentication (EA) Panel reports 14. Results Approval Panel (RAP) minutes 15. QQI Validation reports 16. Any other relevant reports or feedback from external experts or stakeholders.
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF101 (g): Results Approval Panel (RAP) Terms of Reference

Policy Title	Results Approval Panel (RAP) Terms of Reference		QA Code	QAF101 (g)
Version Number	1	Name of Creator	Administration Information & QA Lead	
Date Created	December 2019	Review Date:	September 2022	
Description of Changes	Membership of Results Approval Panel (RAP) updated		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Group Name	Results Approval Panel (RAP)
Management Process	<p>The purpose of the Results Approval Panel (RAP) is to confirm that assessment of learner evidence and authentication of assessment results (including internal verification and external authentication) has been carried out in line with the provider’s quality assurance process. It confirms fairness and consistency in An Cosán’s assessment process and ensures the validity of the results produced.</p> <ul style="list-style-type: none"> ▪ All learner results are provisional until approved by the Results Approval Panel (RAP). This panel is a sub-committee of the Quality Assurance Oversight Committee. All panel members will be instructed to carry out their duties without bias. Their decision is to be based on the evidence presented to them only. ▪ A note taker to be assigned and a report to be prepared and signed off by all members of the panel. ▪ If the panel does not agree, the chairperson has the casting vote (only if the votes are spilt). However, panel members are advised that every reasonable attempt to agree should be sought. ▪ All evidence/documentation should be returned to the chair at the end of the meeting and securely disposed of.
Selection of Members	<p>The Results Approval Panel members will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019.</p> <p>The panel will be comprised of minimum 4 (max 8) personnel. Min 1 will be an independent Further education/education expert.</p> <p>The remaining panel members will be comprised of tutors and programme leads.</p> <p>The Chair will be the Administration, Information and Quality Assurance Lead.</p> <p>The Chair will have the responsibility of appointing members to the panel and to ensure there are no conflict of interest and to ensure impartial and unbiased decision making.</p>
Membership	<p>The Results Approval Panel (RAP) consists of the following members:</p> <ul style="list-style-type: none"> ▪ Adult Community Education Manager ▪ Administration, Information and Quality Assurance Lead (chair) ▪ Senior Further Education Administrator ▪ Internal Verifier ▪ External Authenticator

<p style="text-align: center;">Role</p>	<p>The role of the Results Approval Panel includes:</p> <ul style="list-style-type: none"> ▪ To meet and review and approve assessment results ▪ To ensure that the Results approval process has been followed and all the required documentation is in place. ▪ Review all relevant internal verifications reports and external authentication reports. ▪ Sign off on approved results before submission to QQI. ▪ Identify any issues arising in relation to the results and make recommendations for corrective action. ▪ Meet with Quality Assurance Oversight Committee if requested as a sub panel. ▪ Complete report which can be used for An Cosán’s self-evaluation process and internal monitoring process. ▪ Assessment procedures are observed. ▪ To ensure there is consistency amongst tutors (especially modules where a number of different tutors deliver). ▪ To ensure correct application of administrative procedures. ▪ To check all applicable evidence is available. ▪ To note any irregularities and report to the Administration, Information and Quality Assurance Lead. ▪ To review all relevant reports and make recommendations to the Administration, Information and Quality Assurance Lead. ▪ To review any learner complaints or requests and to ensure they are resolved satisfactorily. 				
<p style="text-align: center;">Structure of Meetings</p>	<ul style="list-style-type: none"> ▪ The Administration, Information & Quality Assurance (AIQA) Lead calls a meeting (in line with An Cosán’s submission policy). ▪ The panel may meet up to 6 times per year on a two monthly cycle. Meetings will typically be held 1 week before the QQI submission dates of 12th of Feb, Apr, Jun, Aug, Oct, Dec), however, An Cosán rarely submits assignments in August or October. ▪ The AIQA Lead is to ensure that the following reports are distributed to the panel members prior to start (IV reports, EA reports, Evaluation reports (tutor and learner), QBS provisional results, learner meeting records.) ▪ The panel to discuss each module’s results. Asked to focus on areas of concern and areas of good practice. ▪ The panel will consider the evidence and approve/sign off on the final results. ▪ All decisions to be recorded in RAP minutes which are to be distributed to all panel members within 1 week. The Chair is responsible for ensuring any issues are recorded and reported to the Quality Assurance Oversight Committee. ▪ Members are permitted to communicate digitally by Zoom or Microsoft Teams if necessary. 				
<p>Approved By:</p>					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF101 (h): Results Approval Panel Report

Results Approval Process Report

Section A: Members Details of Results Approval Panel

In Attendance: (A minimum of four must be in attendance)	Name:	Role:	Signature:
	_____	ACE	_____
	_____	AIQA	_____
	_____	FE-Admin	_____
	_____	IV	_____
	_____	EA	_____
	_____		_____
	_____		_____

Section B: Approval of Internal Verification & External Authenticator Reports

Confidentiality Statement

Members of the Results Approval Panel are reminded that the proceedings of the board are confidential, and that all documentation is the property of the Panel and should be returned at the close of the meeting.

Is there an Internal Verification Report for consideration	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	Staff Initials	
Was the Correct Procedure Followed	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	Staff Initials	
Panel's Comments/Recommendations re IV Report						
Were the Modules Externally Authenticated	Yes	<input type="radio"/>	No	<input checked="" type="radio"/>	Staff Initials	
Is there an External Authentication Report for consideration	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	Staff Initials	
Panel's Comments/Recommendations re EA Report						

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Section C: Approval of Module Results

Course Title	Module Title	Approved				Comments
Early Childhood Care & Education 5M2009	1.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	2.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	3.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	4.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
Business Administration with Digital Skills for Work 5M2468	1.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	2.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	3.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	4.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
Community Care 5M2786	1.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	2.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	3.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	4.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
Community Development 5M3050	1.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	
	2.	Yes	<input checked="" type="radio"/>	No	<input type="radio"/>	

	3.	Yes	<input checked="" type="radio"/>	No	<input checked="" type="radio"/>				
	4.	Yes	<input checked="" type="radio"/>	No	<input checked="" type="radio"/>				
Early Childhood Care & Education 6M2007	1.	Yes	<input checked="" type="radio"/>	No	<input checked="" type="radio"/>				
	2.	Yes	<input checked="" type="radio"/>	No	<input checked="" type="radio"/>				
	3.	Yes	<input checked="" type="radio"/>	No	<input checked="" type="radio"/>				
	4.	Yes	<input checked="" type="radio"/>	No	<input checked="" type="radio"/>				
Appeals									
Are the Learners who have appealed their Provisional Results	Yes	<input checked="" type="radio"/>	No	<input checked="" type="radio"/>	Have the Panel Approved their Appeals	Yes	<input checked="" type="radio"/>	No	<input checked="" type="radio"/>
Appeal Outcomes									
Any Other Relevant Information									
Report Signed Off By									
Results Approval Panel	Yes	No	Chairperson Signature		Staff Role				
QA Oversight Committee	Yes	No	Chairperson Signature		Staff Role				

QAF101 (i): Education Advisory Group to the Board Terms of Reference

Policy Title	Education Advisory Group to the Board Terms of Reference	QA Code	QAF101 (i)
Version Number	1	Name of Creator	Adelaide Nic Chárthaigh (ACE)
Date Created	7 th June 2022	Review Date:	September 2022
Description of Changes	New Policy	Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Group Name	Education Advisory Group to the Board
Management Process	<p>Establishment: The Education Advisory Group to the Board was established to make recommendations to the Board on all matters regarding adult community education in An Cosán.</p> <p>Authority: The Education Advisory Group provides advice to the Board in relation to adult community education strategy and policies. As part of this remit, it assists in providing oversight of An Cosán’s adult community education activity. However, the Education Advisory Group does not have decision making powers to amend strategies, policies or priorities or directions to An Cosán management and staff without endorsement of the CEO and Board.</p> <p>Board Approval: The Board has approved the Adult Community Education Advisory Group’s Terms of Reference. The Board may approve updates and amendments to these Terms of Reference from time to time and in line with An Cosán’s Constitution.</p>
Appointments	All appointments shall be for a period of two years, unless otherwise approved by the Board.
Membership	<p>The Education Advisory Group shall comprise:</p> <ul style="list-style-type: none"> • Chair – Board Member of An Cosán and no more than 7 other members. • Other members to include: <ul style="list-style-type: none"> ○ at Least 2 external experts in the provision of Adult Community Education ○ 1 Learner Representative appointed from the Learners’ Panel. ○ 1 Tutor Representative appointed from the Tutors’ Panel. ○ The ACE Manager will act as Secretary, minute taker to the Education Advisory Group. ○ The CEO will have a right to attend and contribute to Education Advisory Group. ○ The Education Advisory Group may invite other people to attend meetings when necessary.

Role	<p>The role of the Education Advisory Group is to consider and make recommendations to the Board in relation to the Adult Community Education Programme in An Cosán as follows; -</p> <ul style="list-style-type: none"> • To support the dissemination of education, learning and training resources, standards, and practices in line with National, European and international policy and within agreed training frameworks or guidelines. • To monitor and make recommendations on all training, assessment and education related activities to support quality learning and education. • To provide advice to the Board in relation to adult community education strategy and policies, including the ACE Review and relevant parts of the An Cosán Strategic Plan.
Structure of Meetings	<p>Meetings of the Education Advisory Group Frequency The Education Advisory Group will meet not less than three times per annum.</p> <p>Reporting to the Board The Chair of the Education Advisory Group will update the CEO and the Board about Committee activities. The minutes of Education Advisory Group meetings shall be noted by the Board and the Education Advisory Group through its Chair, who will report to the Board on the Group’s activities on at least one occasion each year.</p>

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF101 (j): Map of QA Management Structures (Working Groups / Committees / Panels)

		QAOC	Prog Dev Working Group	Prog Review Committee	Int. Verification	Ext. Authentication	RAP
Role	Abbreviation:	2022	2022	2022	2022	2022	2022
External - Education Advisory Group to the Board Representative	EAB	EAB					
External Consultant (Subject Matter Expert/SME)	Ex-SME		Ex-SME	Ex-SME (Chair)			
Adult Community Education Manager	ACE	ACE (Chair)					ACE
Administration, Information and Quality Assurance Lead	AIQA	AIQA		AIQA			AIQA (Chair)
Corporate Services Manager	CSM	CSM					
Community Education Lead (Access and Further Ed)	CE		CE (Chair)	CE	CE		
Learner Support Coordinator	LSC			LSC			
Employment Outreach Officer	EOO		EOO				
Community Partner Lead	CP		CP				
Digital Inclusion / Education Technologist Representative	DS/ET		DS/ET				
Senior FE Administrator	FE-Admin				FE-Admin		FE-Admin
Higher Education Lead	HE	As required					
Internal Verifier *Always a Tutor with Subject Matter Expertise (SME)	Int. Ver				Int. Ver		Int. Ver (If required)
External Authenticator	Ext-Auth					Ext-Auth	Ext-Auth (If required)
Learner Representative (Panel)	Learner-Rep	Learner-Rep	Learner-Rep	Learner-Rep			
Tutor Representative (Panel) (Subject Matter Expert SME)	Tutor-SME	Tutor-SME	Tutor-SME	Tutor-SME			
Other members as required	Other						
Total Number of Members		7	7	6	3	1	5

QA Management Structures referenced in table above include:

Quality Assurance Oversight Committee (QAOC); Programme Development Working Group; Programme Review Committee; Internal Verification; External Authentication; Results Approval Panel (RAP); External - Education Advisory to the Board Representative (EAB)

QAF102: Committee Agenda Template

Template Title	Agenda for Meetings		QA Code	QAF102
Version Number		Name of Creator	Administration Information & QA Lead	
Date Created	April 2021	Review Date:	April 2023	
Description of Changes	Newly Created		Reason for Changes	Part of Re-engagement Process

Name of Meeting	
Date of Meeting	
Venue	
Time	
Agenda Items	
▪	Minutes from Previous Meetings
▪	
▪	
▪	
▪	
▪	
▪	
▪	Any Other Business

QAF104: Board Report Template

Template Title	Board Meetings Report	QA Code	QAF104
Version Number		Name of Creator	Information & Comms Lead
Date Created	April 2021	Review Date:	April 2023
Description of Changes	Newly Created	Reason for Changes	Standardisation of Process



[DOCUMENT TITLE]

[Document subtitle]

Table of Contents

1. Summary (All leads)
2. Learner Numbers (ACE and EY)
3. Community Partners
4. Digital Inclusion
5. Tech Support
6. Counselling Service
7. Wraparound Services
8. Grants
9. Lifestart
10. CE Scheme
11. Comms

Board Report 2022

Reporting Period:		Due:	
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Name:

Section:

Date:

1. Summary of Key Issues:

Highlights

-
-
-

Challenges (3-5) Please include initial thoughts on how to address going forwards.

-
-
-

Actions needed to overcome challenges (e.g., extra resources)

-
-
-

other (Please include any relevant information significant to this reporting period):

-
-
-

2. Learner Numbers:

Please fill in the blank tables relevant to your section.

	Max no. Ss	2020	2021	Feb.	March	April
Access Classes	Pre-Covid-19	Dec.	Jan.			
Personal Development	20					
ESOL	35					
Basic Computers	22					
Adult Key Skills 1	22					
Adult Key Skills 2	22					

Art	15
Mindfulness	20
Irish	15
Women into Technology	15
University of the Third age (U3A)	20
Women and Wellness	20

Further Ed	Max no. Ss Pre-Covid-19	2020	2021			
		Dec.	Jan.	Feb	March	April
Early Childhood Care & Ed. (L.5)	20					
Early Childhood Care & Ed. (L.6)	35					
COMM Care & COMM DEV (L.5)	35					
COMM Care (L.5)	20					
COMM DEV (L.5)	35					
Business Admin with DIGI Skills [Young Women's Education Prog.						
• **Tallaght	35					
• City	35					
• Mná na hEireann	35					

Higher Ed	Max no. Ss Pre-Covid-19	2020	2021			
		Dec.	Jan.	Feb	Mar	April
Special Purpose Awards	15					
Certificate (L6) Leadership and C Dev	18					
Certificate (L6) Applied Addiction Studies and C Dev	17					
Certificate (L6) Leadership and Social Enterprise	4					
Certificate (L6) Personal and Prof. Development	n/a					
Higher Certificate Programmes (L 6) Leadership Applied Addiction Studies and Com Dev – joint class	11					
BA Degrees (L7) Leadership and C Dev - joint class	0					
BA Degrees (L7) Applied Addiction Studies and C Dev - joint class	28					
Unaccredited						

Early Years	Max no. Little Ones Pre-Covid-19	2020	2021			
		Dec.	Jan.	Feb	March	April
St Annes	22					
Kiltipper	30					
Whitehall	42					
Youthreach	24					
Coláiste Éanna	24					
St Catherines	21					
Rainbow House						
• Early Years						
• After School	59					

Key

Classes that are Face-to-Face



Classes cancelled

**3. Community Partners:**

- Number of New Partnerships / Engagements this month?
- Name new Community Partners:
- Collaborative Projects currently in progress:
- Opportunities to work on future Collaborative projects:
- The Conversion rate (CR) for An Cosán Open Days since last board report

4. Digital Inclusion:

- Update on Digital Stepping Stones:
- Update on Let's Get Digital:
- Update on Solas - Adult Digital Literacy consultation:
- Users out of 1000 who have used the digital stepping stones tool to date:
- Any other significant insights on digital competency or training?
- Next steps for the projects:

5. Tech Support:

- New Software/Licences:
- New IT Equipment:
- Projects:
- Quantitative Data:

6. Counselling Services:

- How many clients attended the service this period?
- How many clients are male/female/other?
- How many counsellors are working during this period? (Any staff leave?)
- What are the most common symptoms or issues clients are having this period?
- Anything else to add? (e.g., upcoming SLA meetings?)

7. Wraparound Services:

- What type of resources did you provide to families this period?
- How many families did you deliver supports to?
- Any additional feedback on resources?

8. Grants:

- Which grants were successful this period?
- Which were unsuccessful?
- How many grants are currently ongoing and please provide a brief description

- What training was delivered?
- Any technical support provided to organisations?

9. Lifestart:

- How many parents did you support during this period?
- How many meetings did you have with parents in person?
- How many where online/phone?
- Any update on funding for the service?

10. CE Scheme:

- Please indicate types of training participants have.
- How many participants are involved, and how many are male/female/other?
- How many hours do they work per week?
- How many have work experience and what type of work experience?

11. Comms (external):

Website/Content Creation:

- Number of visitors to the website from organic search through specific content
- Average number of pages viewed
- Number of email subscribers

Social Media:

- Facebook's Number of Likes, Number of interactions on Posts
- List Twitter's avg. tweet performance, audience Type, engagement rate
- LinkedIn's Number of Followers, Number of "connections"
- YouTube's Number of Subscribers, Number of views on Video
- Click-throughs, from website to social media

QAF105: Health & Safety Policy

Policy Title	Health & Safety Policy		QA Code	QAF105
Version Number	1	Name of Creator		
Date Created	December 2019	Review Date:	December 2021	
Description of Changes	An Cosán Safety Statement reviewed as part of Early Learning Centre Review		Reason for Changes	Annual Review

Policy Title	Health & Safety Policy
Policy Statement	It is the policy of The Shanty Educational Project Ltd to comply with the Safety, Health and Welfare at Work Act, 2005, Safety, Health and Welfare at Work (General Application) Regulations, 2007-2016, and Safety, Health and Welfare at Work (Construction) Regulations 2013 to ensure so far as reasonably practicable the safety, health and welfare of all employees whilst at work, and to provide such information, training and supervision as is needed for this purpose.
Scope of Policy	<p>It is the policy of The Shanty Educational Project Ltd to protect, so far as is reasonably practicable, persons not employed by this company who may be affected by our activities.</p> <p>It is the policy of The Shanty Educational Project Ltd to ensure that adequate consultation takes place between management and employees on all health and safety related matters and employees are encouraged to notify management of identified hazards in the workplace.</p> <p>All employees have the responsibility to co-operate with supervisors and management to achieve a healthy and safe workplace and to take reasonable care of themselves and others.</p> <p>The policy is to be available at all company work locations for consultation and review by all employees. The policy will be kept up to date and amended as necessary to meet changes in the nature and size of the business. In performance of the work, safety shall take precedence over expediency or short cuts despite the urgency or emergency nature of any The Shanty Educational Project Ltd operations.</p>
Policy Implementation	<p>Management</p> <ul style="list-style-type: none"> ▪ Taking a direct interest in the Safety Statement and positively supporting any person whose function it is to carry it out. ▪ Allocating resources within the constraints of the company's budget to implement safety policies within the Safety Statement. ▪ Periodically reviewing his/her responsibilities and that of all other persons concerned with implementing policies and procedures outlined in the Safety Statement. ▪ Ensuring that all staff under his/her control are held accountable for their performance in relation to Occupational Safety and Health. ▪ Ensuring resources are available to provide training, as required, for management, supervisors and employees.

- Managers are responsible for ensuring that staff under their control are made aware of and comply with the Safety Statement and the organisation and arrangements for carrying it out.
 - Being familiar with the Safety Statement and any subsequent revisions.
 - Communicating all relevant information included in the Safety Statement to employees and contractors.
 - Identifying Safety training needs and ensuring that appropriate training is provided.
 - Ensuring that all contractors are capable and willing to carry out work in a safe manner in accordance with the Company's policy.
 - Ensuring that necessary inspections and maintenance are carried out.
 - Ensuring that safety standards laid down in the Safety Statement are adhered to and obeyed.
 - Being aware of all identified hazards in their area of responsibility and specific measures to reduce the risks associated with these hazards.
 - Ensuring that all staff under their immediate control are aware of actions to be taken in case of emergency and that properly maintained firefighting equipment is available.
 - Ensuring that good housekeeping standards are maintained.
 - Ensuring that an Accident Report form is completed thoroughly and promptly for all reported accidents.
 - Participating in safety inspections in their area of responsibility.
 - Monitoring the activities of visitors and contractors on the premises to ensure their safety.
 - Obtaining and filing accident investigation reports and, when necessary, ensuring accident reports have been filed with the Authority.
 - Monitoring contractors and ensuring that they carry out their work in a safe manner.
- Employees**
- In accordance with the requirements of Chapter 2 Section 13 of the Safety, Health and Welfare at Work Act 2005, employees have the following responsibilities:
 - All employees are required to co-operate fully with all provisions taken by the company for ensuring the safety, health and welfare of other employees, contractors and clients.
 - All employees are required to immediately report all incidents and dangerous occurrences.

	<ul style="list-style-type: none"> ▪ All employees are required to adhere to all safe systems of work, wear any personal protective equipment and use any safety equipment provided. ▪ All employees are required to discharge their work in a safe manner taking care of their own safety and health and that of others. ▪ Employees must adhere to safety rules laid down by The Shanty Educational Project Ltd. ▪ Employees must not interfere with welfare facilities or other provisions on the premises ▪ Employees using their own transport on behalf of Shanty Educational Projects Ltd. must have full indemnity insurance and a copy supplied to Shanty Educational Projects Ltd CEO
Staff Responsible	Health & Safety Officer Fire Wardens

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF105 (a): Health & Safety Training Record

Template Title	Health & Safety Training Record	QA Code	QAF105 (a)
Version Number		Name of Creator	Administration, Information & QA Lead
Date Created	November 2019	Review Date:	
Description of Changes	None	Reason for Changes	Annual Review

		Health & Safety Training Record	
Training Title		Date of Training	
Duration of Training		Instructors Name	
Course Content			
Participant Name		Participant Signature	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

Signature of Instructor: _____

Signature of Health & Safety Officer: _____

QAF105 (b): Risk Assessment Template

Template Title	Risk Assessment Template		QA Code	QAF105 (b)
Version Number		Name of Creator	Safety Solutions	
Date Created	November 2019	Review Date:		
Description of Changes			Reason for Changes	Annual Review

Risk Definition and Matrix

Probability Categories

Category	Definition
1	Remote
2	Not Likely
3	Possible
4	Likely
5	Very Likely

Severity Categories (Safety)

Category	Definitions
1	First Aid, Near Miss
2	LTA (1 Day), Medical Treatment
3	LTA (3 Day), Dangerous Occurrence
4	Single Fatality
5	Multiple Fatality

Category	Definitions
Low	Acceptable level of risk. Risk is controlled as far as reasonably practicable. Existing Controls to be continuously monitored.
Medium	Should aim to reduce risk further to As Low As is Reasonably Practicable . (ALARP)
High	Unacceptable level of risk. Hazard MUST be avoided, or level of Risk reduced significantly & reliably by controls.

Risk Matrix

		PROBABILITY				
		1	2	3	4	5
SEVERITY	5	LOW	MED	HIGH	HIGH	HIGH
	4	LOW	MED	HIGH	HIGH	HIGH
	3	LOW	MED	MED	HIGH	HIGH
	2	LOW	LOW	MED	MED	MED
	1	LOW	LOW	LOW	LOW	LOW

QAF105 (c): Health & Safety Checklist

Template Title	Health & Safety Checklist		QA Code	QAF105 (c)
Version Number	1	Name of Creator	Administration, Information & QA Lead	
Date Created	May 2021	Review Date:	December 2023	
Description of Changes	None		Reason for Changes	None

Type of Hazard	Yes	No	Actions to be taken	
Entrance Hall/Stairways/Passages				
Are all lights working				
Are escape routes identified				
Are they free from obstacles				
Is there firefighting equipment				
Is it adequate and in working order				
Are floors clean and dry				
Are all electric sockets/plugs undamaged				
Are all electric sockets/plugs in good working order				
Are stairs free from obstruction				
Computer Room				
Is the room free from rubbish				
Are exits clear from obstruction				
Are escape doors clearly identified				
Are lights adequate				
Are they in good working order				
Are all materials stored safely and tidily				
Are all electric sockets/plugs undamaged				
Is there enough space for people to move easily				
Is all equipment safe for use				
Canteen				
Is the lighting adequate				
Is ventilation adequate				
Is the water supply adequate				
Are the floors kept clean and dry.				
Are notices clearly displayed.				
Are there guards on dangerous machines				
Is there fire equipment and is it in good working order.				
Is all equipment stored correctly				
Is any food exposed or left standing				
Is their appropriate handwashing facilities				
Is the facilities well stocked				
Are all surfaces undamaged/clean and free from grease.				
Is there any evidence of vermin or insects				
Are chemical cleaning agents stored correctly				
Are the chemical cleaning agents clearly labelled				
Is rubbish stored in suitable bins and emptied regularly.				
Offices				
Is the office clear of rubbish				
Are all exits clear.				
Are cables to machines safe and undamaged.				
Are escape doors clearly identified				
Are lights adequate				
Are they in good working order				
Toilets/Changing Area				
Are all appliances kept clean and undamaged				
Are all doors/locks/handles catches in good working order.				
Is there a supply of soap/towels/toilet rolls				
Are bins for used paper towels/nappies cleaned daily.				
Are cleaning substances kept out of reach				
Are all floors clean and dry				
Is ventilation adequate.				
Is there protective clothing for staff e.g., gloves etc.				
Health & Safety Officer:	Date:			

QAF106: Fire Safety Policy

Policy Title	Fire Safety Policy		QA Code	QAF106
Version Number		Name of Creator		
Date Created	2016	Review Date:	December 2021	
Description of Changes	Updated		Reason for Changes	

Policy Title	Fire Safety Policy			
Policy Statement	It is the policy of The Shanty Educational Project Ltd to comply with the Safety, Health and Welfare at Work Act, 2005, Safety, Health and Welfare at Work (General Application) Regulations, 2007-2016, and Safety, Health and Welfare at Work (Construction) Regulations 2013 to ensure so far as reasonably practicable the safety, health and welfare of all employees whilst at work, and to provide such information, training and supervision as is needed for this purpose.			
Scope of Policy	<p>Suitable firefighting equipment will be made available on The Shanty Educational Project Ltd premises.</p> <p>Fire Extinguishers will be placed in accessible locations throughout the premises for use in the event of a fire.</p> <p>All firefighting equipment will be properly maintained by Diskin Fire Manufacturing Ltd</p>			
Procedure Implementation	<ul style="list-style-type: none"> • Yearly records of maintenance are maintained in the site safety file • The location of equipment will be indicated by signage. • All emergency fire exits will be clearly marked and easily accessed in the case of an emergency. • An Emergency Plan of Action will be put in place, specific to the premises of The Shanty Educational Project Ltd., to deal with fire or other emergency. • Emergency evacuation drills are carried out at least once year and records are kept, additional monthly evacuation drills are carried out for pre-school section. • All The Shanty Educational Project Ltd. employees will be made fully aware of the Emergency Plan of Action and trained in the safety procedures for carrying out an emergency evacuation of the premises. • All personnel should be trained in the use of firefighting equipment and have full knowledge of the procedures to follow in the case of emergency evacuation. 			
Staff Responsible	Health & Safety Officer Fire Wardens			

Approved By:				
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved
Senior Management Team	Yes	No	N/A	Reason if Not Approved
Board of Directors	Yes	No	N/A	Reason if Not Approved

QAF106 (a): Fire Drill / Emergency Evacuation Record

Template Title	Fire Drill / Emergency Evacuation Record	QA Code	QAF106 (a)
Version Number		Name of Creator	Health & Safety Officer
Date Created	2009	Review Date:	Every Two Years Last Review 2019
Description of Changes	None	Reason for Changes	Reviewed as part

Fire Drill/Emergency Evacuation Record	
Date:	Time of alarm activation:
Time of complete evacuation of the building:	
Total time taken to evacuate the building:	
Reason for Alarm Activation (Fire Drill, false alarm, fire etc):-	
Details of problems identified during the evacuation: -	
Was the fire services called?	
Did the monitoring company make contact?	
Was the alarm audible in all areas of the building?	
Were all exits in working order?	
Did anybody report deficiencies in procedures?	
Comments	
Recommendations for future fire drills, false alarm, fire etc:-	
Health & Safety Officer:	
Date:	

QAF106 (b): General Emergency Procedures

Policy Title	Emergency Procedures	QA Code	QAF106 (b)
Version Number		Name of Creator	Health & Safety Officer
Date Created	2009	Review Date:	Every Two Years Last Review 2019
Description of Changes	None	Reason for Changes	Reviewed as part reengagement process

General Emergency Procedures	
Policy Statement	<p>Fire Precautions</p> <p>All staff members should familiarise themselves as soon as possible with:</p> <ol style="list-style-type: none"> 1. The layout of the premises 2. The location and operation of Emergency Exits 3. The location and operation of Fire Extinguishers, and Break Glass units were fitted 4. The correct action to be taken on discovering a fire or if the alarm is sounded by somebody else
Emergency Procedure Rules	
<p>EACH MEMBER OF STAFF SHOULD OBSERVE THE FOLLOWING RULES:</p> <ol style="list-style-type: none"> 1. Rubbish must be placed in bins provided, Bins must be emptied on a daily basis 2. Smoking is not permitted in any part of the building or close to doorways and windows 3. Escape routes and access to fire extinguishers must be kept clear at all times. Emergency exits to be kept clear at all times 4. Fire doors should not be fixed in an open position 5. Faults in electrical, gas, fire extinguishers, and fire alarm equipment must be reported to management 	
What to Do in the Case of a Fire	
<p>Calling the Fire Brigade</p> <ol style="list-style-type: none"> 1. Dial 999 or 112 2. Ask the operator for the fire brigade 3. When the fire brigade answers, state clearly. <ul style="list-style-type: none"> • Fire at; (give exact location) • Your phone number is • Nearest main road or landmark 4. DO NOT ASSUME that the call has been received until the above information has been acknowledged by the Fire Brigade 5. If safe to do so, remain near the telephone in case the Fire Brigade should ring back to confirm details. 6. If evacuation is necessary, proceed to the ASSEMBLY POINT 7. Bring the daily attendance sheet & visitor book to conduct a roll call 8. DO NOT RE-ENTER THE PREMESIS, remain at assembly point until otherwise advise 	

Fire Extinguishers Signage

FIRE RISK	WATER	FOAM	CARBON DIOXIDE	DRY POWDER
LABEL COLOUR	RED	CREAM	BLACK	BLUE
Paper, Wood, Textile & Fabric	✓	✓		✓
Flammable Liquids		✓	✓	✓
Flammable Gases				✓
Electrical Hazards			✓	✓

Approved By:

QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF107: Accident & Incident Policy

Policy Title	Accident & Incident Policy	QA Code	QAF107
Version Number		Name of Creator	
Date Created		Review Date:	
Description of Changes	None	Reason for Changes	Reviewed

Policy Title	Accident & Incident Policy
Policy Statement	It is the policy of The Shanty Educational Project Ltd to comply with the Safety, Health and Welfare at Work Act, 2005, Safety, Health and Welfare at Work (General Application) Regulations, 2007-2016, and Safety, Health and Welfare at Work (Construction) Regulations 2013 to ensure so far as reasonably practicable the safety, health and welfare of all employees whilst at work, and to provide such information, training and supervision as is needed for this purpose.
Policy Implementation	<p>An Accident Report book must be completed by the safety manager soon as possible following the incident. The report is to be reviewed by the company directors. Final reports are to be placed in a designated Accident Report file. The Safety manager or nominated person will interview the personnel involved, all witnesses and fill in the following details:</p> <ul style="list-style-type: none"> • Accident location, department • Description of work activity • Date and time of accident • Description of accident • Name, Address & Contact Details of the Person Injured • Injuries caused • Damage caused • Cause of accident • Name of personnel involved • Name of Witnesses • Condition of area • Sketch and/or photographs signed and dated • Statements signed and dated • Any other relevant information <p>A section on the report will be completed by the Occupational First Aider (if applicable), including the description on injury, treatment given, if the emergency services were called and any other relevant information.</p> <p>Accidents Reportable to the HSA The Safety, Health and Welfare at Work (General Application) (Amendment) (No.3) Regulations 2016 (S.I. No 370 of 2016) –Notification of Accidents and Dangerous Occurrences requires the Company to report to the Health and Safety Authority on prescribed forms:</p> <p>There are some key points in relation to reporting of accidents and dangerous occurrences. Only fatal and non-fatal injuries are reportable. Diseases, occupational illnesses or any impairments of mental condition are not reportable.</p>

	<p>Fatal Accidents must be reported immediately to the Authority or Gardai. Subsequently, the formal report should be submitted to the Authority within five working days of the death.</p> <p>Non-Fatal accidents or dangerous occurrences should be reported to the Authority within ten working days of the event.</p> <p>Injuries to any employee as a result of an accident while at work where the injury results in the employee being unable to carry out their normal work duties for more than three consecutive days, excluding the day of the accident, must be reported to the Authority (HSA)</p> <p style="margin-left: 40px;">A) Accidents at work resulting in a fatality or a person not being able to carry out their normal functions for more than 3 days. -IR1 Form (available at www.hsa.ie)</p> <p style="margin-left: 40px;">B) Dangerous occurrence (IR3 Form). Responsibility for ensuring that these reports are made when required rests with the Safety Officer. Records are to be maintained on file for 10 years with safety coordinator/head office.</p> <p>Results and Analysis</p> <p>An analysis of all accident reports is carried out annually The Shanty Educational Project Ltd. The findings will be circulated to all The Shanty Educational Project Ltd personnel here applicable.</p>
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF107 (a): Accident & Incident Report Form

Template Title	Accident & Incident Policy	QA Code	QAF107 (a)
Version Number		Name of Creator	
Date Created		Review Date:	
Description of Changes		Reason for Changes	

Accident Report Form			
Name of Injured Person		Contact Number:	
Name of Person Completing this form		Staff Title	
Date of Accident		Time Accident Happened	
Exact Location where accident took place			

Accident Details
(Describe in detail what happened, include all dates, times, names & measurements where applicable)

Witness Name		Contact Number of Witness	
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Witness Account of the Accident

Is PPE required for the Task	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Is the task risk assessed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Housekeeping Details
(Give details of the housekeeping including floor conditions, lighting conditions etc.)

Training
(Has the injured employee been adequately trained. Give details of all training carried out and attached records to report)

Were photographs taken (if so attach if possible)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Medical Treatment
Details of Injury
(Attach any medical reports)

Open Wound	<input type="checkbox"/>	Burns	<input type="checkbox"/>	Concussion	<input type="checkbox"/>	Bruising	<input type="checkbox"/>	Fracture	<input type="checkbox"/>
Sprain/Strain	<input type="checkbox"/>	Other	<input type="checkbox"/>						

Part of Body Injured										
Hand L/R	<input type="checkbox"/>	Eyes L/R	<input type="checkbox"/>	Back	<input type="checkbox"/>	Leg L/R	<input type="checkbox"/>	Foot L/R	<input type="checkbox"/>	
Wrist L/R	<input type="checkbox"/>	Neck	<input type="checkbox"/>	Head	<input type="checkbox"/>	Shoulder L/R				
Other										
Treatment (Tick One)										
First Aid	<input type="checkbox"/>	Referred to Company Doctor	<input type="checkbox"/>	Required Hospital A & E Visit						<input type="checkbox"/>
Describe Treatment Received										
Continued Work	<input type="checkbox"/>	Ceased Work Immediately	<input type="checkbox"/>	If Not Immediately - When						<input type="checkbox"/>
Actual Return Date If Known:				Expected Return Date						
Prevention of Further Occurrence										
What actions will be taken to prevent future occurrences?										
Person Responsible				Due Date						
Has the accident been recorded appropriately?						Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
Has the accident been notified to HSA if appropriate?						Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	

Signature

Date

Section 2. Documented Approach to Quality Assurance

QAF201: Quality Assurance Statement

Policy Title	Quality Assurance Statement		QA Code	QAF201
Version Number	1	Name of Creator	Administration, information & QA Lead	
Date Created	April 2021	Review Date:	April 2023	
Description of Changes	This process was formally recorded		Reason for Changes	Part of Re-engagement Process

Quality Assurance Statement

An Cosán’s QA Manual, Policies and Procedures document’s our quality assurance system and sets out our commitment to quality in terms of programme provision, staff management and development, teaching and learning, communications with staff and stakeholders, internal evaluation, and review. It also refers to arrangement for continuous improvement of the policies and procedures governing our services. Quality assurance is embedded in all our activities at all levels, incorporating the corporate domain (e.g., governance, finance, human resources) and the academic domain. Our quality assurance policies, procedures and systems are designed and documented as a comprehensive system and are translated into practice through a variety of internal quality assurance processes following consultation with our staff and stakeholders.

Specific policies and procedures incorporating the QQI Core Statutory QA Guidelines (2016) are set out in the Policy and Procedure Master Document.

An Cosán’s QA framework is disseminated to staff and learners through a range of channels including:

Staff and learner inductions, staff meetings, learner workshops, CPD workshops for tutor and Handbooks are available for staff, tutors, learners and Board of Directors, Policies are available on SharePoint.

An Cosán is committed to ensuring the highest standards of governance, management, and educational quality through:

- Implementation of clear management, monitoring and reporting structures for all activities.
- Adherence to legislative and accrediting body policy requirements
- The appointment and development of high-quality staff in educational development, delivery, and administrative roles
- Operating under best practice and compliance with all relevant legislation e.g., data protection, health and safety, equality etc

An Cosán’s programmes are subject to rigorous monitoring and review processes. An Cosán is committed to self-assessment and external review and will undergo audits and reviews by external accreditation bodies in an open, honest and positive manner. This is to ensure that policies and procedures remain fit for purpose, relevant and compliant with changes to statutory, legal and accrediting body requirements.

An Cosán has an organisation-wide strategy in place to develop the continuous enhancement of quality in all its activities:

- Regular review of annual key performance indicators (KPIs), business plans and goals
- Consultation with all stakeholders in the development of policy and procedures
- An organisation wide approach through to the implementation of quality assurance procedures to encourage a sense of ownership of quality amongst staff

- Policies and procedures are designed in consultation with those involved in their implementation.
- Learner satisfaction and the quality of services are key, with all staff members encouraged to contribute feedback and suggestions for process improvements during Management and team meetings.

Progress in embedding a quality culture is measured by the Senior Management Team using the following methods:

- Day-to-day monitoring
- Staff performance appraisals
- Stakeholder feedback
- Learner feedback through ongoing surveys
- Internal and external audits
- Implementation of QA framework
- Staff training and continuous professional development (CPD)

Legislative Requirements

An Cosán Senior Management Team (SMT) and Board of Directors (BOD) are committed to ensuring that all within the organisation are aware of the need to meet customer requirements in line with applicable legal and regulatory requirements.

In addition, the SMT and BOD ensures that all our requirements under Employment, Labour and Equality Law are met in full, while the Quality Assurance Oversight (QAO) Committee ensures that programmes of education and training are delivered in line with the criteria set out by QQI. The QAO committee keeps informed of all pending and existing legislation by email notification from insurance companies, Health and Safety Authority of Ireland (HSA) and QQI.

The following legislation is relevant to An Cosán in relation to Employment, Labour and Equality:

- Terms of Employment (Information) Acts 1994–2014
- Employment (Miscellaneous Provisions) Act, 2018
- The General Data Protection Regulation (GDPR) falls under Data Protection Act 1988, the Data Protection (Amendment) Act 2003 and the General Data Protection Regulation 2018 (GDPR).
- Safety, Health and Welfare at Work Act, 2005
- National Minimum Wage Act, 2000
- Payment of Wages Act, 1991
- Minimum Notice and Terms of Employment Acts, 1973–2005
- Industrial Relations (Amendment) Act, 2015
- Organisation of Working Time Act, 2015
- Organisation of Working Time (Records) (Prescribed Form and Exemptions) Regulations, 2001
- Maternity Protection Act 1994-2004
- Paternity Leave and Benefit Act, 2016
- Adoptive Leave Act 1995-2005
- Parental Leave Acts, 1998-2019
- Parent's Leave and Benefit Act, 2019
- Carer's Leave Acts 2001-2006
- Employment Equality Acts, 1998–2015
- Equality (Miscellaneous Provisions) Act, 2015
- Protection of Employment Acts, 1977-2007
- Protection of Employment Acts, 1977-2007
- Protected Disclosures Act, 2014
- Transfer of Undertakings Records - EC (Safeguarding of Employees' Rights on Transfer of Undertakings) Regulations 2003
- Redundancy Payments Acts, 1967–2014
- Protection of Employment (Exceptional Collective Redundancies & Related Matters) Act
- Unfair Dismissals Acts, 1977–2015

- Workplace Relations Act, 2015
- Mediation Act, 2017
- Equal Status Act 2000-2011
- Employment Permits Acts 2003 to 2014
- Protection of Young Persons Act 1996

The following legislation is relevant to An Cosán in relation to education and awarding bodies:

- Education Act, 1998
- Further Education and Training Act, 2013
- Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

Section 3: Programmes of Education and Training

QAF301: Development & Evaluation of New Programme Guidelines

Policy Title	Development & Evaluation of New Programme Guidelines		QA Code	QAF301
Version Number	April 2023	Name of Creator	Administration Information & QA Lead	
Date Created	April 2021	Review Date:	April 2024	
Description of Changes	Membership of Management Structures updated. The process for Validation of Programmes using a Shared Curriculum was added. Clarity on process of New Programme Proposals		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Aims

To assess the design and proposed implementation of a new programme with specific emphasis on the programmes content, learning outcomes, and resources (staff and facilities) required.

Objectives

- Evaluate the aims and general learning outcomes of the programme in the context of the relevant QQI standards.
- Evaluate the learning experience to be provided in terms of learning outcomes, syllabus content, teaching methods, and curriculum.
- Evaluate the assessment instruments proposed and ensure they are in line with QQI policy on fair and standard compliant assessment of learners.
- Evaluate the qualifications and relevant experience of academic staff to be assigned in teaching the course.
- Evaluate the physical facilities being provided and if they are available.
- Assess whether the processes in place for access, transfer and progression are in line with recommendations of QQI.

Approval of Programmes

Procedures for the design and approval of new programmes and modules should include clear and comprehensive provision for the presentation and structured consideration of evidence that the following issues have been addressed:

- Relevance of the programme to the mission and strategic plan of An Cosán
- Learning outcomes identified for each module
- How the programme meets its stated objective, particularly as regards intended learning outcomes
- Standard of knowledge, competence and skills
- Mode of delivery
- Pedagogy relevant to the programme
- Relationship to other programmes offered by An Cosán
- Industrial and other links, including possible work placement
- Human resources implications of providing the programme
- Impact of the programme on the physical resources and support facilities of An Cosán
- Financial implications of offering the programme
- Environmental scan of similar or related programmes offered by other providers
- Learner demand for programmes
- The needs of the chosen modes of delivery
- Consultation on the programme with relevant stakeholders and peers
- Fair, consistent and standards compliant assessment of learners on the programme

- Provision, where required by law, for the protection of learners in the event of the An Cosán ceasing to provide the programme and
- Satisfactory provision for learner access, transfer and progression in the context of the national framework of qualifications

Purpose

The purpose of these procedures and guidelines is to ensure that all programmes:

- Comply with QQI standards and are in line with QQI policy and procedures on quality assurance.
- Have explicit Learning Outcomes.
- To ensure all new and existing programmes are consistent with the appropriate levels, as identified on the National Framework of Qualifications.
- Are consistent with the procedures of the National Framework of Qualification and adhere to QQI guidelines in relation to access, transfer and progression.
- Support the learners in achieving their personal goals.
- Ensure learner and tutor representation is integral in the Quality assurance process.
- Are consistent with the core values and the key objectives of An Cosán.

Scope

The Development and Evaluation of New Programme Guidelines refers to the stages in the design, approval and review of all QQI accredited programmes. An Cosán requires proposers to submit an outline of the new programme to the Administration, Information and Quality Assurance Lead (AIQA) prior to development by completing the Proposal Form for the Development of New Programmes. The outline proposal will then be reviewed by the Adult Community Education manager (ACE) and AIQA and prepared for presentation to the Quality Assurance Oversight Committee (QAOC). The QAOC will consider the New Programme Proposal in terms of the overall strategic aims of the organisation, access and progression for learners, resource requirements and availability and adherence to relevant QQI requirements. The QAOC will decide whether or not to proceed with development of the new programme and if proceeding will appoint a Programme Development Working Group (PDGW) with the required skills and subject matter expertise to proceed and complete all the requirements of new programme development in preparation for submission to QQI within a given timeline. The PDGW will prepare the application for validation, engage with internal/external stakeholders, prepare all course materials, and ensure adherence to QQI guidelines. Upon completion, the application document will be presented to the QAOC by the AIQA for further review and if passed the QAOC will instruct the AIQA to make a final submission for validation to QQI.

Proposals for New Programmes

Proposals for new programmes can emanate from many sources. These may include proposals for new courses, proposals for changing existing courses and proposals for discontinuing existing courses.

Proposals must be considered both on their own merit and within the framework of overall An Cosán policy. The most frequent source and channel for individual proposals on course development is likely to be academic staff through structured meetings at course level and with Department Leads.

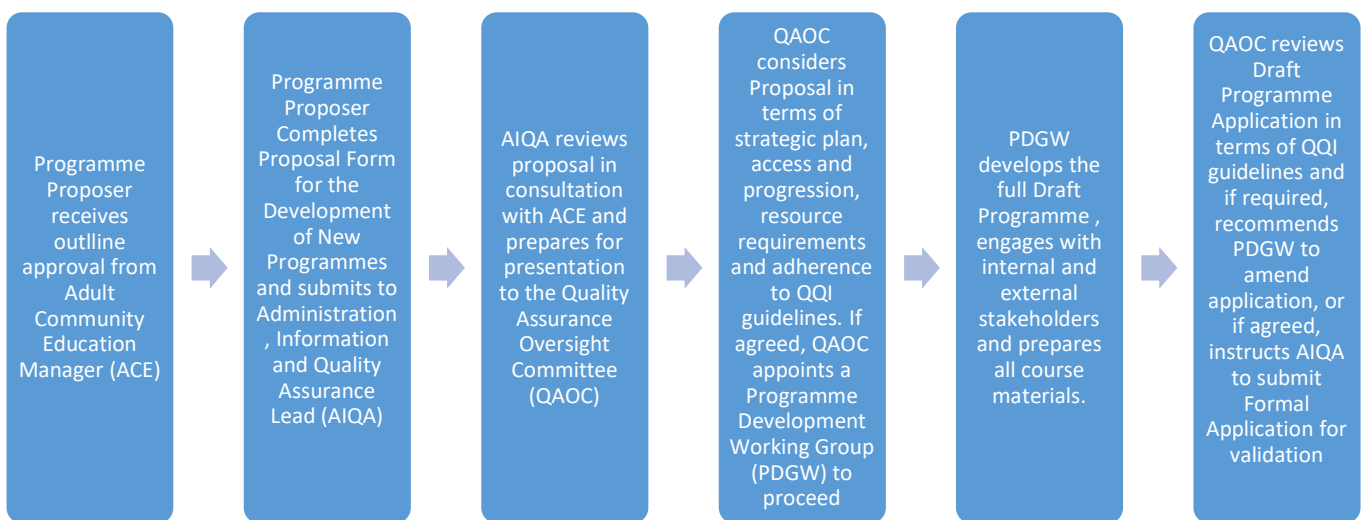
New proposals may also be introduced directly by the Adult Community Education Manager.

An Cosán requires the proposers of all new programmes to submit an outline of the programme for approval prior to the development of a full submission. This outline approval arrangement facilitates time management during the process.

- The outline proposal should be submitted to the Administration, Information and Quality Assurance Lead
- The Administration, Information and Quality Assurance Lead will examine the outline proposal for completeness before presenting to the Quality Assurance Oversight Committee for consideration.
- The proposal for outline approval must conform to the requirements of the validating body on new course validation. The outline should include the following:
 - Title of Course

- Reason for seeking the award
- NFQ Level & No of Credits
- Minimum Entry Requirements
- Evidence demand for the course or programme
- Description of Course Content & Material
- Learning Outcomes
- Description of Modules
- Content of Modules
- Course Support Materials
- Assessment Methods of Modules
- Description of Facilities\Resources Required
- Staff Resources required

Life Cycle of a Programme Proposal



Stages in Design of a New Programme

Identification and proposal of potential new programme	Ideas for new courses are generated from training needs analyses, course enquiries database, engagement with learners and tutors, and outreach with community partners, employers, and other stakeholders. New legislation is also considered and employment trends.
Approval from Quality Assurance Oversight Committee	When an idea is generated, the Adult Community Education Manager is firstly consulted. The relevant Education Lead will prepare a proposal for the Quality Assurance Oversight Committee and will include programme context, level, rationale, learner demand, competitors (if any), schedule for development and resources and costs associated with development and validation. A Proposal Form for the Development of New Programmes will be completed and submitted to the Administration, Information and Quality Assurance Lead who will check the form for completeness and consult with the Adult Community Education Manager before presentation to the QAOC. The QAOC will review the proposal considering An Cosán’s strategic plan, scope of practice, learner

	<p>needs, alignment with NFO, what is currently offered by other providers and accreditation requirements.</p> <p>[For more information on the Quality Assurance Oversight Committee, see QAF101 (c): “Quality Assurance Oversight Committee Terms of Reference”]</p>
<p>Programme Development Working Group commence programme development</p>	<p>If approved by the QAOC, the QAOC will appoint a Programme Development Working Group (PDGW) comprising the required skills and subject matter expertise whose role is to fully develop the programme and associated fee schedule. A timescale is decided upon, and the PDGW will report back to the Quality Assurance Oversight Committee at agreed intervals.</p> <p>Learning outcomes of the programme are finalised. Access requirements, and transfer and progression pathways are identified for the programme. A self-evaluation against QQI criteria is completed. Programme descriptor, full resource development, assessment briefs, marking sheets and tutor programme specification are developed and agreed.</p> <p>[For more information on the Programme Development Working Group, see QAF101 (e) “Programme Development Working Group Terms of Reference”]</p>
<p>Evaluation and approval by Quality Assurance Oversight Committee</p>	<p>Application is reviewed by Quality Assurance Oversight Committee and returned to the Programme Development Working Group for amendment if required. The Quality Assurance Oversight Committee must approve application before final submission to accrediting body.</p>
<p>Submission to Accrediting Body for Validation</p>	<p>All Course development materials will be submitted to the relevant body through one of the following methods and the required fee will be paid Uploaded through QBS with QQI.</p>
<p>Accrediting body completes an external assessment to approve Programme</p>	<p>The accrediting body completes an external assessment ensuring core policies and criteria for the validation of programmes of education and training are met.</p> <p>No offers of places will be made on a course through its inclusion in An Cosán’s prospectus or otherwise without the final awarding body approval.</p>

Programme Monitoring and Review

<p>Programme Review Committee</p>	<p>The Programme Review Committee is concerned with the quality, standards and monitoring delivered by An Cosán Training. They are responsible for the oversight of all QQI programmes. The Programme Review Committee will periodically review programmes to maintain standards and ensure compliance and make recommendations to enhance and improve the programmes to ensure they are fit for purpose. They will also provide advice, support and guidance to management, tutors, and staff on the development and delivery of all An Cosán programmes.</p> <p>[For more information on the Programme Review Committee, see “QAF101 (e): Programme Review Committee Terms of Reference”]</p>
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Programme Design Framework

An Cosán applies the following framework for the design of a training programme

Conduct a Training Needs Analysis	An Cosán's innovative model is unique because of our learner-centered approach and wrap around support services. We consider the type of training that is required by conducting a Training Needs Analysis (TNA) or Learner Needs Analysis. A TNA is undertaken to identify the gaps in knowledge, skills, and sometimes attitudes of our learners and is carried out in order to design effective training courses that will close these gaps. This research is gathered from learners, tutor and Community Partners' needs through post course evaluation, feedback surveys, Community Partner Forums, meetings.
Identify Learning Outcomes	<p>Set learning outcomes that are performance-based and clear. The end result of the learning outcome can be observable or measured in some way which is reflected in the assessment criteria.</p> <p>These may already be set out by the accrediting body and must align with the relevant award standards.</p>
Identify Learning Style	<p>The training programme is developed to meet the different learning styles of potential learners, i.e., visual, auditory and kinesthetic.</p> <p>Different styles may be relevant more than others to a particular type of training, depending on the information being taught.</p>
Identify Model of Delivery	Training programmes may include a variety of delivery methods, i.e., fully classroom-based, blended online or fully online. Choice of method is based on a number of factors including demand, requirements and relevance, learner needs, geographical location of learners and external factors. e.g., unprecedented global pandemic.
Outline Budget	Decide on the financial input of the organisation into the development of this programme, including staffing, consultancy, resources, and fees.
Identify Delivery Style	Devise methodology and lesson plans for the programme. This will vary depending on the mode of delivery.
Audience Consideration	Ensure programme is relevant and accessible to the intended audience. Outline learner supports and reasonable accommodations that can be made for learners on the programme.
Content Development	<p>Learning outcomes and methodologies are used to develop the content for the programme by Subject Matter Experts (SMEs) on the Programme Development Working Group. The most up-to-date evidence should be used to advise this content. Assessment criteria are devised to include all learning outcomes.</p> <p>Content for all programmes, blended and classroom-based, are developed with a view to support effective teaching, learning and assessment.</p>
Set Timeframe	Decide on duration of training, including directed and self-directed learning hours.

Communication of Training	<p>Communication of training programme is sent out via a variety of communication channels (examples listed below) to initiate learner recruitment:</p> <ul style="list-style-type: none"> ▪ An Cosán website and social media ▪ Target marketing to our audiences: learners (past and present), Community Partners, e-zine subscribers and relevant stakeholders ▪ Advertised on online platforms e.g., Courses.ie, Nightcourses.com, Open Days are advertised on Activelink, Aontas One Step Up and other channels
Measure Effectiveness	<p>Effectiveness of the training is measured through our reflective practice approach and formative and summative evaluation procedures which collates feedback from the learner and the tutor, and through assessment results which allows us to establish the level of improvement in knowledge, skills and competence.</p>

Validation of Programmes using a Shared Curriculum

As a longstanding provider of programmes leading to a QQI award in the early care and education field, An Cosán has commenced planning for validation of the new ELC childcare awards - Level 5 Certificate Early Learning & Care 5M21473 and Level 6 Advanced Certificate in Early Learning & Care 6M21471.

An Cosán has in place an Agreement with DDLETB Early Learning Care Programme Board (ELCPB) to share access the new ELC Curriculum for the following these awards.

The curriculum is shared so that An Cosán can apply to QQI for differential validation for the programme solely to deliver within our own context.

An Cosán is aware that only providers with established QA procedures including access, transfer and progression and who have in place Protection for Enrolled Learners (if required) can apply for programme validation and that all programmes must be validated using the standards set out in our agreed quality assurance procedures with QQI.

Collaborative Working Group

Due to the extensive work and expertise required to validate major award programmes, An Cosán is currently part of a collaborative group which consists of representatives from several community and voluntary (C&V) organisations. Together, this collaborative group will share expertise and work together to develop these programmes for validation. By working collaboratively all organisations can avail of external expertise and a deeper pool of knowledge and experience while all still working within the context and ethos of community education. This project is being led by an independent education consultant.

Applying for programme Validation

Each organisation will apply separately to QQI for validation. When preparing the An Cosán application, the QAF301: Development & Evaluation of New Programme Guidelines will be followed in full by the Programme Development Working Group.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF301 (a): Proposal Form for the Development of New Programmes

Template Title	Proposal Form for the Development of New Programmes		QA Code	QAF301 (a)
Version Number	1	Name of Creator	Administration Information & QA Lead	
Date Created	December 2019	Review Date:	December 2021	
Description of Changes			Reason for Changes	Part of Re-engagement Process

Section 1 – Details of Staff Member/Department Proposing Programme

Education Department	
Area Lead	

Section 2 – Details of Proposed Programme

Aims of the Programme and reason for seeking the award				
Programme Title				
Award Title				
Code (if applicable)				
Nature of the course	QQI Module	Professional Body	Other	
Type of award (if applicable)	Minor	Major	Special Purpose	Supplemental
Level & No. of Credits (if applicable)	Level No:		Credit Value:	
Number of modules	Credit Value per module		Total Number of Credits	
Minimum Entry Requirements				
Is there opportunity for Progression or Transfer onto other courses				
If Yes, Please Give details of the opportunities				

Section 3 – Research / Needs Analysis

Is there demand for this course or programme	YES	NO
Is yes, please detail evidence or research carried out (Please attach all documents of research)		

Section 4 – Description of Course Content & Material (per module)

Where Professional Body Courses or Vendor courses are involved refer to this in the section for course content and include programme documents provided by the Professional Body	
Learning Outcomes	
Description of Module	
Content of Module	
Course Support Materials	
Assessment Methods of Module (for e.g., essays, projects, formative & summative testing, practical's etc.)	

Section 5 – Description of An Cosán Resources Required

Accommodation/Facilities	
Staff Resources required	

Signed (by Proposer): _____ Date: _____

QAF302: Learner Admission Policy

Policy Title	Learner Admission Policy		QA Code	QAF302
Version Number	2	Name of Creator	Administration Information & QA Lead	
Date Created	December 2019	Review Date:	December 2021	
Description of Changes	This been formally recorded – process was done informally		Reason for Changes	Part of Re-engagement Process

Policy Title	Learner Admission
Policy Statement	<p>An Cosán operates an open admissions policy for learners who fulfil the necessary requirements to undertake a course of study offered. Inclusiveness and equality are central to An Cosán’s policy.</p> <p>An Cosán does not discriminate on any of the grounds outlined in the Equal Status Acts 2000-2015. An Cosán, in so far as is practicable within its resources, makes special accommodation for learners with disabilities.</p> <p>An Cosán reserves the right of admission and may decide to modify, postpone or cancel Learner admission at any time should the need arise.</p> <p>An Cosán seeks to provide access to all learners who meet the entry requirements of a programme. It is also a commitment of An Cosán that as far as possible that no barriers will prevent the learner from accessing the programme of their choice.</p>
Scope of Policy	<p>This policy applies to all prospective learners of An Cosán and relates to all An Cosán Access, Further and Higher Education Courses. (NALA, QQI accredited and An Cosán certified).</p> <p>The Community Education Lead (Access and Further Education) and Higher Education Lead are the named people for advice and support for their specific departments.</p>
Policy Implementation	<p>An Cosán Admission Application Process</p> <ul style="list-style-type: none"> ▪ Entry requirements, admission criteria and programme information will be made available on the An Cosán website and in printed promotional materials and at Open Days ▪ As part of the admission process the learner will also be advised of the wrap around services that An Cosán provided as well as the supports that they can provide to learners on their programmes. ▪ Learner submits application directly to An Cosán with relevant deposit of fees and payment schedules to secure place ▪ A Learner may be invited for an appointment with the Education Lead, if it is evident from their application form that a conversation is required to establish the type of supports which need to be put in place. ▪ It is the responsibility of applicants to ensure they are fully briefed about their chosen course of study. Applicants will take responsibility for ensuring that they have completed all documentation required for enrolment and paid the necessary fees if applicable. ▪ This may include, but is not limited to: <ul style="list-style-type: none"> ○ a completed enrolment forms ○ a photocopy of any previous qualifications ○ proof of English language proficiency (if required) ▪ Applicants will take responsibility for ensuring that they are fully registered on the programme of study. An applicant cannot be considered a learner until they have completed all stages in the registration process.

	<ul style="list-style-type: none"> ▪ On acceptance onto a programme, the Learner is informed of acceptance on course in writing. ▪ Applicants will also take responsibility for the accuracy of information supplied. Submitting false or misleading information or documentation can lead to cancellation of admission or expulsion from a programme. ▪ For more information on the wraparound supports see the Learner Handbook and “QAF017: Recognition of Prior Learning (RPL) Policy”
<p>Criteria For Admission</p>	<p>To access programmes leading to a particular award, the learner should have:</p> <ul style="list-style-type: none"> ▪ reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications i.e., to complete a level 5 you need a level 4 etc. ▪ For funded programmes, learners may need to meet specific requirements (e.g., be from a particular geographical area, or target group as set out by the funding bodies) ▪ Minimum English Language Requirements: Teaching in An Cosán is through the medium of English. Learners whose first language is not English must show that they meet a certain standard of English language proficiency. ▪ Applicants must also have a strong interest in their chosen area of study. ▪ Additional Requirements Specific to Learners Engaging in Blended Learning: Applicants must be self-motivated and have the capacity to take responsibility for their own learning as they progress through a blended learning programme. Basic computer literacy is required to enrol on a blended learning programme. Learners must be made aware that to participate in the course they will need access to a computer with and WIFI. An Cosán will support learners with technical requirements where needed.
<p>Learners with a Disability, Medical Condition or Learning Difficulty:</p>	<p>Under the Equal Status Acts, 2000 to 2015, An Cosán is fully committed to providing reasonable accommodation to meet the needs of learners with a disability, a significant on-going medical condition or learning difficulty to enable them to successfully complete their programme on an equal footing with other learners.</p> <p>A reasonable accommodation might be any action that helps alleviate a substantial disadvantage arising from the learner’s disability, significant medical condition or learning difficulty, without changing the demands or the integrity of the examination or the programme.</p> <p>[For more information, see “QAF040 (a): Reasonable Accommodation Policy”</p>
<p>Selection Process</p>	<ul style="list-style-type: none"> ▪ The decision to admit a learner must be based ultimately on an informed judgement that the applicant is competent to begin the course and successfully complete the course. ▪ An Cosán reserves the right to request an applicant to attend for interview to assess their eligibility for a programme where it deems such action appropriate. ▪ Should the numbers enrolling for a programme exceed available capacity, places will be offered to eligible applicants on agreed selection criteria. ▪ Applicants who cannot be accommodated due to capacity will be invited to place their names on a waiting list. ▪ Incomplete applications will not be assessed until all information has been received from the applicant. Fees paid in advance will be returned if, for any reason, an applicant is not offered a place on the programme or if the programme does not run.

Induction Process	<p>Learner induction is mandatory at the start of every programme. The presentation will include:</p> <ul style="list-style-type: none"> ▪ Admission Criteria ▪ Fees Policy ▪ Submission Policy including deadlines ▪ Exam Policy and Code of Conduct ▪ Schedule of Submission ▪ Referencing ▪ Appeals ▪ Plagiarism ▪ Assessment Process ▪ Transfer & Progression ▪ Learner Supports ▪ PEL – Protection for Enrolled Learners ▪ RPL – Recognition of Prior Learning ▪ Health and Safety ▪ Learner Handbook
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF302 (a): An Cosán Fees and Financial Policy

Policy Title	An Cosán Fees and Financial Policy		QA Code	QAF302 (a)
Version Number	2	Name of Creator	Administration Information & QA Lead	
Date Created	2021	Review Date:	July 2022	
Description of Changes	The Process was formally recorded and updated for the new academic calendar		Reason for Changes	Annual Review



Fees Policy and Financial Procedures

Fee Payments, Terms and Conditions

An Cosán recognises that learners may have difficulties in paying the annual programme fee in one transaction and has created a number of instalment options, which are set out in the Fee Payment Plan Agreement.

Learners who are in receipt of employer sponsorship or other funding must submit a letter of confirmation from the 'sponsor' and provide full contact details for invoice purposes. **Applications will not be processed without this confirmation.** Where fees have not been paid by the sponsor within thirty days after the issue of the invoice, it is the responsibility of the learner to pay the fee and claim it back from their sponsor. All fees must be paid as agreed in the Fee Payment Plan Agreement. **The Fee Payment Plan Agreement form should be completed, signed and returned to the Programme Administrator, prior to the commencement of programme.**

If learners fail to meet the agreed payment dates, they may:

- be prevented from sitting examinations
- have all continuous assessment and exams results withheld until payment is made
- be denied access to the Online Learning Management System (LMS) i.e., Moodle (for Further Education Programmes) and Blackboard (for Higher Education programmes)
- learners will not progress into the next semester, year or will not graduate

Please be advised, if you are paying by instalments, the conditions above will apply until all outstanding amounts are paid.

Please note that fees may be subject to change on an annual basis.

Payment Methods and Bank Details

- The preferred method of payment is by bank transfer
- Cheques or postal orders will be accepted during office hours and should be made payable to 'The Shanty Educational Project – VCC Account'
- Payment may also be made by Credit or Debit Card in person or by telephoning the Finance team
- Cash cannot be accepted
- Payments will be recorded on monthly Statements sent to learners by the Finance team

Bank Details	
Account Name	The Shanty Educational Project – Virtual Community College Account
Account No	55840318
Sort Code	93-33-17
IBAN	IE87 AIBK 9333 1755 8403 18
BIC	AIBKIE2D

Deposits

To secure a place on a programme, a **non-refundable** deposit must be paid on acceptance onto the programme.

Deposit Refund Policy

An Cosán has a strict policy in relation to refund of deposits. Deposits are only refunded if the course does not commence. If a learner wishes to withdraw prior to the commencement of the programme they can apply in writing for a refund of their deposit and any such application will be considered on a case-by-case basis.

Fees Liability

Learners are liable for published fees in accordance with table below:

If registered on a Full Programme (e.g., Major Award, BA Degree) Date of Official Withdrawal/Deferral	If registered on a modular basis	The Financial Implications are:
From Friday 13 th August 2022	On commencement of module	Learner is liable only for the amount of the deposit paid; no refund is due.
From Friday 27 th August 2022	From week 2 of module	Learner is liable for 50% of the published programme fee and should make a balancing payment; no refund is due.
From Friday 4 th February 2023	From week 4 of module	Learner is liable for 100% of the published programme fee and should make a balancing payment; no refund is due.

Withdrawals / Deferral

Where a learner withdraws from a programme or applies for a deferral, they remain liable for fees in accordance with Table 1 (above). Learners must complete a Withdrawal / Deferral Form, available by contacting the relevant Programme Administrator. The date of withdrawal/deferral will be the date agreed between the learner and Administrator.

Deferrals

If a learner applies for and is granted a deferral by An Cosán they will be entitled to re-join the next available programme. They will be liable for the difference between the annual fee for the new year less any amounts paid by them in the academic year of their approved deferral.

Module Exemptions

Learners who receive exemptions for modules that they have been awarded previously do not need to pay fees for these modules.

Tax Relief

For information on tax relief for tuition fees in respect of third level education see:

<http://www.revenue.ie/en/tax/it/leaflets/it31.html>

Other financial supports, Scholarships and An Cosán Bursary Fund

A guide to other funding supports is outlined on our website <https://www.ancosan.ie/financial-supports/>

We recommend you contact each of the organisations directly to check your eligibility to apply for support. This Guide is for reference only and was accurate at time of compilation. An Cosán may have limited bursaries available for learners who meet the criteria and for whom finance is a barrier. For further information, contact the Administrator for your programme.

For Further Information

All queries relating to the module / programme should be directed to the relevant administrator:

- Contact Lily Ward on email l.ward@ancosan.ie for Access and Further Education Programmes
- Contact Foluke Oladosu on email f.oladosu@ancosan.ie for Higher Education Programmes.
- Contact Tricia Nugent, Finance team on email t.nugent@ancosan.ie for all queries relating to fees.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF302 (b): An Cosán Fee Payment Plan Agreement

Policy Title	An Cosán Fee Payment Plan Agreement		QA Code	QAF302 (b)
Version Number	2	Name of Creator	Administration Information & QA Lead	
Date Created	2021	Review Date:	July 2022	
Description of Changes	The Agreement was formally recorded and updated for the new academic calendar		Reason for Changes	Annual Review



Fee Payment Plan Agreement Academic Year 2022/2023



Name: _____

Address: _____

Contact Phone: _____ Personal Email: _____

STEP 1: SELECT YOUR PROGRAMME

Please tick the box to indicate the Programme/Module you are registered on below:

Category	Description	Fees	<input checked="" type="checkbox"/>
Access Education	Standalone Module non-accredited (Enter Title of module): 1. _____	€200 per module	<input type="checkbox"/>
Further Education 	Standalone Module QQI Level 5 (Enter Titles of each module if more than one): 1. _____ 2. _____	€250 per module	<input type="checkbox"/>
	Community Care QQI Level 5 8 modules	Full Programme €2,000 / €1,000 per stage / €250 per module	<input type="checkbox"/>
	Community Development QQI Level 5 8 modules	Full Programme €2,000 / €1,000 per stage / €250 per module (Partially funded by 50% for eligible applicants)	<input type="checkbox"/>
	Business Administration with Digital Skills for Work QQI Level 5 8 modules	Full Programme €2,000 / €1,000 per stage / €250 per module	<input type="checkbox"/>
	Early Childhood Care and Education (ECCE) QQI Level 5 8 modules	Full Programme €2,000 / €1,000 per stage / €250 per module (Fully Funded 100% for eligible applicants)	<input type="checkbox"/>
	Early Childhood Care and Education (ECCE) QQI Level 6 8 modules	Full Programme €2,000 / €1,000 per stage / €250 per module	<input type="checkbox"/>
	Higher Education	Standalone Module QQI Level 6 / 7 (Enter Titles of each module if more than one): 1. _____ 2. _____	€300 per module
	Certificate in Leadership and Community Development NFQ Level 6 6 modules	Full Programme €1,800 / €300 per module	<input type="checkbox"/>
	Certificate in Applied Addiction Studies and Community Development NFQ Level 6 6 modules	Full Programme €1,800 / €300 per module	<input type="checkbox"/>
	Certificate in Leadership and Social Enterprise NFQ Level 6 6 modules	Full Programme €1,800 / €300 per module	<input type="checkbox"/>
	Certificate in Personal and Professional Development NFQ Level 6 8 modules	Full Programme €200 / €65 per module (This programme is heavily Funded)	<input type="checkbox"/>
	Higher Certificate in Leadership and Community Development NFQ Level 6 12 modules over 2 stages	Full Programme €3,600 / €1,800 per stage / €300 per module	<input type="checkbox"/>
	Higher Certificate in Applied Addiction Studies and Community Development NFQ Level 6 12 modules over 2 stages	Full Programme €3,600 / €1,800 per stage / €300 per module	<input type="checkbox"/>
	BA Degree in Leadership and Community Development NFQ Level 7 18 modules over 3 stages	Full Programme €5,400 / €1,800 per stage / €300 per module	<input type="checkbox"/>
	BA Degree in Applied Addiction Studies and Community Development NFQ Level 7 18 modules over 3 stages	Full Programme €5,400 / €1,800 per stage / €300 per module	<input type="checkbox"/>

DEPOSIT: All Programmes fees include a non-refundable deposit payable to secure a place. The Deposit is payable prior to start of the module / programme and should be made as soon as an offer is made to secure your place. Please Read the Fees Policy for full details.

STEP 2: SELECT HOW YOU WILL PAY YOUR FEES:

Please indicate how you are paying your fees? Tick all that apply if you are paying from a combination of funding sources.

Payment Options	<input checked="" type="checkbox"/>	State Amount €
I am paying my own fees	<input type="checkbox"/>	
A Third-Party Organisation is paying my fees (If an organisation is paying your fees, please provide contact details below)	<input type="checkbox"/>	
Name of Third-Party Organisation: _____ Contact Name: _____ Email Address: _____ Phone: _____ Postal Address: _____		
I have applied to An Cosán’s Bursary Fund	<input type="checkbox"/>	

STEP 3: SELECT YOUR PAYMENT PLAN PREFERENCE:

Please select your payment plan preference by ticking the appropriate box below.

Access Education

	Option A	Option B	Option C
Standalone Modules €200	Deposit of €50 <u>PLUS</u> €150 at beginning of module	Deposit of €50 <u>PLUS</u> Week 1: €75 Week 5: €75	Weekly Instalments Deposit of €50 <u>PLUS</u> From week 1, €30 weekly over 5 weeks
Tick box to indicate your preference <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further Education

	Option A	Option B	Option C
Standalone Modules €250 per module	Deposit of €50 <u>PLUS</u> €200 at beginning of module	Deposit of €50 <u>PLUS</u> Week 1: €100 Week 5: €100	Weekly Standing order Deposit of €50 <u>PLUS</u> From week 2, €40 weekly over 5 weeks
Tick box to indicate your preference <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full Programme €1,000 per stage	3 Instalments Option Deposit of €250 <u>PLUS</u> 3 payments due on dates outlined below: 1. By 5 th November 2022 €250 2. By 4 th February 2023 €250 3. By 15 th April 2023 €250	Monthly Instalments Deposit of €250 <u>PLUS</u> 10 x payments of €75 (payable over 10 months between September 2022 – June 2023).	Weekly Instalments Deposit of €250 <u>PLUS</u> 30 weekly payments of €25 to be agreed with the Finance team (payable over 10 months between September 2022 – June 2023).
Tick box to indicate your preference <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Higher Education

	Option A	Option B	Option C
Standalone Module €300 per module	Instalments Deposit of €50 <u>PLUS</u> €250 at beginning of module	Instalments Deposit of €50 <u>PLUS</u> Week 1: €125 Week 5: €125	Weekly Instalments Deposit of €50 <u>PLUS</u> From week 2 €50 weekly over 5 weeks
Tick box to indicate your preference <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full Programme €1,800 per stage	3 Instalments Option Deposit €400 <u>PLUS</u> 3 payments due on dates below: 1. By 5 th November 2022 €500 2. By 4 th February 2023 €500 3. By 15 th April 2023 €400	Monthly Instalments Deposit of €400 <u>PLUS</u> <u>payments</u> of €140 (payable over 10 months between September 2022 – June 2023).	Weekly Instalments Deposit of €400 <u>PLUS</u> 35 weekly payments of €40 to be agreed with the Finance team (payable over 10 months between September 2022 – June 2023).
Tick box to indicate your preference <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Note, some programmes are partially funded, contact finance to discuss options if your programme fee option is not listed above.

I agree to pay the deposit PLUS the amount indicated in the Payment Plan options I selected above

Note: If a Third-Party Organisation is paying your fees, please attach an email / letter from the organisation confirming this.

Signed: _____ Date: _____

STEP 4: CONFIRM YOU HAVE READ THE “FEES POLICY AND FINANCIAL PROCEDURES”:

Please tick the box to indicate that you have read and understand An Cosán’s Fees Policy and Financial Procedures

STEP 5: RETURN YOUR COMPLETED PAYMENT PLAN AGREEMENT:

Please complete and return this Agreement to the appropriate member of staff:

- For Access and Further Education Programmes return to Lily Ward on email l.ward@ancosan.ie
- For Higher Education Programmes return to Foluke Oladosu on email f.oladosu@ancosan.ie

STEP 6: PAY YOUR FEES

IMPORTANT POINTS:

- Fees are Payable by Bank Transfer (EFT), Standing Order, or by Card
- Please note that we **do not** accept cash payments
- Please add your Name as a Reference against your payment so fees can be allocated to your account accordingly

BANK DETAILS FOR YOUR INFORMATION:

Bank Details	
Account Name	The Shanty Educational Project – Virtual Community College Account
Account No	55840318
Sort Code	93-33-17
IBAN	IE87 AIBK 9333 1755 8403 18
BIC	AIBKIE2D

Approved By:

QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	



Tick the relevant box	
Community Care Level 5	
Community Development Level 5	
Business Administration and Digital Skills Level 5	
Special Needs Assisting Level 5	
Special Needs Assisting Level 6	

Please complete all sections in block capitals

Please note that any information given on this form is for our own records and will be held in the strictest confidence and in line with the General Data Protection Regulation Act 2018

Your Name: _____
 Address: _____

 Email: _____

Mobile No: _____
 PPS No: _____
 Date of Birth: ____ / ____ / ____

Highest Level of Education Completed

PRIMARY * JUNIOR CERT * LEAVING CERT * FURTHER EDUCATION *

Are you in receipt of a Social Welfare Payment? Yes * No *

Are you employed? Yes * No *

If so, is do you work F/t * P/t *

Do you hold a Medical Card Yes * No *

Have you any medical conditions An Cosán needs to be aware Yes * No *

Have you any dietary requirements An Cosán needs to be aware Yes * No *

Do you require any specific learning supports Yes * No *

Do you require assistive technology to be able to attend this course Yes * No *

Have you previously attended courses in An Cosán? Yes * No *

Do you require Childcare while attending this course? Yes * No *

How did you hear about An Cosán:

Social Media * Recommended by Past Learner * Newspaper * Other * _____

For Office Use Only:		
Applicant offered a Place?	Yes *	No *
Has Applicant completed Assessment?	Yes *	No *
Did the applicant successfully complete the assessment for their course?	Yes *	No *
Was applicant referred to an alternative course?	Yes *	No *
Has applicant taken the place?	Yes *	No *
Has the learner paid their deposit?	Yes *	No *
Is the learner receiving funding?	Yes *	No *



Welcome to An Cosán



Our mission is to empower through education, we do that by providing people of all ages with pathways to learning, leadership and enterprise.

**Community Care
Level 5M2786
Course Overview**

Course Title	Community Care
Module Code	5M2786
Certification	QQI Level 5 Qualification (120 credits) Major Award
Duration	Part-Time Basis over two academic years Two Sessions Per Week 9.30 – 12.30 pm
Assessment Techniques	Collection of Work Skill Demonstrations Projects Examinations Written Assignments

Course Overview:

The purpose of the Community Care Major Award is to provide learners with knowledge, skills and competence in Caring within the Community to gain employment or develop professionally in a caring capacity. During the course, there will be a work placement element which allows the learner to implement, develop and put into practice the skills and knowledge that they are gaining. Participants will gain an understanding of best practice for continuous professional development in Community Care capacity, through the learning and implementation of theory, practices and processes relevant to Caring for People in the Community.

As the course is delivered on a part-time basis it provides the necessary flexibility to allow for an appropriate work/life balance for learners with additional commitments and limited resources. Learners will ideally have a minimum of Level 4 qualification and will be required to have a level of English language proficiency to be able to fully participate in all lessons and assessments. No previous work experience is required.

Aim of the Course:

The aim of this programme is to equip the learner with a comprehensive understanding and skills set to commence or develop a career in Community care. The emphasis of the compulsory programmes is on knowledge of human health and development, care provision and practice and on health and safety at work, these and the elective subjects offered by An Cosán will offer the learner a skill set which is adaptable to a variety of work arenas, health care, childcare, community support and community development.

Objectives of the Course

On completion of this course, you the Learner will be able to:

- To enable learners to explore and understand the role of the health care worker and community carer in general
- To adapt that role to the particular needs of patient groups.
- To understand the needs and priorities of each patient group.
- To master the skills which are required to tailor care to meet those diverse and individual needs.
- To equip learners with a comprehensive knowledge of various aspects of the responsibilities, competencies and skills required to successfully work in the area of community care, to include theoretical and practical skills.
- To equip learners with the knowledge to understand the challenges met by each group so that they may promote positive health care and positive interventions
- To enable the learner to develop skills set, knowledge and competence which allows them to analyse, assess, evaluate and review the social policies, statutory and voluntary agencies which provide care in the context of patient needs
- To enable learners to employ a wide diversity of care skills to achieve the aims and objectives of caring for their patient group.

Course Breakdown

This course is delivered over 8 different Modules and each Module covers a topic on the subject matter relating to Caring within the Community. The scheduled classes take place twice a week in three-hour sessions over a period of ten weeks per Module. Modules are run one at a time to ensure flexibility around learner's complex work\life balance. There are further opportunities made available for collaborative workshop/study-group environments throughout the course.

Academic Year One Modules

MODULE 1 – Human Growth & Development 5N1279

Section 1: Conception to Birth

Section 2: Growing & Responding

Section 3: The Human Condition – Emotional Social & Intellectual Development

Section 4: Living & dying on a Shared Earth

Section 5: Empathetic Caring Models

MODULE 2 – Special Needs Assisting 5N1786

Section 1: History of Special Needs in Ireland

Section 2: Legislation & Agencies to Support Special Needs Services

Section 3: Signs, Symptoms and Approaches Used

Section 4: Development of the Special Needs Child

Section 5: The Role of the Special Needs Assistant

Section 6: Personal Development & Reflection

MODULE 3 – Care Support

Section 1: The Role and Setting

Section 2: Legal, Ethical and Moral Matters

Section 3: Care Support Skills

Section 4: Personal Skills and Attributes

Section 5: Personal Reflection & Reflective Practice

MODULE 4 – Safety, Health & Welfare at Work

Section 1: Health & Safety Legislation

Section 2: Safety Statement, Communication and Training

Section 3: Safety in the Work Environment

Section 4: Hazards and Risk Assessments

Section 5: Specific Health & Safety Issues

Academic Year Two Modules

MODULE 5 – Communications 5N0690

Section 1: Verbal and non-verbal communication

Section 2: Reading, Writing, Researching

Section 3: Information Communication Technology and Legislation

MODULE 6 – Work Experience 5N1356

Section 1: General Work-Related Information

Section 2: Planning and Preparing for the Work Experience

Section 3: Work Experience

Section 4: Reflection on Work Experience_

MODULE 7 – Care Provision & Practice

Section 1: Care provision and Practice – The Role and Setting

Section 2 The Carer

Section 3: Case Studies: Occupational Therapy and its value

Section 4: Practical Care Support Skills for Particular Patient Groups
Section 5: Personal Development & Reflective Practice

MODULE 8 – Care of the Older Person

Section 1: Theory, Context and Overview of Caring for the Older Person
Section 2: Medical & Health Care Professions
Section 3: The Skills of the Healthcare Worker
Section 4: Personal Reflection & Reflective Practice



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Our mission is to empower through education, we do that by providing people of all ages with pathways to learning, leadership and enterprise.

**Community Development
Level 5M3050**

Course Overview

Course Title	Community Development
Module Code	5M3050
Certification	QQI Level 5 Qualification (120 credits) Major Award
Duration	Part-Time Basis over two academic years Two Sessions Per Week Wednesday & Friday 9.30 – 12.30 pm
Assessment Techniques	Collection of Work Skill Demonstrations Projects Examinations Written Assignments

Course Overview:

The purpose of the Community Development Major Award is to provide learners with knowledge, skills and competence in working within the Community to gain employment or develop professionally in a Community Development capacity. During the course, there will be a work placement element which allows the learner to implement, develop and put into practice the skills and knowledge that they are gaining. Participants will gain an understanding of best practice for continuous professional development in Community Development capacity, through the learning and implementation of theory, practices and processes relevant to Caring for People in the Community.

As the course is delivered on a part-time basis it provides the necessary flexibility to allow for an appropriate work/life balance for learners with additional commitments and limited resources. Learners will ideally have a minimum of Level 4 qualification and will be required to have a level of English language proficiency to be able to fully participate in all lessons and assessments. No previous work experience is required.

Aim of the Course:

The aim of this programme is to equip the learner with a comprehensive understanding and skills set to commence or develop a career in Community Development. The emphasis of the compulsory programmes is on knowledge of Community Development and Practice, Addiction Studies and Committee Skills will offer the learner a skill set which is adaptable to a variety of work arenas, health care, community support and community development.

Objectives of the Course

On completion of this course, you the Learner will be able to:

- To enable learners to explore and understand the role of the health care worker and community carer in general
- To adapt that role to the particular needs of patient groups.
- To understand the needs and priorities of each patient group.
- To master the skills which are required to tailor care to meet those diverse and individual needs.
- To equip learners with a comprehensive knowledge of various aspects of the responsibilities, competencies and skills required to successfully work in the area of community care, to include theoretical and practical skills.
- To equip learners with the knowledge to understand the challenges met by each group so that they may promote positive health care and positive interventions
- To enable the learner to develop skills set, knowledge and competence which allows them to analyse, assess, evaluate and review the social policies, statutory and voluntary agencies which provide care in the context of patient needs
- To enable learners to employ a wide diversity of care skills to achieve the aims and objectives of caring for their patient group.

Course Breakdown

This course is delivered over 8 different Modules and each Module covers a topic on the subject matter relating to Caring within the Community. The scheduled classes take place twice a week in three-hour sessions over a period of ten weeks per Module. Modules are run one at a time to ensure flexibility around learner's complex work\life balance. There are further opportunities made available for collaborative workshop/study-group environments throughout the course.

Academic Year One Modules

MODULE 1 – Communications 5N0690

- Section 1: Verbal and non-verbal communication
- Section 2: Reading, Writing, Researching
- Section 3: Information Communication Technology and Legislation

MODULE 2 – Work Experience 5N1356

- Section 1: General Work-Related Information
- Section 2: Planning and Preparing for the Work Experience
- Section 3: Work Experience
- Section 4: Reflection on Work Experience_

MODULE 3 – Social Studies

- Section 1: Introduction to Sociology
- Section 2: Research Skills
- Section 3: Health & Community Services Units
- Section 4: Social Issues
- Section 5: Equality Studies

MODULE 4 – Management Committee Skills

- Section 1: Management Committees
- Section 2: Effective meetings
- Section 3: Participating on management committees
- Section 4: Work of management committees

Academic Year Two Modules

MODULE 5 – Understanding Community Development

- Section 1: Creating a Community Profile
- Section 2: Community Development Current Issues and Challenges
- Section 3: Powerful People Institutes in Community Development
- Section 4: Principles and Practices in Community Development
- Section 5: The Value of Community Development

MODULE 6 – Community Development in Practice

- Section 1: Plan and Evaluate a Community action Plan
- Section 2: Personal Commitment and Integrity
- Section 3: Community Work Value 1& Value 2
- Section 4: The History of Community Development
- Section 5: Educational Advantages & Disadvantages in Ireland
- Section 6: Women in Power

MODULE 7 – Working in Groups

- Section 1: Group Facilitation
- Section 2 Working as A Group
- Section 3: Models of Group Formation

Section 4: Personal Development & Reflective Practice

MODULE 8 – Community Addiction Studies

Section 1: Different Models of Addiction

Section 2: Intervention and Services in the Addiction Sector

Section 3: Social Issues and Addiction

Section 4: Types and Side Effects of Addictions

Section 5: Personal Development & Reflective Practice



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Early Childhood Care & Education Level 5M2009

Course Overview

Course Title	Early Childhood Care & Education
Module Code	5M2009
Certification	QQI Level 5 Qualification (120 credits) Major Award
Duration	Part-Time Basis over two academic years Two Sessions Per Week Wednesday & Thursday 9.30 – 12.30 pm
Assessment Techniques	<ul style="list-style-type: none"> ✓ Collection of Work ✓ Skill Demonstrations ✓ Projects ✓ Examinations ✓ Written Assignments

Course Overview:

The purpose of the Early Childhood Care & Education Major Award is to provide learners with knowledge, skills and competence in Early Childhood Care & Education to gain employment or develop professionally in an Early Years capacity. During the course, there will be a work placement element which allows the learner to implement, develop and put into practice the skills and knowledge that they are gaining. Participants will gain an understanding of best practice for continuous professional development in an Early Years capacity, through the learning and implementation of theory, practices and processes relevant to Early Childhood Care & Education.

As the course is delivered on a part-time basis it provides the necessary flexibility to allow for an appropriate work/life balance for learners with additional commitments and limited resources. Learners will ideally have a minimum of Level 4 qualification and will be required to have a level of English language proficiency to be able to fully participate in all lessons and assessments. No previous work experience is required.

Aim of the Course:

The aim of this programme is to equip the learner with a comprehensive understanding and skills set to commence or develop a career in the Early Years Sector. While the emphasis of the compulsory modules is on the Development of the Child, Childhood Care & Education the practices required and the benefit of play on not only the well-being of the child but also its development. The skills set which will be imparted to and demonstrated by the learner who completes this Major Award, are an excellent set of skills and directly relevant for any position which requires skills both in the Care and Education of a Child. These skills include Creative Arts for Children with Special Needs, Special Needs Assisting, working with Children who have additional needs, as well as a diversity of other skills.

Objectives of the Course

On completion of this course, you the Learner will be able to:

- To enable the learner to explore Childhood Care and Education with a view to re-skilling/up-skilling and exploring concepts and subject areas that may interest the learner in future programmes or employment
- To facilitate the learner to acquire the knowledge, skill and competence to work independently and under supervision in a range of Early Childhood Care and Education (ECCE) settings and or to progress to higher education and training
- To provide a programme of learning that is vocational in nature and flexible in structure so that the learner has the maximum opportunity to improve his/her academic and vocational literacy, numerical, ICT and planning skills while participating in the programme
- To afford the learner opportunities to enhance his/her confidence and ability to develop the skills to reach his/her full potential
- To facilitate the learner to further develop his/her interpersonal, team working, problem solving and time management skills, as appropriate, so that the learner is enabled to take responsibility for his/her own learning and to support progression including future participation in education and employment
- To provide the learner with vocationally specific knowledge, skill and competence at this level, thus affording the learner the opportunity to progress to programmes leading to awards at level 6 or above
- To facilitate the learner to reflect on and evaluate his/her performance while participating in the programme

Course Breakdown

This course is delivered over 8 different Modules and each Module covers a topic on the subject matter relating to Early Childhood Education. The scheduled classes take place twice a week in three-hour sessions over a period of ten weeks per Module. Modules are run one at a time to ensure flexibility around learner's complex work\life balance. There are further opportunities made available for collaborative workshop/study-group environments throughout the course.

Academic Year One Modules

MODULE 1 – Early Childhood Education & Play

- Section 1: Overview and Understanding of Play
- Section 2: The Role of the Adult in Play
- Section 3: Models of Play in Early Childhood Education
- Section 4: Devising & Implementation of Play Activities
- Section 5 Observing & Evaluating Play

MODULE 2 – Child Health & Well-being

- Section 1: Overview of Child Health & Well-being
- Section 2: Legislation in the ECCE Sector
- Section 3: Childhood Immunisations & Illnesses
- Section 4: Personal Care & Hygiene
- Section 5: Diet, Nutrition & Healthy Food Promotion
- Section 6: Feeding & Developing Balanced Menus for Children 0-6 years
- Section 7: Promotion of Safe Indoor & Outdoor Environments and equipment

MODULE 3 – Approaches to Early Childhood

- Section 1: Overview of Early Childhood Education
- Section 2: Different Approaches to Early Childhood Education
- Section 3: Planning and Implementation of Programmes
- Section 4: Applying Theory to Practice
- Section 5: Personal Reflection & Reflective Practice

MODULE 4 – Child Development

- Section 1: Overview of Child Development
- Section 2: Theories of Child Development
- Section 3: Factors that can influence Child Development
- Section 4: Applying Theory to Practice
- Section 5: Child Development & Play
- Section 6: Observation Planning & Techniques

Academic Year Two Modules

MODULE 5 – Early Care Education & Practice

Section 1: History of the ECCE Sector

Section 2: Legislation & the ECCE Sector

Section 3: Communication within the ECCE Setting

Section 4: Administration & Operational Procedures for an ECCE Setting

Section 5: Personal Development & Reflection

MODULE 6 – Work Experience 5N1356

Section 1: General Work-Related Information

Section 2: Planning and Preparing for the Work Experience

Section 3: Work Experience

Section 4: Reflection on Work Experience

MODULE 7 – Special Needs Assisting 5N1786

Section 1: History of Special Needs in Ireland

Section 2: Legislation & Agencies to Support Special Needs Services

Section 3: Signs, Symptoms and Approaches Used

Section 4: Development of the Special Needs Child

Section 5: The Role of the Special Needs Assistant

Section 6: Personal Development & Reflection

MODULE 8 – Communications 5N0690

Section 1: Verbal and non-verbal communication

Section 2: Reading, Writing, Researching

Section 3: Information Communication Technology and Legislation



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Early Childhood Care & Education Level 6M2007

Course Overview

Course Title	Early Childhood Care & Education
Module Code	6M2007
Certification	QQI Level 6 Qualification (120 credits) Major Award
Duration	Part-Time Basis over two academic years Two Sessions Per Week Tuesday & Thursday 7pm – 10pm
Assessment Techniques	<ul style="list-style-type: none"> ✓ Collection of Work ✓ Skill Demonstrations ✓ Projects ✓ Examinations ✓ Written Assignments

Course Overview:

The purpose of the Early Childhood Care & Education Major Award is to provide learners with knowledge, skills and competence in Early Childhood Care & Education to gain employment or develop professionally in an Early Years capacity. During the course, there will be a work placement element which allows the learner to implement, develop and put into practice the skills and knowledge that they are gaining. Participants will gain an understanding of best practice for continuous professional development in an Early Years capacity, through the learning and implementation of theory, practices and processes relevant to Early Childhood Care & Education.

As the course is delivered on a part-time basis it provides the necessary flexibility to allow for an appropriate work/life balance for learners with additional commitments and limited resources. Learners will ideally have a minimum of Level 4 qualification and will be required to have a level of English language proficiency to be able to fully participate in all lessons and assessments. No previous work experience is required.

Aim of the Course:

The overall aim of this programme is to equip the learner with the skills set to commence or develop a career in Early Years Supervision and or Management. While the emphasis of the compulsory modules is on the Early Care & education of children, the skills set which will be imparted to and demonstrated by the learner who completes this Major Award, are an excellent set of skills and directly relevant for any position which requires supervision and Management skills in the ECCE sector. These skills include early learning environments, Supervision in Education and Care, Disability Awareness, Special Needs Assisting as well as a diversity of other skills.

Objectives of the Course

On completion of this course, you the Learner will be able to:

- To enable the learner to explore Childhood Care and Education with a view to re-skilling/up-skilling and exploring concepts and subject areas that may interest the learner in future programmes or employment
- To facilitate the learner to acquire the knowledge, skill and competence to work independently and under supervision in a range of Early Childhood Care and Education (ECCE) settings and or to progress to higher education and training.
- To facilitate the learner to further develop his/her interpersonal, team working, problem solving and time management skills, as appropriate, so that the learner is enabled to take responsibility for his/her own learning and to support progression including future participation in education and employment
- To provide the learner with vocationally specific knowledge, skill and competence at this level, thus affording the learner the opportunity to progress to programmes leading to awards at level 6 or above
- To enhance the learners' skills, competence and confidence such that they have the opportunity to progress to further and higher education on completion of the programme
- To provide a programme of learning that is flexible in structure so that the learner has the maximum opportunity to improve his/her academic and vocational literacy, numerical, ICT and planning skills while participating in the programme

Course Breakdown

This course is delivered over 8 different Modules and each Module covers a topic on the subject matter relating to Early Childhood Education. The scheduled classes take place twice a week in three-hour sessions over a period of ten weeks per Module. Modules are run one at a time to ensure flexibility around learner's complex work\life balance. There are further opportunities made available for collaborative workshop/study-group environments throughout the course.

Academic Year One Modules

MODULE 1 – Social, Legal & Health Issues 6N1945

Section 1: Overview of Social Policy

Section 2: Legislation, Regulation & Guidelines

Section 3: Child Protection Legislation & Policy & Procedures

Section 4: Developing & implementation of Policies & Procedures in the ECCE Sector

Section 5: Personal Reflection & Reflective Practice

MODULE 2 – Communication 6N1950

Section 1: Introduction to Communication

Section 2: Non-verbal Communication

Section 3: Listening Skills

Section 4: Speaking Skills

Section 5: Reading and Writing Skills

Section 6: Research

Section 7: Communication & Information Technology

MODULE 3 – Early Childhood Curriculum 6N1944

Section 1: Theories & Models of Early Childhood

Section 2: Legislation & Best Practice Guidelines

Section 3: Implementation of Programme/Curriculum

Section 4: Role of the Adult

Section 5: Personal Reflection & Reflective Practice

MODULE 4 – Work Experience

Section 1: Planning for Work Experience

Section 2: preparation for Work Experience

Section 3: Legislation & Policy and Procedures in the Workplace

Section 4: Reflective Practice

Section 5: Work Experience

Academic Year Two Modules

MODULE 5 – Special Needs Assisting 6N1957

Section 1: Legislation & Education Provision

Section 2: Implementation of a Curriculum/Programme with Special Needs

Section 3: The Multi-Disciplinary Team

Section 4: Working as a team in the area of Special Needs

Section 5: Managing Behaviour in the area of Special Needs

Section 6: Learning Opportunities for Children with Special Needs

Section 7: Personal Reflection & Reflective Practice

MODULE 7 – Child Development 6N1942

Section 1: Overview of Child Development

Section 2: Factors that can influence Child Development

Section 3: Applying Theory to Practice

Section 4: Child Development & Play

Section 5: Observation Planning & Techniques

Section 6: Personal Reflection & Reflective Practice

MODULE 8 – Child Psychology 6N2023

Section 1: Foundations of Child Development

Section 2: Personal, Social & Emotional Development of Children

Section 3: Psychological Research Methods

Section 4: Factors Influencing Child Development

Or

MODULE 8 – Supervision in Early Childhood Care 6N1973

Section 1: Theory of Supervisory Management

Section 2: Applying Theory into Practice

Section 3: Roles & Responsibilities of a Supervisor in an ECCE Setting

Section 4: Skills of a Supervisor

Section 5: Policies & Procedures in an ECCE Setting

Section 6: Personal Reflection & Reflective practice



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**Business Administration with Digital Skills for Work 5M2468
Course Overview**

Course Title	Business Administration with Digital Skills for Work
Module Code	5M2468
Certification	QQI Level 5 Qualification (120 credits) Major Award
Duration	Part-Time Basis over two academic years Two Sessions Per Week Monday & Friday 9.30 – 12.30 pm
Assessment Techniques	<ul style="list-style-type: none"> ✓ Collection of Work ✓ Skill Demonstrations ✓ Projects ✓ Examinations ✓ Written Assignments

Course Overview:

The purpose of the Business Administration with Digital Skills for Work Programme is to provide learners with knowledge, skills and competence in business administration and digital skills to gain employment or develop professionally in an administrative capacity. During the course, there will be a work placement element which allows the learner to implement, develop and put into practice the skills and knowledge that they are gaining. Participants will gain an understanding of best practice for continuous professional development in a business administration capacity, through the learning and implementation of theory, practices and processes relevant to business administration.

As the course is delivered on a part-time basis it provides the necessary flexibility to allow for an appropriate work/life balance for learners with additional commitments and limited resources. Learners will ideally have a minimum of Level 4 qualification and will be required to have a level of English language proficiency to be able to fully participate in all lessons and assessments. No previous work experience is required.

Aim of the Course:

The aim of this programme is to equip the learner with a comprehensive understanding both in terms of theory and practice of core aspects of Business Administration and Information & Communications Technology. At the successful conclusion of this programme the learner will be able to understand and apply key concepts in a wide range of applications relevant to business administration scenarios.

Objectives of the Course

On completion of this course, you the Learner will be able to:

- Research and explore a range of essential, current and relevant skills which are required to work in various contexts within the Business Administration Sector and demonstrate the skills and knowledge acquired when carrying out these relevant duties when working as both part of a team and on their own initiative.
- Identify and explore the knowledge required for different sectors within a Business Administration environment. Examine the information and knowledge acquired.
- Evaluate and use information to plan, develop, determine solutions to varied problems, and to make decisions about day-to-day operations and long-term strategies relating to business administration in a variety of contexts.
- Access employment opportunities within the business administration and technology sector.
- Reflect and evaluate their own practice (approaches, values and views) to inform understanding of the skills required and the importance of Time Management

Course Breakdown

This course is delivered over 8 different Modules and each Module covers a topic on the subject matter relating to Business Administration & Digital Skills for Work. The scheduled classes take place twice a week in three-hour sessions over a period of ten weeks per Module. Modules are run one at a time to ensure flexibility around learner's complex work/life balance. There are further opportunities made available for collaborative workshop/study-group environments throughout the course.

Academic Year One Modules

MODULE 1 – Communications 5N0690

Section 1: Verbal and non-verbal communication

Section 2: Reading, Writing, Researching

Section 3: Information Communication Technology and Legislation

MODULE 2 – Word Processing 5N1358

Section 1: Using Word-processing Software

Section 2: Toolbar Icons and their Functions

Section 3: Creating and Formatting Documents

Section 4: File Management

Section 5: Creating and Formatting Tables

Section 6: Creating and Processing Mail Merge Documents

Section 7: Create & print a range of Documents using the features & templates of a Word Processing Software

MODULE 3 – Business Administration Skills 5N1610

Section 1: Business Organisation Types and Structures

Section 2: Internal and External Business Environments

Section 3: Management Functions

Section 4: Quality Systems, Insurance & Risk

Section 5: Finance Administration

Section 6: Meetings

MODULE 4 – Work Experience 5N1356

Section 1: General Work-Related Information

Section 2: Planning and Preparing for the Work Experience

Section 3: Work Experience

Section 4: Reflection on Work Experience

Academic Year Two Modules

MODULE 5 – Reception and Front-line Office Skills 5N1407

Section 1: Function, Skills and Responsibilities of Reception and Front-line Staff

Section 2: Reception Layout and Equipment

Section 3: Terminology and Professionalism

Section 4: Reception and Front-line Office Documents

MODULE 6 – Bookkeeping Manual and Computerised 5N1354

Section 1: Understanding of Bookkeeping Terminology and Systems

Section 2: Preparing and Entering Data into Manual Accounts Records/Ledgers

Section 3: Preparing Accounts for Monthly/Quarterly/Yearly Returns

Section 4: Using a Computerise Accounts Package

MODULE 7 – Marketing Practice 5N1400

Section 1: Introduction to Marketing

Section 2: Buying Behaviour and Product Life Cycle

Section 3: Market Research

Section 4: Marketing Analysis

Section 5: Marketing Mix

MODULE 8 – Spreadsheet Methods 5N1977

Section 1: The Common Uses for Spreadsheets

Section 2: Exploring the functions, elements and features of Spreadsheets

Section 3: Creating, Formatting and Printing of Spreadsheets

Section 4: Using the Macro and Advance Functions of Spreadsheets

Section 5: Using Images within Spreadsheets



**An Cosán Further Education
Learner Induction Form**

Details of Course Commencing	
Course Title	
Course Start Date	
Module Title	

An Cosán Learner Induction Sign Off

I confirm that

- I am aware of, have read and understood An Cosán Training Policies and Procedures which include Plagiarism, Appeals, Course Work Submission and Assessment as stated in An Cosán Learner Handbook.
- I have been briefed on the above policies and agree to comply with these.
- I am aware of my roles and responsibilities as a learner on this course.
- I am aware of the Learner Supports which are available and I can access.
- I am aware that I can view & follow other upcoming courses for An Cosán on their website www.ancosan.ie and can like and follow An Cosán Updates on Facebook, Twitter, Instagram & LinkedIn.

Print Name: _____ (Learner) **Date:** ___ / ___ / 20___

Signed: _____ (Learner) **Date:** ___ / ___ / 20___

Received By: _____
An Cosán Community Education Lead

QAF306: Recognised Prior Learning Policy (RPL)

Policy Title	Recognised Prior Learning (RPL)		QA Code	QAF306
Version Number	2	Name of Creator	Administration Information & QA Lead	
Date Created	December 2019	Review Date:	September 2022	
Description of Changes	This been formally recorded – process was done informally		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	Recognised Prior Learning Policy (RPL)
Policy Statement	<p>BACKGROUND AND CONTEXT</p> <p>Recognition of Prior Learning (RPL) is an important element of EU policy for widening access to qualifications and supporting lifelong learning.</p> <p>RPL is a process that allows potential learners to gain admission to a course of study or to gain exemptions from some parts of a course, based on demonstrated learning achieved prior to admission.</p> <p>An Cosán recognises that knowledge and skills can be acquired from a range of learning experiences, including formal, non-formal and informal.</p> <p>This policy document aims to support the development of RPL in An Cosán by providing a coherent framework and principles which can be used at Further and Higher Education levels to guide them in the operation of RPL within courses. It is designed to ensure consistency and transparency in the application of the principles of RPL in An Cosán.</p>
Scope of Policy	<p>The purpose of RPL is to expand access to educational courses and qualifications for people lacking formal qualifications and to reduce the time and cost of courses for people who already possess some of the knowledge, skills, and competencies which a course seeks to develop in learners.</p> <p>An Cosán offers Access, Further, and Higher Education Programmes. The latter in partnership with SETU (South East Technological University). RPL can be used by learners enrolling in Further or Higher Education Programmes.</p> <p>Based on the fundamental principle of Recognition of Prior Learning that a learner should not be asked to relearn something they have previously learned. Further Education Learners may apply for an exemption to a module or modules based on this principle and following the process described below.</p> <p>When applying for programmes of Higher Education (HE) delivered by SETU, learners may use RPL, in accordance with SETU’s RPL Policy to apply for either:</p> <ul style="list-style-type: none"> • advanced entry to a programme. • or exemption(s) from module(s). <p>(https://www.itcarlow.ie/study/admissionssupport/recognition-of-prior-learning-rpl.htm)</p> <p>When applying for programmes of Further Education (FE) delivered by An Cosán, learners may use RPL in accordance with this policy.</p>
Definitions Used in RPL	Recognition of Prior Learning (RPL) – learning which has taken place prior to admission to a course. The learning can be certified or experiential.

	<p>Recognition of Prior Certified Learning (RPCL) - learning that has been certified by an awarding body in the form of a major award (e.g., a higher certificate or bachelor’s degree) or is included as part of such an award. Certified learning may also be certified by an awarding body in the form of a minor, special-purpose, or supplemental award or for a period of study where the relevant credit has not already been used to meet the credit requirements for a major award. Certified learning may also be defined as awards provided by professional bodies. This prior learning can be recognised and may entitle the applicant to admission to a course, and/or exemptions from some parts of a course</p> <p>Recognition of Prior Experiential Learning (RPEL): This involves recognising learning from experience, i.e., learning which has not previously been academically accredited. In this case the applicant must prove that the required learning outcomes have been achieved. Recognition is given for evidence of learning and not for experience per se. This proof can then be used to support a claim for admission to a course and/or exemptions from some parts of a course.</p> <p>Non-CAS Awards Certified awards (non-QQI CAS Awards) proposed for module exemption (Further Education programmes) must have been awarded within the previous five years.</p> <p>QQI Awards (CAS Components) used in RPL The five-year rule (noted above) does not apply to QQI Awards (CAS Components), however, all QQI Awards (CAS Components) used for the purposes of an exemption must be active awards at the time of applying for the learner’s major award.</p> <p>Learning Routes Prior learning may have been attained through formal, non-formal and informal routes.</p> <ul style="list-style-type: none"> • Formal Learning refers to learning delivered by education and training providers for which formal certification has been awarded. • Non-Formal Learning is usually acquired through planned activities (such as short courses, workshops, or seminars) but does not usually result in a formal award. • Informal Learning takes place through life and work experience and is usually referred to as experiential learning. It generally refers to learning that is unintentional or unplanned where the learner will often be unaware of how a particular experience is contributing to their knowledge and/or skills. <p>Learning Outcomes For RPL, the learning outcomes refers to learner’s knowledge, understanding, skills and/or competencies – what the learner knows and can do to the required standard as a result of prior learning</p> <p>Specific Recognition – is granted where the learning outcomes are deemed equivalent to the learning outcomes of a specific course module</p> <p>General Recognition - is granted when prior learning is not directly relevant but is deemed equivalent in level and credit weighting to modules in the proposed course of study.</p>
<p>Policy Implementation</p>	<p>POLICY PRINCIPLES The following principles will apply to the implementation of RPL within An Cosán:</p>

- Through the recognition of prior learning, An Cosán aims to take account of the inherent academic value of relevant learning, irrespective of mode or place of learning.
- RPL recognises learning which has occurred before admission to a course or to the relevant stage of a course.
- An Cosán will ensure that academic standards comparable to those attained on courses by traditional mode will be maintained and applied throughout the RPL process.
- Participation in the RPL process is voluntary for applicants.
- RPL will be facilitated by An Cosán, where possible in the context of the overall structure and requirements for particular courses of study.
- In seeking recognition under RPL, prior learning must be evidenced in writing or through whatever medium is appropriate to the particular learning outcomes and authenticated at the appropriate level(s). Examples of appropriate evidence will include but is not limited to:
 - Previous certificates and syllabus from same
 - Previous job descriptions, CV, employer references, company literature and testimonials
 - Interviews and feedback sheets
 - Examples of work completed for other courses or within the workplace
 - Examples or testimonials to verify relevant work experience carried out in a voluntary capacity
 - Membership of Professional Organisations
- Prior certified learning may entitle the candidate to exemptions on a course but will not count for course credits.
- A time limit of 5 years will be applied when assessing/evaluating the currency of prior learning for non-CAS Awards. If it's a CAS award already recorded on the QBS for a learner, then it will automatically be credited by the system to the learner seeking a major award. The provider does not have to treat it an exemption. The 5-year rule does not apply to CAS awards.

USING A NON-CAS AWARD AS AN EXEMPTION

QQI provides a complete list of the only non-CAS awards that can be used for exemption purposes on their website - The exemptions listed are the only non-CAS exemptions that can be submitted by a provider on behalf of a learner achieving a CAS major award. The following conditions apply:

- Completion of due diligence checks to ensure that the previous qualification is genuine.
- Only awards which are no more than five years old may be used to claim an exemption.
- Only when the learner is in a position to achieve a major CAS award can the relevant exemption(s) be submitted for certification.
- Where a learner holding an award that is not on this published list seeks recognition of that award from a provider, the provider must use RPL.

	<p>https://www.qqi.ie/sites/default/files/2021-12/exemptions.pdf</p> <ul style="list-style-type: none"> • Recognition will be given: <ul style="list-style-type: none"> ○ For complete modules only ○ Where all of the learning outcomes of a module have been achieved ○ Up to a maximum of 50% of the total credits for an academic course <p>Candidates will be allowed exemption for entire modules only, not parts of them. Recognition for prior experiential (non-certified) learning may be awarded based on demonstrated learning which shows that a candidate has achieved specified learning outcomes for the course. Whilst every effort will be made to facilitate recognition of prior experiential learning, it may not always be possible to grant such recognition in the case of certain courses, or course modules, for which an applicant is seeking exemption due to lack of evidence.</p> <p>An Cosán endeavours to use RPL with its learners as part of the education process, to build confidence and self-esteem as part of their personal development. (Intensive Return to Learning)</p> <p>Processes and practices for RPL will be clearly stated and documented and available to all potential applicants.</p>
<p>Assessment of RPL Evidence</p>	<p>During assessment for RPL, candidates must demonstrate that they understand the theory as well as the practical learning elements of a module. In the RPL process candidates will demonstrate the appropriate academic level of learning as determined by QQI.</p> <p>An Cosán will ensure that the RPL process shall be consistent, fair and transparent. It will be conducted within a reasonable timeframe for each applicant.</p> <p>The RPL assessor will map all evidence of prior learning against the module outcomes and evaluation of evidence will be documented.</p>
<p>Information for Learners</p>	<p>Information on RPL is available in our Learner Handbook as well as in Course information sheets (available in print and on website)</p> <p>An Cosán has devised a specific RPL Learner Application Form (QAF306 (a): Recognised Prior Learning (RPL) Application Form) which will be provided to learners.</p> <p>Course tutors will inform learners of opportunities for RPL and the possibility of exemption during course induction.</p> <p>Information on RPL is also available in our Tutor Handbook to ensure full understanding of the process.</p> <p>An Cosán will publish our RPL Policy on our website once approved by QQI.</p>
<p>Procedure For Application of Recognition of Prior Learning (RPL) Further Education</p>	<p>Submitting an application for the recognition of prior learning rests with individual applicants. Applicants can review the RPL application documentation for details of the steps involved. Where required the prospective applicant may contact the Community Education Lead for further clarification on course content and learning outcomes.</p>

Once a learner has made an application for RPL, this will be reviewed by Community Education Lead and an appropriate Mentor from the Further Education team will be provided to the learner to guide them through the process of applying for RPL and building a portfolio of evidence.

The mechanism proposed by An Cosán for the presentation of learning is a Learning Portfolio in which the applicant presents evidence of learning.

Each Learning Portfolio will be accompanied by an RPL Application Form and should include:

Prior Certified Learning

In the Certified Learning Portfolio, evidence of learning will be presented by the applicant in the form of official transcripts of results and formal syllabi accompanied by relevant support documents.

Prior Experiential Learning

In the Experiential Learning Portfolio, the applicant will present evidence of learning, arranged to demonstrate the achievement of learning outcomes of the relevant module. Where experiential learning is concerned several methods can be used to demonstrate the achievement of learning outcomes. These may include written evidence, a formal presentation, an interview, performance of set tasks or combinations of these. Experiential Learning may include both informal and non-formal learning.

Evaluation of Prior Certified Learning will normally be carried out by the Community Education Lead in consultation with relevant course staff. Recognition of prior certified learning is subject to evaluation of the following: student's academic record; course of study; syllabus, course description, learning outcomes, number of contact hours, forms of assessment(s); NFQ level of qualification awarded and awarding institution.

Assessment of Prior Experiential Learning will normally be carried out by the Community Education Lead in consultation with relevant course staff – ideally those who are or have been involved in the conventional assessment process for the subject(s)/module(s) in question.

The use of a range of assessment mechanisms will be facilitated. These will be appropriate to the module content and comparable to other assessment processes used to determine whether learning outcomes have been achieved. Assessment may be based on the portfolio submitted or other methods such as written exams, essays, assignments, multiple choice questionnaires, oral presentations etc., which may be used as appropriate. In general, the assessment will be based on an evaluation of the prior learning presented. Evidence submitted by an applicant will be available for review by the External Examiner.

Criteria for Assessment

The following key criteria will be used by the Community Education Lead in consultation with relevant course staff to help to determine if the evidence of learning presented is appropriate and sufficient.

Validity Does the prior learning presented match the learning outcomes required by the relevant academic unit? Is the prior learning being presented by the applicant at the academic level required by the relevant academic unit?

Sufficiency Is there enough evidence to demonstrate that the learning outcomes have been achieved?

	<p>Authenticity Is it clear that the prior learning is that of the applicant? Reliability Is the evidence of prior learning presented reliable? Currency Is the prior learning achieved and being assessed current? Is it up to date with current knowledge and practice?</p> <p>Outcome of Assessment Process The outcome of the assessment process can be one or more of the following: the granting of admission to a specific academic course; advanced academic standing within a course of study or module exemptions if the required standards of learning have been met.</p> <p>Validation All RPL decisions must be validated by QQI which will advise An Cosán of all RPL recommendations and decisions.</p> <p>Communication All prospective applicants and enrolled learners will be made aware of RPL opportunities in Learner Handbook and Tutor. Applicants will be fully informed of the application process, the stages within it and the nature and range of evidence that is considered appropriate to support a claim for recognition of prior learning, including the learning outcomes against which prior learning will be assessed.</p> <p>All applicants will be advised, in writing, by An Cosán, of the outcome of the RPL assessment process.</p>				
REVIEW/APPEAL PROCESS – FURTHER EDUCATION	<p>An Cosán’s RPL policy allows for the applicant/learner to resubmit an application for RPL for module(s) exemption on presentation of additional information. RPL resubmissions for Module(s) exemption for Further Education Programme on presentation of additional information, are advised to resubmit their RPL applications in advance of module commencement. If a decision is delayed, applicants/learners are advised to commence the module that they have requested exemption from, pending decision from QQI.</p>				
THE RPL PROCESS FOR HIGHER EDUCATION IN SUMMARY	<ol style="list-style-type: none"> 1. Information regarding SETU’s RPL process will be made available to applicants. 2. The applicant initiates the process by providing appropriate outline information in support of their application. An RPL Application Form may be used by the applicant to provide this information. 3. Consultation with the Higher Education Lead will be arranged. Applicants receive advice and support for preparation of evidence and verification of prior learning in the required format. The learning evidence plus the completed RPL Application form will be presented to SETU for assessment. 4. The outcome of the assessment process will be verified by SETU, and they will inform An Cosán of their decision. 5. The outcome of the assessment process will be transmitted to the applicant by An Cosán within a reasonable period of time. 				
REVIEW/APPEAL PROCESS – HIGHER EDUCATION	<p>RPL Applicants for An Cosán’s Higher Education programmer follow the appeal process specified in SETU’s RPL policy.</p>				
Approved By:					
QA Oversight Committee	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Reason if Not Approved	
Senior Management Team	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Reason if Not Approved	
Board of Directors	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Reason if Not Approved	

QAF306 (a): Recognised Prior Learning (RPL) Application Form

Document Title	Recognised Prior Learning Application Form	QA Code	QAF306 (a)
Version Number	1	Name of Creator	Administration Information & QA Lead
Date Created	December 2019	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process

Part A – Personal Details & Programme Details

Name:			
Contact Number		Email Address:	
Address:			
Title of Major award you are completing:			
Code of Major award you are completing:			
Date of Application:			

Part B – RPL Type

Please indicate which type of RPL you are applying for	
Certified – Recognition of a FETAC award towards a QQI award	
Certified – Recognition of an award from another awarding body (e.g., VTCT, City and Guilds) towards a QQI award	
Non-Certified – Recognition of prior life and/or work experience	

Part C – Details of Application

Details of Application Summary Please indicate which type of RPL you are applying for

Detail because you are applying, background, rationale etc.

Supporting Evidence for RPL

Please list all supporting evidence included in this application.

Part D – Details of Prior Learning & the Equivalent Module

Prior Certificate Learning				Equivalent To	
Module Name	Module Code	Awarding Body	Date of Certification	Module Name	Module Code

This Section Must be Completed for EACH module for which you are applying for RPL

QQI Module	QQI Code

Please confirm the following:	✓
I have good written and verbal understanding of the English Language	
I have been working in my current role for a minimum of 2 years and havemet some or all of the learning outcomes of the programme in this time	
I can demonstrate my competencies by confirming I can:	✓
{INSERT THE MINIMUM INTENDED MODULE LEARNING OUTCOMES}	

Part E – Relevant Employment History

Name of Employment			
Role:		Type:	
Date Started		Date Finished	

Relevant Tasks and Responsibilities (Be as detailed as possible)

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Name of Employment			
Role:		Type:	
Date Started		Date Finished	

Relevant Tasks and Responsibilities (Be as detailed as possible)

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Name of Employment			
Role:		Type:	
Date Started		Date Finished	

**Relevant Tasks and Responsibilities
(Be as detailed as possible)**

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PART F- Checklist of Requirement

Please ensure that the following are included to support your application. Applications without the mandatory items will not be processed and will be returned for completion.

Evidence	✓
MANDATORY (if applicable): A copy of each certificate in your request for an exemption	
MANDATORY: Letter of competency from your current employer stating your exact role and skills relevant to your application (MUST be on headed paper and signed)	
Reference from your tutor (if applicable) relating to skills and competencies relevant to your application	
References from past employers	
Any other relevant certification	
Copy of CV	
Completion of RPL Application form for each module request in your application	

PART G – Learner Declaration

I confirm all details provided as part of my RPL application are accurate and true

Name:		Date	
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PART H – OFFICE USE ONLY

Has the above Application Been Approved	Yes / No

Details of Approval	
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QAF307: Access, Transfer and Progression Policy

Policy Title	Access, Transfer and Progression Policy	QA Code	QAF307
Version Number	2	Name of Creator	Administration Information & QA Lead
Date Created	December 2019	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process

Policy Title	Access, Transfer and Progression Policy
Policy Statement	It is the policy of An Cosán, that as far as it is possible and practicable, that all learners who apply to complete a course in An Cosán will be admitted once they fulfil the minimum academic requirements for their programme or module of choice. Guidelines are published on the entry requirements for those seeking advanced entry onto a programme, and for those seeking additional supports or accommodations for reason of a disability or medical condition.
Scope of Policy	Whilst principles for Access, Transfer and Progression are applied to all An Cosán programmes, this policy is specific to the requirements of the Qualifications and Quality Assurance Act (2012). Such requirements specifically relate to admissions policies, including transfer from other programmes and progression to higher award levels on the NFG.
Definitions	<p>Access: This is the process by which Learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.</p> <p>Transfer: This is the process by which Learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired.</p> <p>Progression: This is the process by which Learners may transfer from one programme of education and training to another programme.</p>
Policy Implementation	<p>Transfer and Progression to Further Studies: In the Implementation of this policy An Cosán will endeavour to ensure:</p> <ul style="list-style-type: none"> ▪ As part of this procedure An Cosán is committed to have clear and concise information in relation to the transfer and progression routes that are available to learners on their programmes on the National Framework of Qualifications (NFG) ▪ When new courses are being developed, it is borne in mind what courses the students will be able to transfer to upon completion of their studies in An Cosán ▪ It is the responsibility of the Community Education Lead to have a full understanding of the transfer and progression routes from programmes in An Cosán to those offered by other institutions. ▪ As part of our Induction Programme make learners aware of transfer and progression routes available to them ▪ When prospective student enquire about courses at An Cosán, not only is the course explained to them, but they are also told where the course leads. ▪ During their studies, learners are invited to discuss progression routes with the Community Education Lead during term tutorials. ▪ Identify the transfer and progression routes into and onwards for every programme leading to a Major Award or a Higher education Programme.

	<ul style="list-style-type: none"> ▪ Ensure that the transfer and progression routes to other providers is available to learners on our different programmes. Learners wishing to transfer to other institutions are given guidance on which course might best suit their needs. ▪ Accommodate a transfer between two An Cosán programmes, and ensures that is facilitated, within the rules and regulations of each validated programme. ▪ Where possible, exit awards are embedded in programmes, to support learners who for some reason cannot complete the entire programme, or learners who wish to exit with an award, which may be used for entry to another institution (via their RPL process) ▪ Facilitate Learners who wish to leave a programme prior to its completion are assisted to do so, with all academic credit clearly documented. ▪ Learners who cannot successfully complete a programme are assisted to exit it with all academic credit attained clearly documented. ▪ Learners who pass any module will have the credit for that module recorded on their learner record
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF308: Work Placement Policy

Policy Title	Work Placement Policy		QA Code	QAF308
Version Number	2	Name of Creator	Administration Information & QA Lead	
Date Created	7/6/23	Review Date:	June 2024	
Description of Changes	<p style="text-align: center;">Addenda inserted under Policy Implementation Professional Practice Placement requirements for Early Learning and Care 6M21471 award: Qualifications and Experience</p>		Reason for Changes	<p>An Cosán has further developed this policy and procedure to underpin our commitment to ensure learners undertaking the Early Learning and Care 6M21471 award to include additional criteria for the teaching and support staff involved in the provision of these programmes. This organisation is committed to ensuring that learners on these programmes will have access to professional practice placements in Tusla registered early learning and care (ELC) settings as specified in the Professional Award Type Descriptors at NFQ levels 5 – 8: Annotated for QQI Early Learning and Care (ELC) Awards. All criteria for professional practice placements for these awards is as per our Curriculum Sharing Agreement with Dublin Dun Laoghaire Education and Training Board (DDLETB) and our procedures have been updated accordingly.</p>

Policy Title	Work Placement Policy
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<p style="text-align: center;">Policy Statement</p>	<p>All Further Education programmes at An Cosán include a well-structured Work Experience Module which includes a work placement.</p> <p>Work placement is a planned experiential learning activity and is an integral part of any educational process. It involves learners preparing and planning for work, working under direction in a specific vocational area and reviewing and evaluating that work. The experience enables learners to develop work skills, evaluate employment opportunities and cope with changing work environments. Work placement must be completed in an organisation that is relevant to the programme.</p> <p>In order to develop a strong link with the work placement organization and to provide ongoing support to learners, the tutor will ensure ongoing contact with both the work placement supervisor and the learner throughout work placement.</p>
<p style="text-align: center;">Scope of Policy</p>	<p>The purpose of this policy is to describe the process under which the work placement is done and clarify the responsibilities of the involved parties.</p>
<p style="text-align: center;">Policy Implementation</p>	<p>WORK PLACEMENT PROCESS</p> <ol style="list-style-type: none"> 1. Learner finds work experience placement and informs tutor as soon as possible 2. An Cosán Primary Contact adds their contact details to the Work Placement Agreement (QAF309) and provides the learner with the Work Placement Learner Information (to be created) and Work Placement Supervisor Information (to be created) 3. The Learner provides Work Placement Supervisor with Work Placement Agreement (QAF309) & Work Placement Confirmation Form (QAF312) from Supervisor Work Placement Information 4. The Work Placement Supervisor returns the Work Placement Confirmation Form (QAF312) to their An Cosán Primary contact outlined in the Work Placement Agreement (QAF309) via post or email to signify their agreement and engagement in the Work Placement process 5. The Learner signs and returns all required forms to their An Cosán Primary Contact 6. The Learner completes 60 hours of Work Placement and adheres to all duties & responsibilities outlined in the Work Placement Agreement (QAF309) 7. At the end of the Work Placement, the Learner provides the Work Placement Supervisor with the remaining documents from the Supervisor Work Placement Information as outlined in the Work Placement Agreement (QAF309) 8. The Work Placement Supervisor Completes all documents as agreed and sends them to their An Cosán Primary Contact as outlined in QAF309 9. During the 60 Hour work placement a member of The Further Ed Team will visit or contact the supervisor by phone to check on the learner’s progress. This will be carried out throughout the academic year to ensure that all Minimum Learning Outcomes are been facilitated 10. The tutor grades the learner based on the Work Experience Placement Supervisor report <p>RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Tutor’s responsibilities: <ol style="list-style-type: none"> a. Provide Learner with Learner Work Placement Information containing: <ul style="list-style-type: none"> • Cover Letter (QAF308a)

- A Copy of the Work Placement Agreement for their records (QAF309)
 - Confirmation of Insurance
 - Learner Profile Form (QAF310)
 - Learner Confidentiality Statement (QAF311)
 - Learner Code of Conduct (QAF313)
 - Attendance Sheet to be signed at the end of each shift (QAF315)
 - Contact the learner on an ongoing basis (weekly) to provide support and encouragement in an effort to reduce drop-out from this important part of a course
 - Provide a point of contact for learners throughout their work placement who they can contact in the event of any issues arising
- b. **Provide the Learner with Work Placement Supervisor Information containing:**
- Work Placement Agreement (QAF309)
 - Provide Work Placement Supervisor with Work Placement Confirmation form (QAF312) (attached)
 - Completion of Work Placement Hours form - to be completed by the Learner and the Work Placement Supervisor at end of the placement (QAF314)
 - Work Placement Supervisors Report - to be completed at end of placement (QAF316)
- c. **Liase with Work Placement Supervisor** on the following:
- Receives signed copy of Work Placement Confirmation form from Work Placement Supervisor before placement begins (QAF312) (attached)
 - Liaises with the Work Placement supervisor fortnightly in case any issues have arisen over the duration of the work placement.
 - Act as An Cosán's Primary Contact and is available to the Work Placement Supervisor should they have any queries or concerns about the placement throughout the duration of the work placement.
 - He/she will visit or contact the supervisor by phone to check on the learner's progress. This will be done throughout the academic year to ensure that all Minimum Learning Outcomes are been facilitated.

2. **Learner Responsibilities:**

Prior to placement:

- Provide Work Placement Supervisor with Work Placement Agreement (QAF309)
- Provide Work Placement Supervisor with Work Placement Confirmation Form (QAF312) (**attached for completion**)

On beginning placement:

- Provide completed copy of the Learner Profile for Work Placement to supervisor (QAF310) & file copy
- Provide signed Work Placement Confidentiality Statement to supervisor (QAF311) & file a copy
- Provide signed Learner Code of Conduct (outlined below) to the tutor and file copy (QAF313)

During placement:

- Complete a minimum of 60 hours work placement
- Arrive punctually

- Notify the tutor and the employer/supervisor of any pending absence from work placement. Medical appointments and illnesses need to be explained by way of medical certification.
- Ensure that Attendance sheet is signed by supervisor at the end of each shift (QAF315)
- Conduct themselves in a professional manner
- Keep all information obtained on placement confidential
- Ensure that any reference to work placement on social media is not permitted
- Obtain permission from service user and supervisor for any information used in assignments/course work
- Take responsibility for their own learning
- Participate in all activities associated with the role
- Read and adhere to all relevant policies and procedures
- Take direction from staff and supervisors
- Complete a reflective diary for each of the modules during placement and submit it as part of the Collection of Work assessment for Work Experience
- Provide the placement supervisor with Work Placement **Supervisor Information** containing copies of QAF314 & QAF316 on completion of placement

3. Community Education Lead's responsibilities:

- Signing the Work Placement Letter
- Act as an escalation point if there are specific issues during the work placement.

4. Employer Duties & Responsibilities:

- Provide a minimum of 60 hours' placement throughout the programme (may be broken down into two 30 hours' placement per year) in a relevant area
- Ensure that the learner's experience is a positive and fulfilling one where they can observe how their area of knowledge is put in practice as they gain knowledge and confidence.
- Contact the tutor via email in the case of a learner's unnotified absence from work experience
- Provide opportunities for the learner to perform duties under their supervision and to be mentored and guided in your environment.
- Engage with the tutor if there are any issues with the learner during the work placement
- Permit the tutor to perform spot checks during the learner's agreed work placement hours
- Review/complete the documents below in a timely manner:
 - Work Placement Agreement (QAF309)
 - Work Placement Confirmation Form (QAF312)
 - Sign Attendance sheet presented by learner at the end of each shift (QAF315)
 - Sign Completion of Work Placement Hours form at end of the placement (QAF314) (supervisor information) and send to An Cosán Primary Contact
 - Complete Work Placement Supervisors Report at end of placement (QAF316) (supervisor information) and send to An Cosán Primary Contact

PREREQUISITES

- Each learner must be fully registered on a programme and be undertaking the required modules to meet QQI standards.
- Each learner must complete the minimum 60 hours placement along with the other modules in order to achieve the Major Award.

Professional Practice Placement requirements for Early Learning and Care 6M21471 award: Qualifications and Experience.

The PADT annotated for the ELC programme stipulate that Professional Practice Placements are integral to this programme and should ensure that learners have the opportunity to engage in meaningful work-integrated learning and assessment in a real world setting. Such opportunities must include:

1. Opportunities to observe experienced practitioners at work and to reflect on these observations.
2. Opportunities to integrate theory learned in the classroom into practice.
3. Demonstrate their ability to apply knowledge and practice.
4. Learn and implement competencies and knowledge that demonstrate best practice when working with babies, toddlers and young children while working under supervision.
5. Engage in the practice of reflection and self-evaluation on their personal practice and engage in discussion with experienced practitioners to inform and to improve personal practice.

Professional Practice Placement Requirements

Each (full-time equivalent) learner to complete 150 hours of professional practice placement during both Stage 1 and Stage 2 of this programme. Placements must be taken in a minimum of 2 ELC settings as per the following guidelines:

1. Working directly with children aged between **0 and 2 years 8 months**.
2. Working directly with children aged between **2 years 8 months and 6 years**.

Stage 1: The following 5 modules require Professional Practice Placement

1. Professional Practice Placement in Early Learning and Care
2. Holistic Care of Children 0-6 Years
3. Early Childhood Growth and Development
4. Curriculum, Play and Creative Studies
5. Understanding and Assisting Children with Additional Needs

Stage 2: All modules require access to a Professional Practice Placement

Note: During all professional practice placements, learners must have the opportunity to carry out some activities in an outdoor setting.

Timetabling of Professional Practice Placements

Professional Practice Placement will be scheduled throughout the duration of the programme for both Stages 1 and 2. As this programme will be delivered on a part-time basis, Professional Practice Placement will be broken into block placements as per the guidance in the DDLETB shared curriculum to allow learners to learn and carry out mandatory activities for all related modules. Criteria for Professional Practice Placement hours per module at stages 1 and 2 are set out in our validated programme.

Monitoring of Professional Practice Placements

The Professional Practice Placement Monitor is responsible for -

1. Approving Professional Practice Placement host organisation
2. Arranging completion and signing of the Professional Practice Placement Agreement

3. Arranging and attending all Tripartite Meetings with the learner and ELC Supervisor in to discuss progress and learning during placement and collaborate with the ELC Supervisor in assessing work.
4. Liaising with the Professional Practice Placement ELC Supervisor to ensure they have a full understanding of all their responsibilities as an ELC Supervisor and providing assistance and support as required.
5. Ensuring the ELC Host organisation and ELC Supervisor have a copy of Professional Practice Placement Guidelines for ELC Host Organisations and ELC Supervisors and understand all requirements listed in these guidelines.
6. Maintaining contact with the learner during placement to ensure the learner has access to support and assistance as needed.
7. To investigate any concerns the learner may have during professional practice placement.
8. Co-sign the completed Supervisor's Report and maintain all documentation relating to learner's Professional Practice Placement for assessment purposes.
9. Engage in classroom-based debriefings with all learners undertaking placement with the course tutor.
10. Keep track of the learner's attendance in placement.
11. Keep a record of Professional Practice Placement Agreements, Learner Timesheets and Supervisor's Reports and return all to the course tutor to process final marks and grade for the Professional Practice Placement in Early Learning and Care module (Stage 1) and the Advanced Professional Practice Placement in Early Learning and Care Module (Stage 2)

ELC Host Organisation Professional Practice Placement

Your ELC host organisation is responsible for providing the learner with opportunities to engage in 150 hours professional practice placement under the supervision of a dedicated ELC Supervisor who is qualified at an NFQ level above that of the learner being supervised or have appropriate experience/alternative qualifications. During placement the learner will be provided with opportunities to observe ELC practitioners at work and reflect on those observations and also work directly, while under supervision, to carry out a range of appropriate tasks and demonstrate a range of essential competencies. The ELC Host organisation will also ensure the learner has the opportunity to integrate theory and practice while working effectively as part of a busy ELC team.

Host Organisation Professional Practice Placement Supervisor

The professional practice placement supervisor (the supervisor) will be an ELC practitioner who is a member of staff of the ELC service. They are assigned to supervise the learner while on professional practice placement. The supervisor will be suitably qualified at an NFQ level above that of the learner being supervised or have appropriate experience/alternative qualifications.

The Professional Practice Placement Supervisor is responsible for –

1. Carrying out a detailed induction to the ELC Service with the learner.
2. Familiarising the learner with ELC Service policies and procedures as well as the organisation values, ethos and work practices.
3. Observing the learner and supporting the learner in their learning as well as providing opportunities for the learner to observe ELC practitioners at work, demonstrate a range of practical skills under supervision, enable the learner to put theory learned into class into practice and engage in self-reflection with a

goal of improving their own professional practice.

4. Assess Skills Demonstrations carried out during Professional Practice Placement in accordance with the marking scheme provided by the Professional Practice Placement Monitor.
5. Complete the Professional Practice Placement Supervisor’s Report (all sections) at the end of placement, confirming that the learner has carried out all work based competencies to an acceptable standard and confirming the amount of hours worked and the age cohorts that the learner has worked with.
6. Take part in tripartite progress meetings with the learner and Professional Practice Placement Monitor as required.
7. The ELC Supervisor will use time sheets to record placement hours and the age cohorts the learner has worked with.

Note: An Cosán has developed a document - *Professional Practice Placements Learner Guidelines: Early Learning and Care 5M21476 and 6M21471 awards*. (Appendix C Collaborative)

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF308 (a): Cover Letter to Work Placement Pack

Policy Title	Cover Letter to Work Placement Pack	QA Code	QAF308 (a)
Version Number	1	Name of Creator	Administration Information & QA Lead
Date Created	December 2019	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process



(Insert Date here)

Dear Learner,

Work Experience is an essential element in consolidation skills and knowledge required for the QQI Level 5 & 6 modules. An Cosán has designed this course so that the Work Experience is linked as closely as possible with the theory that you will learn.

Please read the information in this pack carefully as it contains the guidelines for gaining most of the experience. Be sure that you and your work placement supervisor both review your packs carefully as there are several forms inside that both of you will need to be aware of so that you have all the necessary documentation completed.

- **Work Placement Letter** (a letter of introduction to be given to the supervisor in your workplace)
- **Confirmation of Insurance** (a copy of An Cosán's insurance documents)
- **Learner Profile Form** (This is for your Workplace supervisor's administrative records).
- **Learner Confidentiality Statement** (This is completed by the learner and kept in his/her records)
- **Work Confirmation Form** (To be signed by you the learner then sent to the Community Education Lead as soon as possible).
- **Confirmation of Work Placement hours** (To be completed by learner and signed by the Supervisor and be submitted as part of the Work Experience Portfolio)

If you have any queries related to your course, please contact us at: 01 468 488. We will welcome any comments or feedback that you wish to make.

Yours sincerely

(Insert Name of FET Lead)
Community Education Lead

QAF309: Work Placement Agreement

Policy Title	Work Placement Agreement	QA Code	QAF309
Version Number	1	Name of Creator	Administration Information & QA Lead
Date Created	September 2022	Review Date:	September 2022
Description of Changes	New Policy	Reason for Changes	Mandatory change recommended as Part of Re-engagement Process



(Insert Date here)

Dear (name of specific work placement contact)

Re: (Insert Learner's Name)

Thank you for considering our Learner for Work Placement with your company. The above-named learner is currently attending our QQI accredited (name programme) programme at Level 5 here in An Cosán. Learners who successfully complete all modules on this programme will achieve a QQI Major award in (Insert Major Award).

The Programme includes the following modules:

Module 1	Module 5
Module 2	Module 6
Module 3	Module 7
Module 4	Module 8

As work placement is a requirement for completion of this programme, it is important that both the Learner and the Placement Supervisor understand their duties and responsibilities throughout the placement and agree to do their part to ensure that the placement is a success. A successful placement will see the learner gaining relevant experience in a supportive setting.

We have outlined the duties and responsibilities of all parties involved in the work placement process below. Once you have reviewed these, we would appreciate your cooperation in signing the Work Placement Confirmation form attached (QAF312) and returning it to your **An Cosán Primary Contact** outlined below in **Section 4**. via post or email before the placement begins.

1. An Cosán's Duties & Responsibilities:

a. Provide Learner with Learner Work Placement Pack containing:

- Cover Letter (QAF308a)
- A Copy of the Work Placement Agreement for their records (QAF309) (This document)
- Confirmation of Insurance
- Learner Profile Form (QAF310)
- Learner Confidentiality Statement (QAF311)
- Learner Code of Conduct (QAF313)

- Attendance Sheet to be signed at the end of each shift (QAF315)

b. Provide the Learner with Work Placement Supervisor Pack containing:

- Work Placement Agreement (QAF309) (This document for review)
- Provide Work Placement Supervisor with Work Placement Confirmation form (QAF312) (attached)
- Completion of Work Placement Hours form - to be completed by the Learner and the Work Placement Supervisor at end of the placement (QAF314)
- Work Placement Supervisors Report - to be completed at end of placement (QAF316)

c. Liaise with Work Placement Supervisor on the following:

- Receives signed copy of Work Placement Confirmation form from Work Placement Supervisor before placement begins (QAF312) (attached)
- The tutor is the primary contact and will liaise with the Work Placement supervisor fortnightly in case any issues have arisen over the duration of the work placement
- The tutor will be available to the Work Placement Supervisor should they have any queries or concerns about the placement throughout the duration of the work placement
- Major concerns that may arise during work placement must be reported by the tutor to the Community Education Lead immediately to be addressed.

2. An Cosán Contact Information:

All documents for completion may be sent to:

The Learning Centre

Centre Name	An Cosán
Centre Address	Kiltalown Village Centre, Jobstown, Dublin 24, D24 R3PN
Centre Phone number	01 4628488
Primary Contact	Insert Tutor Name
Primary Contact Email	Insert Tutor Email

3. Learner Duties & Responsibilities:

Prior to placement:

- Provide Work Placement Supervisor with Work Placement Agreement (QAF309) (**This document**)
- Provide Work Placement Supervisor with Work Placement Confirmation Form (QAF312) (**attached for completion**)

On beginning placement:

- Provide completed copy of the Learner Profile for Work Placement to supervisor (QAF310) & file copy
- Provide signed Work Placement Confidentiality Statement to supervisor (QAF311) & file a copy
- Provide signed Learner Code of Conduct (outlined below) to An Cosán and file copy (QAF313)

During placement:

- Complete a minimum of 60 hours work placement
- Arrive punctually
- Notify An Cosán and the employer/supervisor of any pending absence from work placement. Medical appointments and illnesses need to be explained by way of medical certification. The supervisor is asked to contact their An Cosán primary contact via email in the case of a learner's absence from work experience.
- Ensure that Attendance sheet is signed by supervisor at the end of each shift (QAF315)

- Conduct themselves in a professional manner Keep all information obtained on placement confidential
- Ensure that any reference to work placement on social media is not permitted
- Obtain permission from service user and supervisor for any information used in assignments/course work
- Take responsibility for their own learning
- Participate in all activities associated with the role
- Read and adhere to all relevant policies and procedures
- Take direction from staff and supervisors
- Contact work placement supervisor if unable to attend
- Complete a reflective diary for each of the modules during placement and submit it as part of the Collection of Work assessment for Work Experience
- Provide the placement supervisor with Work Placement **Supervisor Pack** containing copies of QAF314 & QAF316 on completion of placement

4. **Employer Duties & Responsibilities:**

- Provide a minimum of 60 hours' placement throughout the programme (may be broken down into two 30 hours' placement per year) in a relevant area
- Ensure that the learner's experience with you is a positive and fulfilling one where he/she can observe (Programme description) in your experienced hands as they gain knowledge and confidence
- Learners are asked to inform their supervisor of any pending absence from work placement. However, medical appointments and illnesses need to be explained by way of medical certification. The supervisor is asked to contact their An Cosán primary contact via email in the case of a learner's unnotified absence from work experience.
- Provide opportunities for the learner to perform duties under your supervision and to be mentored and guided in your environment.
- Engage with An Cosán Primary Contact if there are any issues with the learner during the work placement
- Permit selected An Cosán employees to perform spot checks during the learner's agreed work placement hours
- The Employer will review/complete the documents below in a timely manner:
 - Work Placement Agreement (QAF309) (**This document for review**)
 - Work Placement Confirmation Form (QAF312) (**attached for completion**)
 - Sign Attendance sheet presented by learner at the end of each shift (QAF315) (**Learner to present**)
 - Sign Completion of Work Placement Hours form at end of the placement (QAF314) (supervisor pack) and send to An Cosán Primary Contact
 - Complete Work Placement Supervisors Report at end of placement (QAF316) (supervisor pack) and send to An Cosán Primary Contact

If you are happy to proceed with the work placement, please complete attached Work Placement Confirmation form (QAF312) and return to the Primary Contact person named above via post or email as soon as possible.

QAF310: Learner Profiles for Work Placement Supervisors

QAF310 (a): Learner Profile for Work Placement Supervisors for ECCE 5M2009

Document Title	Learner Profile Form for Work Placement Supervisors	QA Code	QAF310(a)
Version Number	2	Name of Creator	Community Education Lead
Date Created	April 2021	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process

Early Childhood Care & Education – 5M2009 Student Profile for Work Placement Supervisors			
Name of Learner		Date of Birth	
Learner's Address			
Mobile Number		E-mail:	
Details of Relevant Experience to Date:			
Any Other Relevant Information			
Signature of Learner			
Date:			

This form should be completed by the learner/student and given to the supervisor when beginning the placement. The supervisor should keep this form for administrative records.

QAF310 (b): Learner Profile for Work Placement Supervisors for Community Care 5M2786

Document Title	Learner Profile Form for Work Placement Supervisors	QA Code	QAF310 (b)
Version Number	2	Name of Creator	Community Education Lead
Date Created	April 2021	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process

Community Care 5M2786			
Student Profile for Work Placement Supervisors			
Name of Learner		Date of Birth	
Learner's Address			
Mobile Number		E-mail:	
Details of Relevant Experience to Date:			
Any Other Relevant Information			
Signature of Learner			
Date:			

This form should be completed by the learner/student and given to the supervisor when beginning the placement. The supervisor should keep this form for administrative records.

QAF310 (c): Learner Profile for Work Placement Supervisors for Comm. Develop. 5M3050

Document Title	Learner Profile Form for Work Placement Supervisors	QA Code	QAF310 (c)
Version Number	2	Name of Creator	Community Education Lead
Date Created	April 2021	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process

Community Development 5M3050			
Student Profile for Work Placement Supervisors			
Name of Learner		Date of Birth	
Learner's Address			
Mobile Number		E-mail:	
Details of Relevant Experience to Date:			
Any Other Relevant Information			
Signature of Learner			
Date:			

This form should be completed by the learner/student and given to the supervisor when beginning the placement. The supervisor should keep this form for administrative records.

QAF310 (d): Learner Profile for Work Placement Supervisors for BADS 5M2468

Policy Title	Learner Profile Form for Work Placement Supervisors		QA Code	QAF310 (d)
Version Number	2	Name of Creator	Community Education Lead	
Date Created	April 2021	Review Date:	December 2021	
Description of Changes	This been formally recorded – process was done informally		Reason for Changes	Part of Re-engagement Process
Business Administration with Digital Skills for Work 5M2468 Student Profile for Work Placement Supervisors				
Name of Learner			Date of Birth	
Learner's Address				
Mobile Number		E-mail:		
Details of Relevant Experience to Date:				
Any Other Relevant Information				
Signature of Learner				
Date:				

This form should be completed by the learner/student and given to the supervisor when beginning the placement. The supervisor should keep this form for administrative records.

QAF310 (e): Learner Profile for Work Placement Supervisors for ECCE 6M2007

Policy Title	Learner Profile Form for Work Placement Supervisors		QA Code	QAF310 (e)
Version Number	2	Name of Creator	Community Education Lead	
Date Created	April 2021	Review Date:	December 2021	
Description of Changes	This been formally recorded – process was done informally		Reason for Changes	Part of Re-engagement Process
Early Childhood Care & Education 6M2007 Student Profile for Work Placement Supervisors				
Name of Learner			Date of Birth	
Learner's Address				
Mobile Number		E-mail:		
Details of Relevant Experience to Date:				
Any Other Relevant Information				
Signature of Learner				
Date:				

This form should be completed by the learner/student and given to the supervisor when beginning the placement. The supervisor should keep this form for administrative records.

QAF311: Work Placement Confidentiality Statement

Document Title	Work Placement Confidentiality Statement	QA Code	QAF311
Version Number	2	Name of Creator	Community Education Lead
Date Created	April 2021	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process



CONFIDENTIALITY STATEMENT

I the undersigned understand the meaning and importance of confidentiality regarding information about the children/service users/staff on my work placement.

I understand that information acquired or discussed within the placement itself may, on occasion, be relevant to be shared in my course work - or in a classroom situation - but that this information belongs only to these two environments and is not to be discussed with fellow learner/students, family or friends outside the work placement or classroom and or virtual teaching environment.

Learner Signature: _____

Learner (BLOCK CAPITALS) _____

Date: ____ / ____ / 20 ____

QAF312: Work Placement Confirmation Form

Document Title	Work Placement Confirmation Form	QA Code	QAF312
Version Number	1	Name of Creator	Community Education Lead
Date Created	April 2021	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process



Work Placement Confirmation Form	
Name of Placement	
Address of Placement	
Telephone Number	
Manager/Supervisor	
Learner's Name	
Work Placement Statement	
I wish to confirm that the above-named Learner can obtain a minimum of 60 hours' work experience at the above placement.	
Signature of Workplace Supervisor	
Date	

This form should be completed on confirmation of placement and sent/given to the course ~~tr~~

QAF313: Learner Code of Conduct on Placement

Document Title	Learner Code of Conduct on Placement	QA Code	QAF313
Version Number	1	Name of Creator	Community Education Lead
Date Created	April 2021	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process



I, the undersigned, understand that I am working in the capacity of a learner for the duration of my work placement. During this time, as I will be working whilst also being a student of An Cosán, I agree to uphold the good name of An Cosán, and I will conduct myself in a manner appropriate to the setting in which I am carrying out my work placement.

Code of Conduct for Learners on Work Experience Be professional in your contacts with service users, staff, and supervisors.

- Keep all information obtained on placement confidential.
- Any reference to work placement on social media is not permitted.
- Obtain permission from service user and supervisor for any information used in assignments/course work.
- Take responsibility for your own learning.
- Participate in all activities associated with the role.
- Read and adhere to all relevant policies and procedures.
- Arrive punctually.
- Take direction from staff and supervisors.
- Contact placement supervisor if unable to attend.
- An Cosán will liaise with the placement supervisor in case any issues have arisen over the duration of the work experience.
- The tutor will work with each learner to assess the skills they are acquiring and how they can make the most of the placement opportunity.

I, the student, understand that should I be found to be in breach of any of the abovestandards that I may be asked to discontinue my work placement.

Signed: _____
Learner

Signed: _____
Community Education Lead

This form should be completed by the learner and given to the supervisor when beginning the placement. The supervisor should keep this form for administrative records. The learner should also keep a copy for their own records.

QAF314: Completion of Work Placement Hours

Document Title	Completion of Work Placement Hours	QA Code	QAF314
Version Number	1	Name of Creator	Community Education Lead
Date Created	April 2021	Review Date:	December 2021
Description of Changes	This been formally recorded – process was done informally	Reason for Changes	Part of Re-engagement Process



Work Placement Confirmation Form	
Name of Placement	
Address of Placement	
Telephone Number	
Learner's Name	
Work Placement Statement	
I wish to confirm that the above-named Learner has completed _____ hours of Work Experience at our setting	
Signature of Workplace Supervisor	
Date	

Official Work Placement Stamp

This form should be completed by the supervisor should return this form to the learner once the required placement hours has been achieved.

QAF316: Work Experience Placement Supervisors Reports

QAF316 (a): Placement Report – Community Development 5M3050

Document Title	Work Experience Placement Supervisors Report	QA Code	QAF316 (a)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



Community Development 5M3050 Placement Report

Learners Name: _____

Centre Name: _____

Telephone No: _____

Numbers of Days Worked: _____

Supervisor's Name: _____

Role within Organisation: _____

N.B

- ❖ This report forms an important part of the overall assessment of Community Development 5M3050 certification. It should be completed by a supervisor/manager who has observed the learner in the workplace. The workplace supervisor should indicate the learner's performance by placing a tick for each criterion under one of the headings. Excellent should only be used in cases of outstanding performance.
- ❖ It is important that the supervisor completes the form as accurately and objectively as possible. In addition the supervisor is expected to give a brief description of the work carried out by the learner.
- ❖ The supervisor should maintain contact with the course provider to ensure best quality work.

**An Cosán
Placement Report for Community Development Learners**

Learner Name:		
Placement Name:		
Please tick the skills level & comment on each of the following area		
Detail	Skills Level	Comment
Punctuality	Excellent * Very Good * Good * Weak *	
Attendance	Excellent * Very Good * Good * Weak *	
Dress Code	Excellent * Very Good * Good * Weak *	
At what level did the Learner display an understanding of the following:		
The Purpose of the Service within the Community	Excellent * Very Good * Good * Weak *	
The Ethos and Mission of the Service	Excellent * Very Good * Good * Weak *	
Engaging with the Service Users	Excellent * Very Good * Good * Weak *	
Taking Part in the delivery of programmes within the service	Excellent * Very Good * Good * Weak *	
Working Independently while under general direction	Excellent * Very Good * Good * Weak *	
How was the Learner's relationship with the following?		
Service users	Excellent * Very Good * Good * Weak *	
The Staff Team of the Organisation	Excellent * Very Good * Good * Weak *	

To what level did the Learner display the following?		
Detail	Skills Level	Comment
Reliability	Excellent * Very Good * Good * Weak *	
Respect	Excellent * Very Good * Good * Weak *	
Manner	Excellent * Very Good * Good * Weak *	
Appearance	Excellent * Very Good * Good * Weak *	
Suitability	Excellent * Very Good * Good * Weak *	
Initiative	Excellent * Very Good * Good * Weak *	
Commitment to Anti-Discriminatory Practices	Excellent * Very Good * Good * Weak *	
Commitment to Health & Safety Guidelines Practices	Excellent * Very Good * Good * Weak *	
Contribution to maintenance of the Service	Excellent * Very Good * Good * Weak *	
Taking every aspect into consideration for this term, do you consider this student to be:		
Standard	Excellent * Very Good * Good * Weak *	
General Comment		
Signed		Date:
Position		Contact Number:

QAF316 (b): Placement Report – Community Care 5M2786

Document Title	Work Experience Placement Report	QA Code	QAF316 (b)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



QQI Level 5 Work Experience 5N1356 Placement Report

Learners Name: _____

Centre Name: _____

Telephone No: _____

Numbers of Days Worked: _____

Supervisor's Name: _____

Role within Organisation: _____

N.B

- ❖ This report forms an important part of the overall assessment of Level 5 Work Experience 5N1356 certification. It should be completed by a supervisor/manager who has observed the learner in the workplace. The workplace supervisor should indicate the learner's performance by placing a tick for each criterion under one of the headings. Excellent should only be used in cases of outstanding performance.
- ❖ It is important that the supervisor completes the form as accurately and objectively as possible. In addition the supervisor is expected to give a brief description of the work carried out by the learner.
- ❖ The supervisor should maintain contact with the course provider to ensure best quality work.

**An Cosán
Placement Report for Community Care Students**

Student Name:

Placement Name:

Please tick the skills level & comment on each of the following area

Detail	Skills Level	Comment
Punctuality	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Attendance	Excellent *	
	Very Good *	
	Good *	
	Weak *	
At what level did the student display an understanding of the following:		
The Needs of the Clients	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Development of the Adult	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Importance of Communication with clients	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Communicating with other team members	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Communicating with other service users i.e., family members or people in the care setting	Excellent *	
	Very Good *	
	Good *	
	Weak *	
An understanding of The Additional Needs of People	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's relationship with the following?		
The Clients	Excellent *	
	Very Good *	
	Good *	
	Weak *	

The Staff	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Service Users	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Management/Supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's ability to work or demonstrate the following?		
On their own initiative	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Following instructions given by their supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Following instructions given by their supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Working as part of the team.	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Planning, and Preparing activities for their clients	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Carrying out their daily tasks/duties	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's ability to complete the following?		
Adhere to the relevant Health & Safety Policies for working in the Care Environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Demonstrate an understanding of the importance of being Compliant with Legislation	Excellent *	
	Very Good *	
	Good *	
	Weak *	

Demonstrate that they are aware of all Legislation relating to the Community Care Sector	Excellent * Very Good * Good * Weak *	
To what level did the student display the following?		
Detail	Skills Level	Comment
Reliability	Excellent * Very Good * Good * Weak *	
Respect	Excellent * Very Good * Good * Weak *	
Manner	Excellent * Very Good * Good * Weak *	
Appearance	Excellent * Very Good * Good * Weak *	
Suitability	Excellent * Very Good * Good * Weak *	
Commitment to Anti-Discriminatory Practices	Excellent * Very Good * Good * Weak *	
Contribution to maintenance of the environment	Excellent * Very Good * Good * Weak *	
Taking every aspect into consideration for this term, do you consider this student to be:		
Standard	Excellent * Very Good * Good * Weak *	
General Comment		
Signed	Date:	
Position	Contact Number:	

QAF316 (c): Placement Report – Business Administration with Digital Skills 5M2486

Document Title	Work Experience Placement Report	QA Code	QAF316 (c)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



QQI Level 5 Work Experience 5N1356 Placement Report

Learners Name: _____

Centre Name: _____

Telephone No: _____

Numbers of Days Worked: _____

Supervisor's Name: _____

Role within Organisation: _____

N.B

- ❖ This report forms an important part of the overall assessment of Level 5 Work Experience 5N1356 certification. It should be completed by a supervisor/manager who has observed the learner in the workplace. The workplace supervisor should indicate the learner's performance by placing a tick for each criterion under one of the headings. Excellent should only be used in cases of outstanding performance.
- ❖ It is important that the supervisor completes the form as accurately and objectively as possible. In addition the supervisor is expected to give a brief description of the work carried out by the learner.
- ❖ The supervisor should maintain contact with the course provider to ensure best quality work.

An Cosán
Placement Report for Business Administration with Digital Skills Learners

Student Name:

Placement Name:

Please tick the skills level & comment on each of the following area

Detail	Skills Level	Comment
Punctuality	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Attendance	Excellent *	
	Very Good *	
	Good *	
	Weak *	
At what level did the student display an understanding of the following:		
The Needs of the Business	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Role & Function of an Administrator	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Importance of Communication with clients	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Communicating with other team members	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Communicating with others	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's relationship with the following?		
The Clients	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Staff	Excellent *	
	Very Good *	
	Good *	
	Weak *	

Clients/Customers	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Management/Supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's ability to work or demonstrate the following?		
On their own initiative	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Following instructions given by their supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Following instructions given by their supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Working as part of the team.	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Carrying out their daily tasks/duties	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's ability to complete the following?		
Adhere to the relevant Health & Safety Policies for working in the Care Environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Demonstrate an understanding of the importance of being Compliant with Legislation	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Demonstrate that they are aware of all Legislation relating to the Business Administration	Excellent *	
	Very Good *	
	Good *	
	Weak *	
To what level did the student display the following?		
Detail	Skills Level	Comment
Reliability	Excellent *	
	Very Good *	
	Good *	
	Weak *	

Respect	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Manner	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Appearance	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Suitability	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Commitment to Anti-Discriminatory Practices	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Contribution to maintenance of the environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Taking every aspect into consideration for this term, do you consider this student to be:		
Standard	Excellent *	
	Very Good *	
	Good *	
	Weak *	
General Comment		
Signed		Date:
Position		Contact Number:

QAF316 (d): Placement Report – Early Childhood Care & Education 5M2009

Document Title	Work Experience Placement Report	QA Code	QAF316 (d)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



QQI Level 5 Work Experience 5N1356 Placement Report

Learners Name: _____

Centre Name: _____

Telephone No: _____

Numbers of Days Worked: _____

Supervisor's Name: _____

Role within Organisation: _____

N.B

- ❖ This report forms an important part of the overall assessment of Level 5 Work Experience 5N1356 certification. It should be completed by a supervisor/manager who has observed the learner in the workplace. The workplace supervisor should indicate the learner's performance by placing a tick for each criterion under one of the headings. Excellent should only be used in cases of outstanding performance.
- ❖ It is important that the supervisor completes the form as accurately and objectively as possible. In addition the supervisor is expected to give a brief description of the work carried out by the learner.
- ❖ The supervisor should maintain contact with the course provider to ensure best quality work.

An Cosán
Placement Report for Early Childhood Care & Education Learners

Student Name:

Placement Name:

Please tick the skills level & comment on each of the following area

Detail	Skills Level	Comment
Punctuality	Excellent * Very Good * Good * Weak *	
Attendance	Excellent * Very Good * Good * Weak *	
At what level did the student display an understanding of the following:		
The Purpose of an Early Years Setting	Excellent * Very Good * Good * Weak *	
Role & Duties of an Early Years Worker	Excellent * Very Good * Good * Weak *	
The Needs of the Children	Excellent * Very Good * Good * Weak *	
Different areas of Child Development	Excellent * Very Good * Good * Weak *	
Importance of Communication with clients	Excellent * Very Good * Good * Weak *	
Communicating with other team members	Excellent * Very Good * Good * Weak *	
Communicating with other service users i.e., family members or people in the care setting	Excellent * Very Good * Good * Weak *	

An understanding of The Additional Needs of Children	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Importance & Relevance of Child Observations	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Importance of a Prepare Learning Environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's relationship with the following?		
The Children	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Staff	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Parents	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Management/Supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's ability to work or demonstrate the following?		
On their own initiative	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Following instructions given by their supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Following instructions given by their supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Working as part of the team.	Excellent *	
	Very Good *	
	Good *	
	Weak *	

Planning, and Preparing activities for their Children in their Care	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Carrying out their daily tasks/duties	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Prepare the Learning Environment for the Children in their care	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's ability to complete the following?		
Adhere to the relevant Health & Safety Polices for working in the Care Environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Adhere to the Pre-school Regulations	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Understanding, Comprehension and Demonstration of Aistear Themes	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Implementing the requirements and Completing Documents relating to Aistear & Siolta	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Demonstrate an understanding of the importance of being Compliant with Legislation	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Demonstrate that they are aware of all Legislation relating to the Early Years Sector	Excellent *	
	Very Good *	
	Good *	
	Weak *	
To what level did the student display the following?		
Detail	Skills Level	Comment
Reliability	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Respect	Excellent *	
	Very Good *	
	Good *	
	Weak *	

Manner	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Appearance	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Suitability	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Commitment to Anti-Discriminatory Practices	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Contribution to maintenance of the environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Taking every aspect into consideration for this term, do you consider this student to be:		
Standard	Excellent *	
	Very Good *	
	Good *	
	Weak *	
General Comment		
Signed		Date:
Position		Contact Number:

QAF316 (e): Placement Report – Early Childhood Care & Education 6M2007

Document Title	Work Experience Placement Report	QA Code	QAF316 (e)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



QQI Level 6 Work Experience 6N1946 Placement Report

Learners Name: _____

Centre Name: _____

Telephone No: _____

Numbers of Days Worked: _____

Supervisor's Name: _____

Role within Organisation: _____

N.B

- ❖ This report forms an important part of the overall assessment of Level 5 Work Experience 5N1356 certification. It should be completed by a supervisor/manager who has observed the learner in the workplace. The workplace supervisor should indicate the learner's performance by placing a tick for each criterion under one of the headings. Excellent should only be used in cases of outstanding performance.
- ❖ It is important that the supervisor completes the form as accurately and objectively as possible. In addition the supervisor is expected to give a brief description of the work carried out by the learner.
- ❖ The supervisor should maintain contact with the course provider to ensure best quality work.

An Cosán
Placement Report for Early Childhood Care & Education Learners

Student Name:

Placement Name:

Please tick the skills level & comment on each of the following area

Detail	Skills Level	Comment
Punctuality	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Attendance	Excellent *	
	Very Good *	
	Good *	
	Weak *	
At what level did the student display an understanding of the following:		
The Purpose of an Early Years Setting	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Role & Duties of an Early Years Worker	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Needs of the Children	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Different areas of Child Development	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Importance of Communication with clients	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Communicating with other team members	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Communicating with other service users i.e., family members or people in the care setting	Excellent *	
	Very Good *	
	Good *	
	Weak *	

An understanding of The Additional Needs of Children	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Importance & Relevance of Child Observations	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Importance of a Prepare Learning Environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's relationship with the following?		
The Children	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Staff	Excellent *	
	Very Good *	
	Good *	
	Weak *	
The Parents	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Management/Supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's ability to work or demonstrate the following?		
On their own initiative	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Following instructions given by their supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Following instructions given by their supervisor	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Working as part of the team.	Excellent *	
	Very Good *	
	Good *	
	Weak *	

Planning, and Preparing activities for their Children in their Care	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Carrying out their daily tasks/duties	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Prepare the Learning Environment for the Children in their care	Excellent *	
	Very Good *	
	Good *	
	Weak *	
How was the student's ability to complete the following?		
Adhere to the relevant Health & Safety Polices for working in the Care Environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Adhere to the Pre-school Regulations	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Understanding, Comprehension and Demonstration of Aistear Themes	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Implementing the requirements and Completing Documents relating to Aistear & Siolta	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Demonstrate an understanding of the importance of being Compliant with Legislation	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Demonstrate that they are aware of all Legislation relating to the Early Years Sector	Excellent *	
	Very Good *	
	Good *	
	Weak *	
To what level did the student display the following?		
Detail	Skills Level	Comment
Reliability	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Respect	Excellent *	
	Very Good *	
	Good *	
	Weak *	

Manner	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Appearance	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Suitability	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Commitment to Anti-Discriminatory Practices	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Contribution to maintenance of the environment	Excellent *	
	Very Good *	
	Good *	
	Weak *	
Taking every aspect into consideration for this term, do you consider this student to be:		
Standard	Excellent *	
	Very Good *	
	Good *	
	Weak *	
General Comment		
Signed		Date:
Position		Contact Number:

Section 4: Staff and Volunteer Recruitment & Development

QAF401: Staff & Tutor Recruitment Policy

Policy Title	Staff & Tutor Recruitment Policy		QA Code	QAF401
Version Number	2	Name of Creator	Administration Information & QA Lead	
Date Created	7/6/23	Review Date:	June 2024	
Description of Changes	Addendum to include Programme staffing requirements for Early Learning and Care 5M21476 and 6M21471 awards: Qualifications and Experience.		Reason for Changes	An Cosán has updated this policy and procedure in preparation for differential validation for the delivery of the Early Learning and Care 5M21476 and 6M21471 awards to include additional criteria for the teaching and support staff involved in the provision of these programmes. This organisation is committed to ensuring that all criteria for staffing and management of these awards is as per our Curriculum Sharing Agreement with Dublin Dun Laoghaire Education and Training Board (DDLETB) and have updated our procedures accordingly.

Policy Title	Staff & Tutor Recruitment Policy
Policy Statement	An Cosán is committed to ensuring procedures for recruitment and selection of staff will ensure they are suitably qualified and skilled. An Cosán will ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage with Continuing Professional Development (CPD).
Scope of Policy	This policy is intended for all staff who are involved in the recruitment process within An Cosán (The Shanty Education Project Company Ltd). This policy outlines all procedures concerned with recruitment. It is to ensure that all aspects of recruitment are carried out in a proper and efficient manner.

**Policy
implementation**

1. All staff involved in recruitment must adhere to this policy.
2. The Recruitment Process will be headed up by the Lead of the department the vacancy is within.
3. When a role arises, a job specification and associated selection criteria for that particular role is devised by the Corporate Services Manager in collaboration with the lead of the department that they vacancy is within and approved by the Senior Management Team prior to advertising.
4. The Lead will liaise with the Communications & Information Lead as well as HR to advertise the position.
5. Posts will be advertised in regional newspapers, on the Careers section of the An Cosán website, social media platforms, and online recruitment websites such as Indeed, activelinek.ie, LinkedIn.
6. Candidates will be required to apply through an application form which details their experience, qualifications, and suitability for the vacancy.
7. Candidates are then shortlisted and approved by the Senior Management Team prior to interviews taking place.
8. All interview candidates are required to provide copies of relevant qualifications and a signed passport photograph which are kept together with their Curriculum Vitae and other relevant documentation such as interview sheet.
9. Tutors are not employed on a full-time contract of employment basis. Tutors are advised during induction that An Cosán cannot guarantee work, the hours are part time on an ad hoc basis as required.
10. A standard interview format is used with all Tutors to ensure fair opportunity is given to all. A variety of scenarios will be put to each Tutor to test his/her skills in programme delivery, dealing with difficult learners, motivating learners etc. Suitability to deliver a programme of lectures will be established at the first round of interviews and tutors who are requested to return for a second interview, will be interviewed by the Community Education Lead, Administration, Information and Quality Assurance Lead and External Consultant.
11. Applicants for the role of Community Education Lead must have a relevant academic qualification, a minimum of 3-5 years industry experience and a minimum of 3 years lecturing experience. A process similar to that of Tutor selection is used with emphasis being put on team leadership skills etc. The interview will be with the Adult Community Education Manager and other members of Senior Management Team as appropriate.
12. Where appropriate, vacancies are filled internally. A circular with vacancies and recruitment criteria is circulated via email to all staff and the An Cosán website.

Positions are allocated on the basis of seniority, experience and proven track record.

13. An Cosán is committed to ensuring that all criteria for staffing and management of these awards is as per our Curriculum Sharing Agreement with Dublin Dun Laoghaire Education and Training Board (DDLETB)

Programme staffing requirements for Early Learning and Care 5M21476 and 6M21471 awards: Qualifications and Experience.

Programme Management Staff

An Cosán will appoint a Programme Manager with overall responsibility for the management of this programme within our organisation. Those involved in the management of this programme should have experience of the delivery of QQI awards, programme evaluation and the National Framework of Qualifications. Programme Management Staff will have strong organisational and communications skills. Responsibilities will include:

1. Programme evaluations and reviews undertakes.
2. Feedback from reviews returned to ELC Programme Board for consideration.
3. Overseeing the implementation of any changes and recommendations made by the Programme Board
4. Ensuring compliance with staffing qualifications and experience criteria
5. Record keeping including certification records.

Tutors and the Programme Teaching Team

Teaching staff engaged on these awards must hold a relevant major award at NFQ level 7 or higher. Recognised early years qualifications are those from the Department of Children, Equality, Integration and Youth (DCEDIY) available at <https://www.gov.ie/en/publication/22405-early-years-recognised-qualifications/>

- Tutors who apply to teach this programme with alternative appropriate degrees should apply to DCEDIY to have their qualification assessed and approved by DCEDIY.

Teaching staff engaged on these awards must hold a teaching qualification.

1. Teaching Council registered to deliver childcare/early years programmes.
2. QQI level 6 Special Purpose Award in Training and Development or similar OR
3. Have a minimum of five years teaching experience on programmes designed to prepare learners for working in an ELC setting.

An Cosán is committed to ensuring that tutors who are part of the teaching team will have experience of working in the ELC sector and will hold ELC qualifications.

Tutors who hold a nursing or related qualification may teach on the Holistic Care of Children 0 – 6 year course module.

	<p>Tutors holding Sociology, Social Studies, Social Care or related qualification may teach on the following modules:</p> <ol style="list-style-type: none"> 1. Children’s Rights, Legislation and Regulation 2. Sociology and Social Policy <p>Tutors holding Psychology (must include Development Psychology) may teach on the following modules:</p> <ol style="list-style-type: none"> 1. Early Childhood Growth and Development 2. The Developing Child <p>Tutors holding disability and inclusion studies or related qualifications may teach on the following modules:</p> <ol style="list-style-type: none"> 1. Understanding and Assisting Children with Additional Needs 2. Inclusive Learning and Care <p>Staged Approach to Tutor Qualifications and Experience</p> <p>In accordance with the guidance set out in the shared curriculum, provider name will introduce a staged approach to allow experience tutors who do not currently hold ELC qualifications to gain these.</p> <ol style="list-style-type: none"> 1. We will ensure that a minimum of 25% of our tutors will meet all criteria as set out in points 1 and 2 above within two years of commencing this programme with 50% of the teaching team fully qualified within five years. 2. In addition, provider name will ensure that a minimum of 25% of tutors on the teaching team will have experience of working in the ELC sector within 2 years of commencing this programme to ensure that learners will gain an understanding of the realities of working in an ELC setting. <p>Support Staff</p> <p>Support staff for the delivery of this programme will be able to undertake a range of administrative duties and should have excellent IT skills as well as good communications skills and the ability to work to a detailed schedule.</p> <p>Professional Practice Placement Monitors</p> <p>Professional Practice Placement Monitors will be suitably qualified and experienced in ELC, be Garda vetted and have experience in the assessment of learners in the discipline of Early Learning and Care. 3 hours pw @ 13 weeks per stage.</p> <p>Professional Practice Placement Supervisors</p> <p>Professional Practice Placement Supervisors will be suitably qualified at an NFQ level above that of the learner being supervised or will have appropriate experience/alternative qualifications. Note: the supervisor is not a member of the education provider, but a staff member of the placement provider.</p>	
<p>Selection Criteria For An Cosán Staff</p>	<p>The process for selecting applicants to be completed by the Lead of department using the criteria for selection for An Cosán Staff and for Tutors detailed below:</p>	
	<p>Qualifications</p> <p>Experience</p>	<p>Staff members must have a qualification in a relevant field.</p> <p>Staff members must have minimum 2 years work experience in the relevant area i.e., Finance, Administration, Adult & Community Education etc.</p>

	Reference Checks	Minimum two references must be provided. Referees will be contacted for verification by Snr. Management Team or Appointed An Cosán representative
Selection Criteria For An Cosán Tutors	Essential Criteria	<ul style="list-style-type: none"> ▪ A minimum qualification of one level above the Programme, for example, a QQI Level 6 and/or 7 or equivalent related to the Programme Specific Components ▪ A minimum of Train the Trainer teaching qualification ▪ A Minimum 3-5 years' work experience in the subject matter area of industry or work ▪ have a critical understanding of community education and community development principles and practices.
	Desirable Criteria	<ul style="list-style-type: none"> ▪ a bachelor's degree or higher related to the field of studies and/or ▪ a Diploma in Adult Education & Training ▪ a proficiency with ICT and educational technology in particular blended learning approaches ▪ membership of Teaching Council of Ireland

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF401 (a): Job Application Form

Document Title	Job Application Form	QA Code	QAF401 (a)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



(INSERT POSITON BEEN APPLIED FOR)

Name: _____

Please complete the following sections (maximum of 500 words per section)
(EDIT THE FORM AS REUIRED)

<p>Leadership: Please summarise your experience in a relevant strategic leadership role, focussing in particular on your preferred communication style and how you provide a positive role model for your team.</p>

Management of diverse teams: Please outline relevant experience of managing teams with diverse sets of responsibilities. How did you prioritise conflicting demands and ensure that each area under your responsibility was highly productive and efficient?
Change Management: Please provide an example which demonstrates your ability to initiate, manage and successfully close out complex change programmes.
Process improvement: Please outline an example that details your specific significant contribution to improving business through process improvement initiatives. What were the key outcomes?
Human Resources: Outline your HR experience ensuring the right people are in place to deliver on the organisation's mission, including development initiatives for existing staff, recruitment and induction processes for new staff, HR policies and procedures and other supports to Line Managers including performance management systems.
Community Education: Please outline your understanding, philosophy and experience of community education.

Teaching Philosophy, Experience and Motivation Skills

Adult and Community Education: Please outline your understanding, philosophy and experience of community education.
Further/Higher Education: Outline your understanding and experience of teaching.

Online Teaching and Learning: Outline your understanding and experience of online teaching and learning.

Communication Skills

Positively impacting online presence: Please summarise your experience in a relevant communications role, focussing in particular on where you have significantly impacted the online presence of an organisation, including tangible evidence of your positive impact.

Digital communication: Please outline your knowledge of digital communication tools and social media and explain how you keep informed on emerging trends. Which emerging trends have you identified in recent times and to which you were an earlier adaptor.

Focus on storytelling and case studies: Please provide examples (with hyperlinks, if possible) which demonstrate your ability to use compelling storytelling and case studies as an effective part of your communication strategy.

Content and Information Management Systems: Please outline how you ensure that all published information is accurate and remains up to date – what systems and processes do you employ to ensure this? How do you navigate an organisation to ensure that you successfully engage with the appropriate stakeholders for accurate content management.

Why do you want to work for An Cosán? Outline your motivation for the advertised role and why you wish to be considered for it.

Is there anything that would affect your ability to carry out any of the requirements of this role?

What is your current salary/salary expectations?

REFEREES

Referee one

Name:
Job title:
Postal address:
Email address:
Telephone no:

Referee two

Name:
Job title:
Postal address:
Email address:
Telephone no:

Referee three

Name:
Job title:
Postal address:
Email address:
Telephone no:

This post is part funded by Pobal under the Community Services Programme



pobal

government supporting communities



Rialtas na hÉireann
Government of Ireland

QAF401 (b): Job Advertisement Template

Document Title	An Cosán Job Advertisement Form	QA Code	QAF401 (b)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



An Cosán is currently seeking a talented **(INSERT ROLE)** to join our team. This role plays a key part in driving the visibility

of our services, sharing the impact of our work and telling the story of the transformative power of education and early year services.

Job Title:	
Reports to:	
Contract:	
Probation:	
Location:	Tallaght, Co Dublin
Salary:	

An Cosán

An Cosán (Irish for ‘The Path’) is Ireland’s largest community education organisation. The mission of An Cosán is to bring about social equality and an end to poverty through community-based adult education, the provision of early years supports, wrap around counselling services, and empowering social enterprise development. Over the past three decades, we have supported over 18,000 people to reach new pathways to empowerment via community education. Using innovative technology to deliver virtual access to its range of learning programmes An Cosán now reaches communities across Ireland.

The Role

(Insert a description of the role)

Key Responsibilities

(Insert a description of the (Insert a description of the key responsibilities for the role)

Essential Skills and Core Competencies

(Insert a description of essential skills and core competencies required for the role)

Knowledge Essential

(Insert a list of essential knowledge required)

Desirable

(Insert a list of the desirable knowledge required)

Qualifications and Expertise

(Insert a description of the qualifications and expertise required for the role)

Application Process:

Please email the following documents to jobs@ancosan.ie with subject line clearly marked **(insert JOB TITLE)** role:

- Cover letter
- Curriculum Vitae
- Completed Application Form

Closing date for applications is 5pm on

This post is part funded by Pobal under the Community Services Programme



Rialtas na hÉireann
Government of Ireland

QAF401 (c): Interview Record Sheet

Document Title	An Cosán Interview Record Sheet	QA Code	QAF401 (c)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



Interview process for recruitment of
(INSERT JOB TITLE)

Interview Panel and Schedule

Panel:

Interview date:

Location: An Cosán Tallaght headquarters

Zoom details: Join Zoom Meeting

Please note due to security and to avoid early entry, zoom attendees can only join after the host and must wait in the waiting room until admitted.

Time	Meeting	Confirmed attendee

Format of Interview

1. Welcome, introductions and overview of process – Chairperson – 3 minutes

- Introduce interviewers
- Briefly outline role of **(insert JOB TITLE)** – as per job description
- Explain the interview process to the candidate
 - Interview will commence with candidate presenting their pre-prepared short, informal presentation (see Appendix 1 for interview invite)
 - Each interviewer will focus on a particular area of the role and
 - We will take notes throughout (see guidelines below), which will be retained and destroyed as per GDPR guidelines
 - Encourage candidate to answer questions as fully as possible and that we will be seeking examples to demonstrate required skills and knowledge, as we score based on your answers
 - Chair will outline next steps at the end of the interview
 - Opportunity for candidate to ask questions at end
 - 45-minute interview

2. **Candidate presents their pre-prepared presentation - 5 minutes**
3. **Panel Q&A on presentation – 5 minutes**
4. **Interview questions. See Interview Score Sheet and Summary Sheet below (3-5 mins per question) – 25 minutes**
5. **Questions from candidate – 5 minutes**
6. **Thank you and next steps – Chair – 2 minutes**

Guidelines for taking notes during interviews

Responsibility for taking notes during the interview should be agreed amongst the Interview Panel in advance. Ideally, one person should assume responsibility for note taking, so that the other interviewers can remain fully engaged with the candidates, using good eye contact etc. Alternatively, the Interview Panel may decide to split the role between two interviewers so that everyone can question, but at any one time there is only one person taking notes.

It is important to ensure the interview score sheet is completed and agreed after each interview.

Points to note:

- Inform the candidate at the start of the interview, that notes will be taken.
- Note the candidate's name, date and time of the interview on the top of your notes.
- Note the question that the candidate was asked – at a minimum, try and catch the key words.
- Capture the key points of the candidate's response.
- Note any questions the candidate asked the interview panel and how the panel responds.
- Note any incidents that occur e.g., somebody asks a question that may be discriminatory in nature – record details factually – do not record your opinion.

Avoid recording any of the following:

- what you personally think of the answer.
- physical details about the candidate to help you remember them.
- any comments that may be discriminatory in nature.
- any judgments you make during the interview regarding the candidate.

The purpose of the interview is to understand the skills, abilities, know-how and capacity of the candidates based on their experience to date to undertake this role. Therefore, this interview will take an evidence-based approach and candidates will be asked to provide examples of when and where they have encountered certain situations, used certain skills and so on. The same interview format, questions and scoring method, should be used for each candidate to ensure a fair and transparent recruitment process.

At no point during the interview is any question to be asked by or response prompted by the interviewer that can be construed as grounds for discrimination. This relates directly to An Cosán's legal and moral obligations under Equal Opportunity. Examples of what not to ask: Are you married? How will you get to work? How will your children be taken care of? What religion do you subscribe to? How old are you? etc.

As personal notes taken by the interview panel constitute data and as such, are accessible by the interview candidate under GDPR guidelines, therefore it is advised that the interview panel do not take such personal notes, but rather adhere to the note taking procedures agreed in advance.

The Chair needs to ensure that all score templates, including summary score sheets are completed at the end of the interview or as soon as possible thereafter. Scores for each competency area should be discussed and a consensus reached as to the final score and recorded on template. The summary comments are very helpful in guiding feedback to candidates, should this be required.

All interviewers to return or destroy hard copies of CVs, etc. at end of the interview. All hard and soft copies of documents to be retained by An Cosán in line with GDPR and retention policy. Any external interviewers are required to please delete any copies of CVs, application forms and cover letters within one week after the interviews have finished.

Please ensure one copy is printed off in respect of each candidate

CONFIDENTIAL – Interview Score Sheet

Position:

Interview date:

Candidate's Name: _____ **Interviewer's Name:** _____

Scoring: 0: No Evidence; **1– 2:** Little evidence; **3-4:** Does not fully meet; **5:** Meets; **6-7:** Exceeds; **8-9:** Excellent; **10:** Outstanding

Question	SCORE	COMMENTS
<p>1) Presentation & Follow up Q&A</p>		
<p>2) Background/Experience Please outline why you have applied for this role? Which skills have you acquired in your present or previous positions that are relevant or this position?</p>		
<p>3) Excellent leadership qualities How do you describe your leadership style? What words do you think your current team would use to describe you? What methods do you employ to ensure that your team remains motivated and performance standards are met? Provide an example of how you handled a disagreement or conflict within your team – what leadership skills were most important and why? Would your team be aware if you were working under pressure? How do you behave and what is your coping mechanism?</p>		
<p>4) Self-starter with a process improvement mindset. Please outline a time when you identified and initiated a significant process improvement. What steps did you follow to bring about this improvement?</p>		

<p>What obstacles did you face and how did you overcome them?</p> <p>What were the tangible benefits and how did you measure them?</p>		
<p>5) Ability to proactively initiate and positively manage change</p> <p>What is the greatest change management challenge you have faced - what was the objective and what were the outcomes?</p> <p>How did you personally influence the outcomes?</p> <p>What do you consider your greatest success and conversely your greatest failure in change management?</p>		
<p>6) Effective problem-solving skills.</p> <p>Tell us though, by way of an example, how you approach a difficult problem?</p> <p>How do you ensure the best solution is implemented?</p> <p>What happens if you face resistance in trying to implement the right solution?</p>		
<p>7) What, if any, challenges do you think you might have to overcome if you were successful in being appointed to this role?</p>		
<p>8) Strongest assets? Weaknesses?</p>		
<p>9) Communication throughout interview – clear, confident & concise?</p>		
<p>10) Quality of application (CV, application form and cover letter)</p>		
<p>TOTAL</p>		

Signed by Interviewer: _____

Date: _____

Please ensure one copy is printed off in respect of each candidate

CONFIDENTIAL – Interview Summary Sheet

Position:

Interview date:

TO BE COMPLETED BY CHAIRPERSON IN CONSULTATION WITH PANEL FOR EACH INTERVIEWEE

Candidate's Name: _____ Interview Date: _____

CRITERIA	SCORE	COMMENTS
1. Presentation & Follow up Q&A		
2. Background/Experience		
3. Excellent leadership qualities		
4. Self-starter with a process improvement mindset		
5. Ability to proactively initiate and positively manage change		
6. Effective problem-solving skills		
7. Challenges		
8. Communication skills during interview		
9. Quality of application (CV and cover letter)		
TOTAL		
SUMMARY COMMENTS: (3/4 sentences, use direct quotes where relevant)		

Signed by the Chair on behalf of interview panel: _____ Date: _____

Appendix 1 **Interview invitation**

Dear XXX,

Thank you for your application for the position of Finance Manager at An Cosán and I am pleased to advise that you have been selected for interview. The interview panel are available on (INSERT DETAILS OF INTERVIEW), and the interview will be (INSERT LOCATION OF INTERVIEW F2F or Virtually)

Date:

Time:

Location:

The interview panel consists of:
(INSERT NAMES OF PANEL)

In order to give applicants a chance to demonstrate their suitability for the role and the organisation, we are asking that you deliver a short, informal presentation on a relevant topic, as part of the interview process.

Please could you prepare a short presentation, about 5 minutes in duration, on the following topic:

Please be ready to present your ideas, ideally in PowerPoint or another similar format, which you can readily share.

Please confirm your availability by return. If the above date or time presents any issues, please let me know as soon as possible.

Kind regards

(ATTACHED RELEVANT JOB DESCRIPTION)

QAF401 (d): Contract of Employment – Non-Teaching Staff

Document Title	An Cosán Contract of Employment – Non-Teaching	QA Code	QAF401 (d)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



An Cosán
Kiltalown Village Centre
Jobstown
Tallaght
Dublin 24

Name
Address

Date

Re: Job Title

Dear xxx,

It is with pleasure that I offer you a fixed term contract as a xxxxxxxxxxxxxx with An Cosán. Please find enclosed the particulars of the offer as set out in the Statement of Terms and Conditions of Employment, subject to satisfactory references.

Please read the documents carefully, then sign and return one copy, marked for my attention, to the above address in order to indicate your acceptance of the offer. In order to protect confidentiality relating to this offer please take care to mark the envelope “strictly private and confidential”. The second copy of the document should be retained by you for your own records.

Should you have any queries regarding any of the information provided please do not hesitate to contact me to discuss.

Yours sincerely,

[Insert CEO Name]
CEO



Statement of Terms and Conditions of Employment

Contract of Employment

[Insert Date]

An Cosán
Fixed Term Statement of Terms and Conditions of Employment

Employee Name:	
Employee Address:	
Job Title:	
Duties:	The duties of your role are as outlined in the attached Job Description.
Place of Work:	An Cosán Kiltolawn Village Centre Jobstown Tallaght Dublin 24 (Subject to Section 1)
Start date of fixed term	
End date of fixed term	
Probationary Period:	6-month probation period
Hours of Work:	xx hours per week (Subject to Section 2)
Salary:	Annual Salary €xxx Monthly €xxxx Payable Directly into employee's bank account
Annual Leave Entitlement:	27days Days Pro-rata (Subject to Section 5)
Notice Period:	One Month's Notice (Subject to Section 9 whichever is greater) During the probationary period the employee's appointment may be terminated by 1 weeks' notice in writing on either side.

The Employer offers Employment on the terms set out in this statement.

The employee confirms that he/she has read and understands this Statement of Terms and Conditions of Employment and accepts the offer of employment and agrees to be bound by these terms and conditions of employment.

Signed on behalf of An Cosán

 XXXX
 CEO

 Date

I wish to accept the offer as stated above.

 XXXXX

 Date

Fixed Term Contract of Employment

1. Place of Work and Registered business Address:

The registered business address of the organisation is An Cosán, Kiltolawn Village Centre, Jobstown, Tallaght, Dublin 24.

You may be required to work at such other locations on a temporary or permanent basis as An Cosán may require.

An Cosán reserves the right to relocate and / or transfer you to another place of work within a reasonable distance of our current location without additional compensation. You will be given as much notice of such change as is reasonably practicable.

2. Working Time

The employee will be allocated lunch breaks of 30 mins daily (unpaid) and a 15-minute daily break (paid) on the roster.

The Employee will be allocated lunch breaks of 30 mins daily (unpaid) and a 15-minute daily break (paid) on the roster. Normal hours of work will be between 8:00am and 6.00pm.

Your entitlement to breaks as per the organisation of Working Time Act are as follows:

- After 4.5 hours worked you will be entitled to a 15-minute break and if you are working for more than 6 hours you will be entitled to a 30-minute break.
- You will be entitled to a rest period of no less than 11 consecutive hours in each 24-hour period during in which you work for An Cosán.
- In each period of 7 days, you will be entitled to a rest period of at least 24 consecutive hours. This rest period must be immediately preceded by a daily rest period.
- Your entitlement may differ if you are part of a collective agreement or Registered Employment Agreement or if you are under the age of 18.

If for any reason you are unable to take your rest breaks you must inform your manager.

3. Duties of the Employee

The employee is hereby appointed as a xxxxxxxxxxxx with An Cosán. Their duties will enable them to carry out their role in line with their role description (attached) and any other duties, whether specified or not by the Employer, which are necessary for the satisfactory operation of An Cosán.

The employee will devote so much of their time, attention and ability as is reasonably required to perform the duties of their appointment and will faithfully and diligently perform these duties and exercise such powers consistent with them which are from time to time assigned to or vested in them.

The employee will use their best endeavours at all times to promote the interests of An Cosán.

Key Responsibilities

- [insert list of responsibilities]

4. Salary

The pay reference period for the purposes of the National Minimum wage will be one Month in accordance with section 23 of the National Minimum Wage Act, 2000, you are entitled to request a written statement of the average hourly rate of pay for any pay reference period.

The Organisation reserves the right to deduct from salary any sums which you may owe to An Cosán or be liable to the organisation, including, without limitation, any overpayments, loans or advances made to you by the An Cosán.

From time to time, it may be necessary for you to work additional hours in line with the demands of An Cosán. You may be entitled to avail of time in lieu with prior authorisation by your line manager.

5. Holidays

Part-time employees and employees who commence employment during the leave year will be entitled to a pro-rata entitlement to annual leave. Annual leave is granted in accordance with the Organisation of Working Time Act 1997 and subsequent amendments.

The employee shall not, without the advance written consent of the employer, carry forward any unused part of their holiday entitlement to a subsequent year.

At least one month's notice must be given in respect of each holiday over 5 days.

The annual leave year runs from January 1st to December 31st. Please see below for your allocation of holidays which is in addition to your statutory entitlement.

Holiday Entitlements for Employees:

Length of Service	Holiday Entitlement
< 1 year	24
< 2 years	25
< 3 years	26
< 4 years	27

Increases to annual leave entitlement will not be effective during the year. Any increase in your holiday entitlement relating to length of service will be effective commencing the next annual leave year i.e., your holiday entitlement will increase with effect from the 1st of January.

On the termination of their employment, for whatever reason, the Employee shall be entitled to pay in lieu of outstanding holiday entitlement. An Cosán reserves the right to deduct pay in respect of holiday leave taken in excess of entitlement.

You will be entitled to a benefit in respect of nine public holidays in accordance with the Organisation of Working Time Act, 1997.

January 1st.

St. Patrick's Day (March 17th).

Easter Monday.

The first Monday in May.

The first Monday in June.

The first Monday in August.

The last Monday in October.

Christmas Day (December 25th).

St. Stephen's Day (December 26th).

6. Probation

Probation may be extended at the discretion of management. During the probationary process, An Cosán will endeavour to ensure performance is reviewed and feedback given. During the probationary process the full rigours of the disciplinary process may not be applied prior to dismissal.

7. Statutory leave

Maternity leave, adoptive leave, parental leave, force majeure leave, and carer's leave are provided in line with the relevant legislation. Written details of all leave entitlements, paid and unpaid, may be obtained from your line manager.

8. Pensions/P.R.S. A

An Cosán provides access to a P.R.S.A. Written details are available from your manager on request.

9. Termination and Notice Period

Either party may terminate the employment relationship by giving notice in writing in line with the service parameters below:

Service	Notice period
13 weeks to 2 years	1 week
2 years to 5 years	2 weeks
5 years to 10 years	4 weeks
10 years to 15 years	6 weeks
More than 15 years	8 weeks

The employer reserves the right to pay salary in lieu of notice. The notice periods in respect of the employer and the employee may be waived or reduced by mutual consent.

In cases of gross misconduct, An Cosán retains the right to summarily dismiss, without notice. Immediately upon termination of this Contract for whatever reason, the employee shall deliver to the employer all books, documents, papers (including copies), materials, credit cards, keys, computers, computer disks, optical disks, USB keys and all other property relating to the business of the Employer in his/her possession.

10. Disciplinary Procedures

In line with the requirements of the Unfair Dismissals Acts and the relevant Code of Practice, An Cosán has in place a disciplinary procedure. Infringements of a term of this contract or of established An Cosán rules and procedures may lead to this Procedure being initiated and disciplinary sanctions imposed on an employee. Similarly Poor performance or attendance may also lead to the procedure being initiated.

Depending on the seriousness of the breach, the organisation may take any of the below actions against the employee:

Informal Procedure

1. Informal Counselling

Formal Procedure

1. Formal verbal warning
2. First written warning
3. Final written warning
4. Dismissal

The procedure will be used to deal with issues of misconduct, incapability and incompetence. An Cosán retains the right to initiate the disciplinary procedure at an appropriate stage depending on the circumstances of a particular situation. In extreme cases, e.g., gross misconduct, it may be necessary to initiate the process at stage 4 Dismissal.

An Cosán commits to ensuring that a fair disciplinary hearing will be held at all formal stages of the disciplinary procedure (stages 1 through 4). The purpose of a fair disciplinary hearing is to put the complaints to the employee, allow them the opportunity to respond, and allow the Organisation to come to a fair and impartial decision on the matter concerned. The

employee may choose to have a representative with him / her as part of the fair disciplinary hearing. The Organisation retains the right to impose alternative disciplinary sanctions which may include transfer, demotion or suspension without pay.

11. Grievance Procedure

An Cosán has a grievance procedure through which matters and issues of concern to an employee may be raised. Any employee who is dissatisfied with any term or condition of employment, working relationships, or the work environment may raise the matter informally with their manager verbally or formally in writing with their manager. If the employee is unhappy with the outcome, they may appeal to a more senior manager. The employee may choose to have a representative with him / her at a formal grievance meeting if they wish.

Employees are required to familiarise themselves with the Grievance Procedure.

12. Sick Leave

An Cosán has an expectation that all employees will attend work as per their Statement of Terms and Conditions. However, it is acknowledged that, from time to time, employees may be absent from the workplace due to illness.

Where an employee is absent due to illness, they are required to notify their line manager as early as possible, or at least one hour before the commencement of their working day / shift.

When full pay is being made by the organisation to a staff member, this is on condition that the staff member has claimed any entitlements (Due for illnesses over six days) from the Department of Social Protection.

An employee absent from duty as a result of serious sickness may be entitled at the discretion of the CEO and any changes in Legislation in any one period of 12 months to be paid sick leave in accordance with the following table (on a pro-rata basis for Part-time or Term Time staff):

Service at Commencement of Sickness	Full Sick Pay	Half Sick Pay
On completion of 1 st Year of Service	1week (5 days)	1 week (5 days)
2 nd Year of Service	1week (5 days)	1 week (5 days)
3 rd Year of Service	2weeks (10 days)	2week (10 days)

An Cosán retains the right at any time during employment to refer an employee to a suitable medical practitioner nominated solely and exclusively by the organisation and to seek a full and medical report in order to make reasonable decisions in relation to the employee's capacity to fulfil their terms and conditions of employment.

13. Normal Retirement Age

Normal retirement age in An Cosán is 70 years old. Employees are required to retire on attainment of this age.

14. Lay Off / Short Time

The organisation reserves the right to lay you off from work or reduce your working hours where, through circumstances beyond its control, it is unable to maintain you in full employment.

You will receive as much notice as is reasonably practicable prior to such lay-off or short-time.

You will not be paid during the lay-off period.

You will be paid for hours actually worked during the periods of short time.

15. Confidentiality

All information which an employee is privy to in the course of their employment should be treated as confidential and must not be disclosed to any third party without the prior consent of Management.

The employee shall not, during the term of this Contract or at any time thereafter:

- disclose information to any person or persons (except to those authorised by the employer in writing or as otherwise required by law).
- divulge confidential information of the employer through any failure to exercise all due care and diligence.

Employees found to be disclosing such information will be subject to An Cosán disciplinary procedures, up to and including dismissal. Disclosure of confidential or sensitive information will be considered gross misconduct. All notes, memoranda, records and writing (including records or data on computer hard drives, optical disks and USB keys) made by the Employee relating to the business of the Employer shall be and shall remain the property of the Employer and shall be delivered to the Employer immediately upon request.

16. Dignity at Work

An Cosán is committed to providing a work environment free from harassment, sexual harassment or bullying. All employees are urged to raise any concerns in relation to harassment, sexual harassment or bullying with a member of Management.

17. Data Protection

An Cosán collects and processes personal data relating to its Employees to manage the employment relationship. An Cosán is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

The purposes for which such data is collected and processed includes (but is not limited to) general employment administration, employment history / experience / qualifications, compensation and payroll, information about your criminal record, details of any disciplinary or grievance procedures, assessments of your performance, including appraisals and ratings performance improvement plans, employee feedback and survey data, training, information about medical or health conditions and other information to comply with health and safety legislation and other legal obligations and management purposes.

18. IT, Internet and E-mail

All I.T. facilities, including telephones, internet, PCs, laptops, other mobile devices, and e-mail are used solely for business purposes. Usage of I.T. facilities may be monitored in accordance with law, and as these are systems belonging to the Organisation, Employees should not expect privacy on these systems. At all times An Cosán retains the right to access an employee's e-mail, internet or phone records and other records relating to information technology usage to ensure that Employees' obligations to An Cosán are being complied with and to ensure that the Employee is not engaging in prohibited activities or activities otherwise deemed inappropriate. Employees must ensure the security of An Cosán's mobile devices in their possession, by storing and locking them securely.

Conflict of Interest

During the working hours of this contract, the employee shall not be directly or indirectly engaged, concerned or interested in any other business not connected to the Employer.

In the event you intend to commence employment elsewhere, you must advise and seek written approval in advance from your line manager.

In the event that you are unsure of or have any doubt as to whether any assignment, work or action you may take while employed with An Cosán would or may violate its terms, you will raise the issue with your Line Manager before beginning any such assignment or work elsewhere.

19. Additional Employment

Employees may not engage in any other employment, trade or business during their employment with An Cosán which would conflict with their duties / functions as an Employee of An Cosán or which would affect their ability to render satisfactory service.

To ensure compliance with Section 33 of the Organisation of Working Time Act, 1997, in respect of double employment, An Cosán requests that Employees should declare in advance any engagement in other occupations including part-time work to the Employer.

In case of part time employment, employees must declare additional work here and undertake to update their managers about any changes in hours or location of additional employment to ensure compliance with above- noted legislation and avoid any conflicts of professional interest.

Other employer: _____

Details of weekly employment (i.e., days/hours) _____

1. Collective Agreements

There are no collective agreements in place.

2. Expenses

The Employer shall reimburse to the Employee when agreed in advance, 50% of mileage at the current civil service rates, all transport, hotel and other expenses necessarily incurred by them in the proper performance of their duties, subject to the production to the Employer of such vouchers or other evidence of actual payment of the expenses as the Employer may reasonably require.

3. Company Procedures

You are required to familiarise yourself with An Cosán procedures and are obliged to abide by the Employer's regulations at all times.

4. Safety, Health & Welfare

An Cosán policy is to provide a safe healthy environment for all employees, visitors and contractors. An Cosán at all times complies with Safety, Health and Welfare at Work legislation. In order to achieve this, the employer expects the assistance and co-operation of each employee in following the safety regulations and training laid down by the employer. Employees should take responsibility for their own safety and that of their colleagues and report to their manager any unsafe condition as soon as they become aware of it.

5. Work Standards

A high standard of work performance and punctuality is required, and an appropriate standard of dress is essential. An Cosán puts particular emphasis on service user and staff are required to present a professional image to service user at all times. Where workwear is provided, employees are required to wear the garments during working hours and to launder them.

6. Variations to this Contract

An Cosán retains the right to make changes of a minor, administrative, or non-fundamental nature to the terms and conditions of the Employee's employment from time to time. Wherever practicable, the Employee will be given advance notice of any such change. If not practicable, the Employee will be given reasonable written notice of any such variations or amendments within 28 days of these taking effect with the exception of statutory changes or collective agreements.

Changes of a major, non-administrative or fundamental nature, other than where specifically reserved in this agreement, will not be made without consultation with the Employee.

26. Natural Expiry of the Contract

The provisions of the unfair dismissals act 1977 will not apply to a termination of this contract, where the termination arises as a consequence of the natural expiry of the term of this contract.

Addendum to the Contract of Employment



An Cosán

Kiltalown Village Centre
Fortunestown Road
Jobstown
Tallaght
Dublin 24

t +353 1 462 8488
f +353 1 462 8496
e info@ancosan.com
www.ancosan.com

Data Protection

An Cosán collects and processes personal data relating to its Employees to manage the employment relationship. The Organisation is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

The purposes for which such data is collected and processed includes (but is not limited to) general employment administration, employment history / experience / qualifications, compensation and payroll, information about your criminal record, details of any disciplinary or grievance procedures, assessments of your performance, including appraisals and ratings performance improvement plans, Employee feedback and survey data, training, information about medical or health conditions and other information to comply with health and safety legislation and other legal obligations and management purposes.

You hereby agree and consent that An Cosán may, when necessary for those purposes, make such data available to its advisors, to parties providing products and/or services to An Cosán (including, without limitation, IT systems suppliers, time and attendance system supplier, pension, benefits and payroll administrators, HR service suppliers), to regulatory authorities (including the Revenue Commissioners), to any potential purchasers of An Cosán or its business (on a confidential basis) and as required by law. In these circumstances, An Cosán will take all reasonable steps to ensure the security of your data and where appropriate will enter into contract with such third-party processors.

An Cosán will not transfer HR-related personal data to countries outside the European Economic Area (EEA).

You hereby agree and consent that An Cosán may process personal data relating to you for the purposes set out above.

Employee Signature _____

Employee Name _____

Date _____

QAF401 (e): Contract of Employment – Tutor Contract

Document Title	An Cosán Contract of Employment - Tutor	QA Code	QAF401 (e)
Version Number	1	Name of Creator	Community Education Lead
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process



An Cosán

Kiltalown Village Centre
Jobstown
Tallaght
Dublin 24

Date

Re:

Dear,

It is with pleasure that I offer you the position Tutor with our Organisation. Please find enclosed the particulars of the offer as set out in the Statement of Terms and Conditions of Employment, subject to satisfactory references.

Please read the documents carefully, then sign and return one copy, marked for my attention, to the above address in order to indicate your acceptance of the offer. In order to protect confidentiality relating to this offer please take care to mark the envelope “strictly private and confidential”. The second copy of the document should be retained by you for your own records.

Should you have any queries regarding any of the information provided please do not hesitate to contact me to discuss.

Yours sincerely,

Anne Genockey
Chief Operations Officer



Fixed Term Statement of Terms and Conditions of Employment

Contract of Employment

[Insert Date]

An Cosán
Fixed Term Statement of Terms and Conditions of Employment

Employee Name:	
Employee Address:	
Job Title:	Further Education Tutor
Duties:	The duties of your role are as outlined in section 3. You will be required to perform such other duties as may reasonably be required of you by the Organisation.
Place of Work:	An Cosán Kiltolown Village Centre Jobstown Tallaght Dublin 24 (Subject to Section 1)
Commencement Date	
End Date	
Probationary Period:	Probation Complete
Hours of Work:	From Submitted Timesheets (Subject to Section 2)
Salary:	Level 5 €40 per hour Level 6 €45 per hour Payable Monthly Directly into employee's bank account
Annual Leave Entitlement:	Annual leave is calculated @8% of hours worked, payable end of June and December. Your annual leave will normally be taken outside term time (Subject to Section 5)
Notice Period:	One Month's Notice (Subject to Section 9 whichever is greater)

The Employee confirms that he/she has read and understands this Statement of Terms and Conditions of Employment and accepts the offer of employment and agrees to be bound by these terms and conditions of employment.

Signed on behalf of the Organisation

 Anne Genockey
 Deputy Chief Executive

 Date

I wish to accept the offer as stated above

 Tutor Signature

 Date



THIS AGREEMENT made by **THE SHANTY EDUCATIONAL PROJECT COMPANY LIMITED** also known as **AN COSÁN**, having its Registered Offices at: Kiltalown Village Centre, Jobstown, Tallaght, Dublin 24 (hereinafter called "the Company") and **(INSERT NAME & ADDRESS OF TUTOR)** (hereinafter called "the Employee").

Commencement Date

Your date of commencement will be **(INSERT START DATE)**, or such earlier or later date as may be agreed. No previous period of employment with any other employer shall be treated as continuous employment with the Organisation.

Contract, Title and Term

You will be employed, subject to the satisfactory completion of your probationary period, on a specified purpose part-time contract of employment.

The An Cosán Academic Schedule will run for the academic year between the dates 1st September to 30th June **(INSERT YEAR)**. This contract relates to any tutoring delivered during this period. You will be employed for the purpose of Part-time Tutor for modules on dates specified or on completion of Course modules, whichever finishes first. The finishing date for this term may be subject to change pending examination dates.

The Unfair Dismissals Acts, 1977-2007 shall not apply to a dismissal consisting only of the expiry of the term specified in this clause (or the cesser of the purpose).

In your role as Tutor your main responsibilities and functions.

- The provision of a full set of lectures and tutorials along with accompanying notes and resources in a proper and professional manner to students studying courses in accordance with their set syllabus.
- The provision of information and reports, the maintenance of records in respect of the class and the individual student progress on the syllabus and including both practical and academic topics.
- Upload weekly Content, lecture notes and other teaching material to students to the Moodle Virtual Platform
- Carry out assessment and monitoring of examination work and provide support to students in their learning activities.
- Participate in Induction Training Days, Cross Moderation (of other tutor folders in preparation for QQI), Examination Board meetings and committees appropriate to courses; maintain appropriate records and make available information, as required by the Organisation.

Location of Employment

The position is based at the above address and other agreed locations. However, An Cosán reserves the right to assign you to carry out your work, either on a temporary or permanent basis, at such other locations throughout Ireland as the Organisation may reasonably require, from time to time.

Remuneration

Your agreed rate of payment is € **(INSERT RATE OF PAY)** gross per hour. In addition, you will be paid €8 per module

for any corrections. If your session times change in any schedule your rate will be calculated pro rata for the hours worked. You will be paid on the 28th of each month, by EFT less deductions for PAYE and PRSI contributions if you are on An Cosán Payroll. If you decided to be self-employed then you must forward a copy of your Tax Clearance certificate to the HR Payroll section. An Cosán will ensure that the Employee will be provided with a pay slip on the day of payment detailing gross payment, deductions and net payment. The employee must ensure that all tutor dates on the month end time sheet, must have been worked.

Dates that have yet to be worked in the month cannot be accounted for on the current timesheet document.

Hours of Work

For this course you will be required to work hours as per the agreed schedule. You will submit a timesheet for and will be paid for actual hours worked, excluding breaks. During your employment, you may also be required to work variable hours, (weekends etc.), based on the agreed teaching schedule from An Cosán. The daily/evening tutor hours that you have agreed to deliver is for the (INSERT ACADEMIC YEAR) academic year.

Employee's obligations

The Tutor shall diligently and to the best of his/her ability provide the Company with the following services: -

- (i) Adhere to the prescribed scheme of work aimed at meeting the learning outcomes for the module and programme they are delivering.
- (ii) The provision of information and reports, the maintenance of records in respect of the programme and the individual student progress on the syllabus and including both practical and academic topics.
- (iii) Adhere rigidly to business and academic schedules set down by external validating bodies and the Institute for first and second marking, moderation, and publishing of results.

Public Holidays

You will be entitled to receive a public holiday benefit, as per the Organisation of Working Time Act, 1997.

Sick Leave

If you are absent from work due to sickness or injury, you will be required to notify An Cosán immediately, or in any event, before your normal start time/within two hours of your start time, on the first day of absence. A medical certificate is required for absences of more than 2 days. It is An Cosán's policy Not to pay sick leave. Failure to adhere to the sick leave policy of the Organisation can result in disciplinary action up to and including dismissal.

Termination of Employment and Notice Periods

Notwithstanding the fact that this is a specified purpose contract, An Cosán reserves the right to terminate your employment prior to the expiry of the completion of the specified purpose.

This Contract may be terminated by the Company without notice or payment in lieu of notice if the Employee is guilty of any gross default or misconduct or for any of the reasons specified at Section 6.4(a), (b) and (d) of the Unfair Dismissals Act, 1977. In connection with or affecting the business of the Company or in the event of any breach or non-observance by the Employee of any of the stipulations contained in this Agreement, which is materially detrimental to the interests of the company.

Either party may give to the other 1 weeks' notice, or the required minimum notice as outlined in the Minimum Notice and Terms of Employment Acts, 1973-2005, whichever is greater, of termination of the contract, in writing.

Organisation Policies and Procedures

On commencement, a copy of An Cosán's Tutor Handbook will be given to you and an Induction will be carried out. This document forms part of your terms and conditions of employment, and you are requested to read it, and familiarise yourself with the policies and procedures held therein.

Confidentiality

Any confidential information relating to the organisation, business, finance, assets, liabilities, results, transactions, or dealings you may acquire or that may come to your knowledge during the course of your employment in connection with An Cosán shall be kept secret and confidential by you while you are employed by the Company.

You shall not during your employment with the Company or at any time thereafter:

- disclose any confidential information in relation to An Cosán or its clients to any person or persons (except to those authorised by the Company or as otherwise required by law).
- use for any purpose or purposes any confidential information acquired by you as a result of your employment with An Cosán other than on behalf of the Company.
- or, through any failure to exercise all due care and diligence, divulge confidential information of the Company, including, in particular, lists or details of clients of the Company, or information relating to the clients of the Company, or in respect of which the Company is bound by any obligation of confidence to a third party.

All notes, documents, records, memoranda, and writing made, received, or obtained by you on any matters relating to the organisation, business, finance, customers, suppliers, dealings, or affairs of the Company shall be treated as confidential and shall remain the property of An Cosán and shall be delivered by you to the Company immediately upon request.

Courseware Development

An Cosán does not pay tutors for the preparation of material for courses they are delivering. In the event that the contactor is requested to develop specific material for An Cosán, in consideration of the mutual covenants herein contained, the parties agree as follows:

Origination of material

It is agreed that the outline / learning outcomes for each module are contained in the Qualifying module descriptors. In all other cases the author is to write according to the course proposals as outlined by their Programme Manager.

Costs

The cost of preparing courseware fit for publishing, such as research & typing, shall be undertaken by the Courseware Developer.

Copyright clearances

The Courseware Developer is responsible for securing any copyright clearances for material used. It is recommended that developers use free material (most of internet content is free to the public) and avoid any material with the © sign.

Indemnity

The Courseware Developer shall indemnify, defend, and hold An Cosán, its Directors and employees harmless from any claims, demands, suits, actions, proceedings or prosecutions based on facts which, if true, would constitute a breach of any third party's copyright in creating the Work, and any liabilities, losses, expenses or damages in consequence thereof.

Proofreading

The responsibility of reading and correcting proofs shall be undertaken by the Courseware Developer.

Deliverables

The Courseware Developer agrees to deliver to An Cosán, in Microsoft word and PowerPoint format, acceptable to An Cosán in the appearance agreed (through the Course Writing Guide) provided and substance ready to set into type. The work will be based on and cover the subject matter/topics requested in the outlines, written in language appropriate for the audience.

Preparation of the courseware for each of the courses is to include, but may not be limited to the following:

- Course Notes
- Any other supporting material (Assignment Briefs & suggested answers, Extra Activities, Additional Resources, References etc.)
- PowerPoint Presentations

Copyright of Work

The copyright for the finished work is to be held solely by An Cosán.

Manuscript acceptability

The Courseware Developer shall submit the documents which are satisfactory to An Cosán in form and content. Acceptability of the written Work shall be at the sole discretion of An Cosán, based on the outlines supplied, and the standard of the Courseware Developers work.

Work timetable and fees

For completing the manuscript, in a form fit for submission to An Cosán, An Cosán will pay the Courseware Developer a pre-agreed amount. These fees are full and complete, and the Courseware Developer fully understands there will be no further compensation.

Work for hire

This is a "work for hire" in which An Cosán owns all copyright interests, and Courseware Developer assigns all of the same to An Cosán.

Term

This contract shall run for the copyright life of the manuscript and any subsequent publications.

Modification or waiver

This agreement constitutes the complete understanding of the parties. This agreement may not be modified or altered except by written instrument executed by An Cosán Institute. No waiver of any term or condition of this Agreement or of any breach of this Agreement or of any part thereof shall be deemed a waiver of any other term or condition of this Agreement or of any later breach of the Agreement or of any part thereof.

Confirmation of Acceptance

Please indicate your decision to join An Cosán by signing and returning one copy of this document. Should you have any queries regarding this offer, please contact me directly.

QAF401 (f): New Employee Forms

Document Title	An Cosán New Employee Forms	QA Code	QAF401 (f)
Version Number	1	Name of Creator	HR Department
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process

New Employee Details Form			
Staff Name		PPS Number	
Home Address			
Date of Birth		Telephone Number	
Email Address			
Start Date		Position	
P45 Available	Yes <input type="checkbox"/>	No	<input type="checkbox"/>
Annual Gross Salary	€	Monthly Salary	€
Payment Method	Biweekly <input type="checkbox"/>	Monthly	<input type="checkbox"/>
Any Other Information			

New Employee Details Form			
Name of Bank		Bank Address	
Name on Account		IBAN	
Account Number		Sort Code	

In Case of An Emergency			
Emergency Contact Name:			
Relationship to Staff Member			
Contact Number			

Medical History			
Do you have a Medical Condition that your employer needs to be informed of?	Yes	<input type="checkbox"/>	No <input type="checkbox"/>
If Answer is Yes, Please Give Details of your illness and any medication required			

An Cosán HR Dept Use Only:

Lead has been notified:	
References Checked:	
Contracts Issued	
Contracts Signed	
Payroll has been notified of addition	

QAF401 (g): Tutor Employee Forms

Document Title	An Cosán Tutor Employee Forms	QA Code	QAF401 (g)
Version Number	1	Name of Creator	Hr Department
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process

Tutor Details Form			
Staff Name			PPS Number
Home Address			
Date of Birth		Telephone Number	
Email Address			
Start Date		Length of Contract	
An Cosán Payroll	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Self Employed Yes <input type="checkbox"/> No <input type="checkbox"/>
Rate of Pay	€		
Payment Method	Biweekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	
Tax Clearance Certification	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
New Employee Details Form			
Name of Bank		Bank Address	
Name on Account		IBAN	
Account Number		Sort Code	
In Case of An Emergency			
Emergency Contact Name:			
Relationship to Staff Member			
Contact Number			
Medical History			
Do you have a Medical Condition that your employer needs to be informed of?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
If Answer is Yes, Please Give Details of your illness and any medication required			

An Cosán HR Dept Use Only:

Lead has been notified:	
References Checked:	
Contracts Issued	
Contracts Signed	
Payroll has been notified of addition	

QAF401 (h): Tutor Invoice Form

Document Title	An Cosán Tutor Invoice Form	QA Code	QAF401 (h)
Version Number	1	Name of Creator	Finance Department
Date Created	2018	Review Date:	December 2021
Description of Changes	None – Just Reviewed	Reason for Changes	Part of Re-engagement Process

Tutor Invoice Form				
Staff Name		PPS Number		
Home Address				
Telephone Number:		Invoice Period		
Email Address				
Details of Classes & Hours Delivered				
Date	Module Title	Rate P.H	No of Hours	Total Due
TOTAL AMOUNT DUE:				
Details of Assessment Portfolios				
Assessments been Marked	No of Portfolios	Rate	Total Due	
TOTAL AMOUNT DUE:				
Tutor Signature		Invoice Total		€
Additional Information				

Invoices must be submitted along with Timesheet. Payment will be made on the 28th of each Month.

Please submit all documentation for Payment to Finance by the 21st of each Month

An Cosán Use Only:

Authorised for payment by:				
Any Corrections Made:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Correct Amount	€
Date Paid:				

QAF401 (i): Tutor Monthly Report

Document Title	An Cosán Tutor Monthly Report		QA Code	QAF401 (i)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	2018	Review Date:	December 2021	
Description of Changes	None – Just Reviewed		Reason for Changes	Part of Re-engagement Process

Tutor Monthly Report						
Course/Module	Avg. Attd.	On Sched.	Standard of Work			List any learners who have not attended for 3 weeks:
			Good	.	Prac.	

Learner Issues/Action Taken:	
Venue Issues:	
Equipment/Stock Request:	
General Comments/ Assistance Required:	
Ideas/Suggestions for Course Development or Improvement:	

Class No.	Content	Teaching Methods	Teaching Aids	Completed	
				Content	Assessment
	Theory				
	Practical				
	Theory				
	Practical				

Signed:		Date:	
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Please send this report to the HR email along with your Tutor Invoice

QAF402: Staff Induction Policy

Policy Title	Staff Induction Policy	QA Code	QAF402
Version Number	1	Name of Creator	
Date Created	April 2021	Review Date:	December 2023
Description of Changes	This process has been completed	Reason for Changes	

Policy Title	Staff Induction Policy
Policy Statement	An Cosán recognises that its staff are fundamental to its success. To enable all staff to become effective and efficient in their role as quickly as possible, it is essential that staff new to the organisation, or the role, receive a timely induction. An Cosán aims to ensure that new staff feel welcome, valued, and settled in their new role. This then forms the basis from which they can perform their duties effectively and begin to contribute to the organisation.
Scope of Policy	<p>Prior to or in the initial commencement of employment An Cosán as a mandatory requirement under Employment Law, will ensure that each new employee in their Finance, Administration, Early Years, Community Employment or Adult Education undergo an Induction into the ethos of the Organisation as well as the Policy & Procedures which relate to their position within the organisation.</p> <p>The staff member must attend an induction workshop which includes a presentation outlining role and responsibilities, policies and procedures, and code of conduct. This is further detailed in the Staff Handbook which is part of the induction pack presented to staff members on the day.</p> <p>Introduction to QQI programmes forms an integral part of the induction process, Quality Assurance Procedures inductions are scheduled once per quarter, or as required, and are facilitated by the Administration, Information & Quality Assurance Lead.</p>
Policy implementation	<p>All staff are given induction training on the day they commence. This induction training will occur for all Tutoring staff at the commencement of each academic year or term whichever is the most appropriate.</p> <p>The Induction Workshop will cover the following:</p> <ul style="list-style-type: none"> ▪ Overview of An Cosán, history, ethos, and mission ▪ The Organisation Structure of the Organisation (Org Chart) ▪ Overview of Courses offered ▪ Role and responsibilities, policies and procedures, and code of conduct which is essential in the carrying out of their duties. ▪ Quality Assurance Manual ▪ QA Policy & Procedures ▪ Health & Safety Procedures ▪ Examination Guidelines ▪ A tour of the building <p>Each Staff members receives the following:</p> <ul style="list-style-type: none"> ▪ An Cosán’s Programme Prospectus ▪ Staff /Tutor Handbook (whichever is appropriate) ▪ QA Manual ▪ Tutor information Pack (Module) ▪ QQI QA Templates & relevant Info (if relevant)

	<ul style="list-style-type: none"> ▪ Induction for all staff is completed on the first day of employment by their Line Manager. ▪ If a tutor is employed to deliver training via blended learning, tutors receive an induction from the Education Technology Lead. This covers the processes and procedures relevant to this mode of delivery. ▪ Quality Assurance Procedures inductions are scheduled once per quarter, or as required, and are facilitated by the Administration, Information & Quality Assurance Lead. ▪ An induction checklist is completed and maintained to safeguard compliance with all aspects of this procedure and a declaration confirming understanding and agreement must be signed following this induction and stored in the employees HR file. ▪ A record of staff/Tutor attendance at induction is retained on each staff member’s Human Resources file. ▪ A separate Tutor checklist is completed and stored in the Tutor’s file
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF402 (a): Staff Induction Checklist

Policy Title	Staff Induction Checklist		QA Code	QAF402 (a)
Version Number	1	Name of Creator		
Date Created	May 2021	Review Date:	May 2023	
Description of Changes	Process Needed to be Formalised		Reason for Changes	No Changes Made

Staff Induction Checklist				
	Staff Member Initials	Date	Completed	
			Yes	No
Ethos & Vision of An Cosán				
An Cosán Organisation Structure				
Job Description & Specification				
New Employee Forms				
Contract Issues & explained				
Tour of An Cosán Facilities				
HR Forms & Procedures Explained				
Time Sheets/Clocking in System				
Annual Leave/Time in Lieu Procedures				
Staff Handbook Issued				
Confirmation Form Signed & Returned				
Policies & Procedures Checklist				
	Staff Member Initials	Date	Issued & explained	
			Yes	No
Health & Safety Statement				
Confidentiality Policy				
Computer/IT Systems Policy				
GDPR & Data Protection Policy				
Sick Leave Policy				
Dignity at Work Policy				
Fire Safety Policy				
Fire Evacuation Procedures				
Child Safeguarding Policy				
Training Checklist				
Type of Training	Staff Member Initials	Date	Training Arranged	
			Yes	No
Fire Safety Training				
Manual Handling Training				
Children First Training				
PHECC – First Aid Responder				

Signatures: _____
Employee Signature

Date: ____ / ____ / ____

On Behalf of An Cosán

Date: ____ / ____ / ____

QAF402 (b): Tutor Induction Checklist

Policy Title	Tutor Induction Checklist		QA Code	QAF402 (b)
Version Number	1	Name of Creator		
Date Created	May 2021	Review Date:	May 2023	
Description of Changes	Process Needed to be Formalised		Reason for Changes	No Changes Made

Tutor Induction Checklist				
	Staff Member Initials	Date	Completed	
			Yes	No
Ethos & Vision of An Cosán				
An Cosán Organisation Structure				
Job Description & Specification				
New Tutor Forms				
Contract Issued & explained				
HR Forms & Procedures Explained				
Time Sheets/Clocking in System				
Tutor Handbook Issued				
Confirmation Form Signed & Returned				
Policies & Procedures Checklist				
	Staff Member Initials	Date	Issued & explained	
			Yes	No
Health & Safety Statement				
Confidentiality Policy				
Computer/IT Systems Policy				
GDPR & Data Protection Policy				
Dignity at Work Policy				
Fire Safety Policy				
Fire Evacuation Procedures				
Quality Assurance Checklist				
	Staff Member Initials	Date	Issue & explained	
			Yes	No
Tutor Module Information Pack				
QQI Assessment Procedures				
QQI Assessment Documentation Pack				
Demonstration of Virtual Platform				
Training Checklist				
	Staff Member Initials	Date	Issue & explained	
			Yes	No
Blending Learning Training Session				

Signatures: _____
Tutor Signature

Date: ____ / ____ / ____

On Behalf of An Cosán

Date: ____ / ____ / ____

QAF402 (c): Staff Handbook Confirmation Form

Document Title	Staff Handbook Confirmation Receipt	QA Code	QAF402 (c)
Version Number	1	Name of Creator	Administration Information & QA Lead
Date Created	May 2021	Review Date:	December 2023
Description of Changes	None – new document	Reason for Changes	New Document



Receipt of Staff Handbook

I _____ confirm that I have received, read, and understand An Cosán Staff Handbook.

Signatures: _____ Date: ___ / ___ / ___ Staff
Member Signature

Signatures: _____ Date: ___ / ___ / ___ On Behalf
of An Cosán

An Cosán HR Dept.

Handbook Issued:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Form Signed & Place into Staff File:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Date Completed:		

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF402 (d): Tutor Handbook Confirmation Form

Template Title	Staff & Tutor Recruitment Policy	QA Code	QAF402 (d)
Version Number	1	Name of Creator	Administration Information & QA Lead
Date Created		Review Date:	December 2021
Description of Changes		Reason for Changes	



Receipt of Tutor Handbook

I _____ confirm that I have received, read, and understand An Cosán Tutor Handbook.

Signatures: _____ Date: ___ / ___ / ___ Tutor
Signature

Signatures: _____ Date: ___ / ___ / ___ On Behalf
of An Cosán

An Cosán HR Dept.

Handbook Issued:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Form Signed & Place into Staff File:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Date Completed:				

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF404: Staff Development Policy

Policy Title	Staff Development Policy	QA Code	QAF404
Version Number	1	Name of Creator	Administration Information & QA Lead
Date Created		Review Date:	December 2021
Description of Changes	No Changes	Reason for Changes	Reviewed as part of Re-engagement process

Policy Title	Staff Development Policy
Policy Statement	<p>The Professional and personal development of staff is of crucial importance to this organisation. It ensures that a culture of learning is fostered, new ideas and ways of working are being introduced and the organisation is able to meet the changing needs of our community</p> <p>Where available a % of annual income will be set aside to fund relevant education training and development opportunities. This percentage may vary depending on funding.</p> <p>An Cosán will ensure that all learning and development activities are developed, managed, and delivered with due regard to fairness and equity.</p>
Scope of Policy	<p>Each Manager through their Support and Supervision process and Annual Review will review the professional and personal development learning needs of each member of their team and agree training and development programmes in the light of the training and development budget. The following will be considered:</p> <ul style="list-style-type: none"> ▪ The individuals staff members training and development to date and the impact of this on the individual’s job and duties. ▪ The duties currently undertaken by the staff member and what additional training and development may be needed to enhance the performance of those duties. <p>In addition to on-the-job training, team training and mentoring, development opportunities can include formal training and educational courses.</p>
Policy implementation	<p><u>Process of Application for Staff Development</u></p> <p>The Senior Management team will be set up annually to consider applications for significant external training and education programmes such as degrees, professional training, or post graduate courses.</p> <p>Written applications for such courses may be submitted throughout the year with the approval of the individual’s manager and the CEO. An application form is available from the COO’s office.</p> <p>The Senior Management team will review the applications and determine which courses will be approved in any given year. The factors to be considered will be as follows:</p>

	<ul style="list-style-type: none"> • What are the areas of greatest need in terms of training and development • Do the recommendations made by the manager and COO support these needs and the mission of the organisation • The length of time the applicant has worked with the organisation and the contribution they have made in their area of work <p>The Senior Management team will decide which applications will be supported and will ensure these are within budget. Funding, related costs and time off for courses will be decided by the subgroup and the Board.</p> <p>Successful applicants will be informed of the level of support available to them prior to the commencement of the year of study.</p> <p><u>The Guidelines / Procedures that will Apply</u></p> <p>An Cosán is committed to supporting a policy of continuing professional development for full time staff. An Cosán staff may apply for re-imbursment of approved course fees.</p> <p>Reimbursement will only be considered in relation to courses that are judged to develop and expand the knowledge and skills and qualifications of staff so that they may realise their potential in relation to their current position or the needs of An Cosán.</p> <p>The level of reimbursement will depend on the nature of the course concerned. For degree, diploma, post-graduate course the level of reimbursement will normally be one half of the course fees.</p> <p>Reimbursement of any course fees will always be subject to the current budgetary position of An Cosán.</p> <p>Reimbursement will normally be made at the successful completion of the said course and studies. For course that are longer than one year duration, once documentary evidence is produced of satisfactory progress, then reimbursement can be applied for at the end of each year.</p> <p>Ongoing staff members who do not complete a course undertaken with financial assistance and/or fails to graduate may be asked to reimburse the organisation.</p> <p>If a staff member leaves within two years of receiving funding for a course, they may be required to repay part, or all of the funding made available to them.</p>
<p>Supervision & Support for An Cosán Staff</p>	<p>Supervision and Support</p> <p>Management recognises its responsibility to ensure that all employees have access to regular supervision and support for their work. The nature and amount of this provision will be negotiated with each employee.</p> <p>Supervision and support will include annual performance and development review.</p> <p>This is a two-way process, and the purpose is to:</p>

	<ul style="list-style-type: none"> • Ensure that the requirements of the position are fulfilled • Give the employ feedback on their performance • Identify any additional training needs • Review their work over the past year • Plan objectives for the year ahead <p>It is also part of the review to look the employee’s job description and to decide by agreement of both parties how to update if necessary. The process and record of the review are confidential to the individual and the relevant Manager and the CEO.</p>
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF405: Dignity at Work Policy

Policy Title	Dignity at Work Policy	QA Code	QAF405
Version Number	1	Name of Creator	Administration Information & QA Lead
Date Created		Review Date:	December 2021
Description of Changes	No Changes	Reason for Changes	

Policy Title	Dignity At Work Policy
Policy Statement	<p>This policy is designed to assist this organisation in providing a work environment free from workplace bullying, harassment and/ or sexual harassment. The complaints procedure is in place to ensure that any employee who feels that they have been subject to inappropriate behaviour, as defined in this policy, may raise the matter and have it resolved in an appropriate manner. This procedure is supported by the disciplinary procedure, which may be utilised where an employee is found guilty of engaging in behaviour constituting harassment, sexual harassment, or bullying.</p> <p>An Cosán believes that every member of staff has the right to work in a supportive environment, free from harassment, bullying or victimisation. Acts of harassment, victimisation or bullying by any member of staff against another member of staff or against any other individual with whom a staff member interacts in the course of his / her duties will not be tolerated.</p> <p>This policy sets out to ensure compliance with the relevant sections of the Employment Equality Acts, 1998-2015, which provide that every individual has a right to a work environment free from harassment or sexual harassment. The policy also set out to ensure that the Organisation fulfils its legal responsibilities under the Safety, Health, and Welfare at Work Act, 2005, with regard to workplace bullying. This policy also complies with the requirements set out in the Code of Practice on Harassment and Sexual Harassment in the Workplace. The policy also complies with the requirements set out in the Codes of Practice relating to workplace bullying.</p> <p>We expect all staff to contribute proactively to the creation of a working environment in which everyone is treated with dignity and respect irrespective of their gender, sexual orientation, civil, family, part-time status, racial group (includes race, colour, nationality, national or ethnic origin), religion, disability, age, or membership of the Traveller community.</p> <p>All employees should note that allegations of harassment, victimisation or bullying will be treated seriously. Prompt action will be taken to investigate complaints, whether individuals make these complaints directly affected by the behaviour or by Managers. Where there is a breach of policy, disciplinary action will be taken, as appropriate, which may include summary dismissal</p>
Scope of Policy	<p>This policy is in place to protect all Employees from acts of harassment, sexual harassment and bullying perpetrated by other Employees, members of Management, or any other person with whom the Employee comes into contact within the course of employment e.g., a supplier or contractor. This policy applies where the unacceptable behaviour occurs in the workplace, or any other place attended in the course of employment e.g., an off-site training event.</p>

<p>Policy implementation</p>	<p>Definitions: There are certain forms of unacceptable behaviour, which are clarified below:</p> <p><u>Harassment</u> Is defined as any form of unwanted act or conduct, which has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person on any of the following discriminatory grounds: gender, civil status, family status, sexual orientation, religion, age, disability, race, or membership of the traveller community. A single incident may constitute harassment. The unwanted conduct may consist of acts, requests, spoken words, gestures or the production, display, circulation of written words, pictures, or other material. The following examples are common but not exclusive examples of harassment, all situations will be considered on their own merits:</p> <ul style="list-style-type: none"> • Verbal harassment –jokes, comments, ridicule, or songs • Written harassment –including faxes, text messages, emails, or notices • Physical harassment –jostling, shoving or any form of assault • Intimidatory harassment –gestures, posturing or threatening poses • Visual displays such as posters, emblems, or badges • Excessive monitoring of work • Isolation or exclusion from social activities • Unreasonably changing a person’s job content or targets, pressure to behave in a manner that the Employee thinks is inappropriate, for example, being required to dress in a manner unsuited to a person’s ethnic or religious background <p>Sexual Harassment This defined as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, which has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. A single incident may constitute sexual harassment. The unwanted conduct may consist of acts, requests, spoken words, gestures, or the production, display or circulation of written words, pictures, or other material. The following list contains examples of sexually harassing behaviours; however, this is provided for illustrative purposes only and is not an exhaustive list of behaviours.</p> <p>All situations will be considered on their own merits:</p> <ul style="list-style-type: none"> • Physical conduct of a sexual nature —This may include unwanted physical contact such as unnecessary touching, patting, or pinching or brushing against another Employee’s body, assault and coercive sexual intercourse. • Verbal conduct of a sexual nature —This includes unwelcome sexual advances, propositions, or pressure for sexual activity, continued suggestions for social activity outside the workplace after it has been made clear that such suggestions are unwelcome, unwanted or offensive flirtations, suggestive remarks, innuendos or lewd comments. • Non-verbal conduct of a sexual nature —This may include the display of pornographic or sexually suggestive pictures, objects, written materials, emails, text-messages, or faxes. It may also include leering, whistling, or making sexually suggestive gestures. • Gender-based conduct —This includes conduct that denigrates or ridicules or is intimidatory or physically abusive of an Employee because of his or her sex such as derogatory or degrading abuse or insults which are gender related.
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What is Workplace Bullying?
 Workplace Bullying is defined as repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and / or in the course of employment, which could reasonably be regarded as undermining the individual’s right to dignity at work.

An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying.

Bullying activities involve actions and behavioural patterns spoken and/or written and could include the use of cyber or digital means for the goal of bullying.

The following list contains examples of bullying behaviours; however, this is provided for illustrative purposes only and is not an exhaustive list. All situations will be considered on their own merits:

- Exclusion with negative consequences.
- Verbal abuse/insults.
- Being treated less favourably than colleagues in similar roles.
- Belittling a person’s opinion.
- Disseminating malicious rumours, gossip, or innuendo.
- Socially excluding or isolating a person within the workplace.
- Intrusion – pestering, spying, or stalking.
- Intimidation/aggressive interactions.
- Excessive monitoring of work.
- Withholding information necessary for proper performance of a person’s job.
- Repeatedly manipulating a person’s job content and targets.
- Blaming a person for things beyond their control.
- Use of aggressive and obscene language.
- Other menacing behaviour.

What is Not Bullying?
 Behaviours that do not amount to bullying include:

- Objective criticism and corrections that are intended to provide constructive feedback to an Employee and/or are intended to assist the Employee with their work.
- Expressing differences of opinion strongly.
- Offering constructive feedback, guidance, or advice about work-related behaviour which is not of itself welcome.
- Ordinary performance Management.
- Reasonable corrective action taken by the Organisation or Manager relating to the Management and direction of Employees (for example managing a worker’s performance, taking reasonable disciplinary actions, or assigning work).
- Workplace conflict where people disagree or disregard the others’ point of view.
- Actions taken which may be justified on health and safety grounds will also not be considered to be bullying.

Approved By:				
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved
Senior Management Team	Yes	No	N/A	Reason if Not Approved
Board of Directors	Yes	No	N/A	Reason if Not Approved

QAF405 (a): Discrimination Report Form

Document Title	Discrimination Report Form		QA Code	QAF405 (a)
Version Number	1	Name of Creator	Administration Information & QA Lead	
Date Created		Review Date:	December 2021	
Description of Changes	No Changes		Reason for Changes	

Discrimination Report Form

Name of Person making Report		Contact Number	
Email Address			

Details of Concern
(Please include details of who treated you unfairly, where and when the incident(s) occurred, and a full description of the incident, including evidence)

Please tick which of the 9 grounds for discrimination this report falls under:

Gender	<input type="checkbox"/>	Age	<input type="checkbox"/>	Civil Status	<input type="checkbox"/>
Disability	<input type="checkbox"/>	Family Status	<input type="checkbox"/>	Race	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	Membership of the Travelling Community	<input type="checkbox"/>	Religion	<input type="checkbox"/>

Signature Person reporting concern		Date Reported	
Signature of An Cosán Staff member		Date received	

An Cosán Office Use Only

To be completed by An Cosán Staff Member dealing with Concern

Has the Concern been Investigated	Yes	No	Name of Staff Member completing investigation	
Date Investigation was done		Was Evidence Included	Yes	No
Description of Evidence				
Outcome of the Investigation				
Has the been person reporting the concern being informed of the outcome of the investigation				
Is the matter resolved	Yes	No	IF not why?	
Action to be taken				

QAF406: Grievance Policy & Procedure

Policy Title	Grievance Policy & Procedure		QA Code	QAF406
Version Number	1	Name of Creator	HR Department	
Date Created		Review Date:	December 2021	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Grievance Policy & Procedure
Policy Statement	The purpose of this policy and procedure is to ensure that the organisation operates a fair grievance procedure which has regard to the rights of and enables employees to express any problems or concerns they may have and to have them resolved quickly and satisfactorily. An Cosán has introduced this policy to ensure that each employee is treated equally and fairly, and that consistency can be exercised in the treatment of individual grievances. This policy is to be applied in order to assist and encourage employees to raise any issues of concern to them in order that the organisation may take appropriate action to resolve these concerns.
Scope of Policy	<p>An Cosán understands that when people work together there may be issues or misunderstandings that need to be dealt with from time to time. It is our policy that good communications, openness, and a willingness to co-operate and listen, help to resolve these issues efficiently and effectively. We recognise that problems left unresolved can become grievances. A grievance is a formal expression of dissatisfaction with workplace relationships, the work environment or a term or condition of employment.</p> <p>We wish to ensure that all employees have the opportunity – and that procedures are in place – to discuss any problems or concerns they may have about their employment. Managers within the company are responsible for listening and responding efficiently and effectively to all employee concerns that will be dealt with in a confidential manner at all times. Employees may use the following procedure whenever they feel it is required. An employee will not be treated adversely for raising a grievance.</p> <p>During the formal stages of the procedure, Employees have the right to be accompanied at a meeting by a representative. The role of the employee’s representative is to ensure that the employee is afforded a fair opportunity to raise their issue and afforded fair consideration.</p> <p>This policy is not appropriate for dealing with issues of harassment, sexual harassment, or bullying, which should be addressed through the appropriate procedures set out by the Organisation. Further information may be sought from your manager.</p>
Policy implementation	<p><u>Procedure</u></p> <p><u>Informal Discussion</u></p> <p>Employees are encouraged to approach their manager in the first instance to discuss issues and attempt to resolve them informally. Should the employee feel uncomfortable approaching their manager regarding a particular issue, they may approach another manager to raise the issue. At this stage, the manager will consider the grievance carefully and respond to the employee within a reasonable and agreed timeframe. If the employee is unsatisfied with the response, he/she may use Stage 1 of the procedure.</p> <p><u>Stage 1 Formal Procedure</u></p>

- Where the informal procedure fails to resolve a situation to the Employee’s satisfaction, or where it is deemed inappropriate, the Employee is encouraged to raise their grievance formally. In order to raise a formal grievance, it is necessary to put the grievance in writing, or to meet with the Manager to put the grievance in writing. The written grievance may be submitted to the employee’s manager, or where this is inappropriate, to any other manager.
- A grievance hearing will be arranged within an agreed timeframe. The employee is made aware that he / she has the right to be accompanied by an appropriate representative i.e., a fellow member of staff. Advance notification of this meeting will be provided in writing.
- The issue will be discussed, and the employee will be invited to provide more information regarding their grievance.
- The meeting will be adjourned to allow management to explore the issue further and to identify possible solutions where appropriate.
- A prompt decision will be given to the employee within an agreed period of time (usually within 5-7 days).
 - A summary of the meeting will be recorded and given to those in attendance.

Stage 2 Formal Procedure

- Should an employee feel dissatisfied with the response given, he / she may appeal to the CEO or a senior member of management.
- The appeal must be in writing. Details of the procedure to be followed in the event of an appeal will be outlined in the written decision on the grievance, as outlined above.
- A grievance appeal hearing will be arranged within an agreed timeframe. Advance notification of this meeting will be provided in writing.
- The employee will be made aware that he / she has the right to be accompanied by an appropriate representative i.e., a fellow member of staff.
- Another Senior Staff Member or an External Consultant will also be present at the meeting to ensure that the Grievance is given due consideration.
- The issue will be discussed in an effort to explore satisfactory outcomes and a prompt decision given to the employee within an agreed period of time (usually within 5-7 days).
- A summary of the meeting will be recorded and given to those in attendance.

The decision after Stage 2 will be binding on all parties in the dispute. If the employee is dissatisfied with the response given to the grievance, he / she will have to accept that it cannot be resolved to their satisfaction, as the procedure has been exhausted.

If the employee feels the response following Stage 2 is inadequate, he / she may refer the grievance to the appropriate body, e.g., the Workplace Relations Commission or the Labour Court.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF407: Discipline Policy & Procedure

Policy Title	Discipline Policy & Procedure		QA Code	QAF407
Version Number	1	Name of Creator	HR Department	
Date Created		Review Date:	December 2021	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Discipline Policy & Procedure
Policy Statement	<p>The purpose of the disciplinary procedure is to ensure that An Cosán operates a fair disciplinary process which has regard to the rights of employees under both the Code of Practice on Disciplinary and Grievance Procedures and the Unfair Dismissals Acts. The policy is to be applied in order to help and encourage staff to achieve and maintain acceptable standards of conduct, attendance and job performance 201201 where these are identified as shortcomings. The policy and procedure aim, where appropriate, to be corrective rather than punitive.</p>
Scope of Policy	<p>The main objective of this policy is to give employees an opportunity to improve their performance / behaviour. The stage at which you enter the procedure depends upon the severity of the issue being dealt with.</p> <p>The primary objective of this procedure is to ensure that Employees are made aware of any shortcomings in their performance/conduct/attendance and provided with an opportunity to resolve this situation. To this end, issues will generally be addressed through the informal procedure whereby the Manager will raise the issue with the Employee and agree a corrective action plan in order to resolve the situation without recourse to the formal procedure. However, where this fails to resolve a situation, or the informal process is deemed inappropriate in the given circumstances, then the formal process may be initiated.</p> <p>During the formal stages of the procedure, Employees have the right to be accompanied by a representative at a meeting. The role of this representative is to provide support, to ensure that the procedures followed are fair, and, if appropriate, to help the Employee present their case. However, it should be noted that the contractual relationship exists between the Employee and the Employer. Therefore, questioning will be directed to the Employee, and where possible the Employee must speak on their own behalf. The stage at which any Employee enters the disciplinary procedure depends upon the severity of the issue being dealt with.</p> <p>At all formal stages of the procedure the Employee is entitled to be made aware of the case against him/her, and to be provided with any evidence to be used against him/her. The Employee will be afforded an opportunity to respond to any allegations and evidence, and Management will give due consideration to all responses received. Representation is permitted at all formal stages of the procedure. The Employee is also permitted to appeal the findings of any formal disciplinary investigation, or any sanction imposed under the procedure.</p>
Policy implementation	Misconduct

The following behaviours may be considered to be misconduct and may result in disciplinary action being initiated under the disciplinary procedure. Note that these examples are provided for illustrative purposes only, and this list is not exhaustive. All cases are considered on their own merits:

- Minor breach of a workplace policy or procedure.
- Poor timekeeping.
- Abuse of sick leave policy.
- Insubordination.
- A refusal to conduct a reasonable request.
- Minor breaches of health and safety regulations.
- Bullying, harassment, sexual harassment, or any act of discrimination.
- Downloading, display or distribution of pornography or other inappropriate material.
- Bringing the Organisation into disrepute.
- Misuse of Organisation property.

Gross Misconduct

The following behaviours may be considered to be gross misconduct and may result in summary dismissal, depending on the circumstances of the case. Note that these examples are provided for illustrative purposes only, and this list is not exhaustive. All cases are considered on their own merits:

- Theft, fraud, deliberate falsification of records, fighting, assault on other members of staff.
- Driving a vehicle on Company business whilst under the influence of alcohol or drugs.
- Serious breach of the security policy.
- Serious contravention of statutory legislation: e.g., Data Protection Act or Safety, Health, and Welfare at Work Act.
- Serious negligence, which causes unacceptable loss, damage, or injury.
- A serious act of insubordination.
- Serious harassment, sexual harassment, bullying, or another act of discrimination.
- Serious abuse of sick leave.
- Serious breaches of health and safety rules or endangerment of another person in the workplace.
- Serious breaches of confidentiality.
- Being under the influence of an intoxicant at work or in the course of employment.
- Possession, sale, or distribution of a controlled substance in the workplace
- Violent or threatening behaviour.
- Refusal to participate in a workplace investigation or other action.
- Serious failure to adhere to an agreed workplace procedure or other agreed terms of employment.

Basic Principles

Prior to any formal disciplinary sanction being decided upon and imposed a fair disciplinary hearing will be held with the Employee. The purpose of this meeting is to put the complaint to the Employee and to hear the reasons behind the issue from the Employee's perspective. An Employee will always be treated in a fair manner at a disciplinary hearing.

The following basic principles apply to the disciplinary procedure:

- Advance notification of the requirement to attend a disciplinary hearing will be provided together with the fact that the outcome of the meeting may be disciplinary action.
- The Employee will be notified of the complaint in advance of the meeting in order to have an opportunity to prepare his/her responses.
- The Employee will be afforded an opportunity to respond to any allegations/evidence at the meeting, and to present any other relevant factors including any mitigating circumstances.
- At any stage of the formal procedure, you have the right to be accompanied by an appropriate representative i.e., a fellow member of staff.
- This person is there to provide support and, if appropriate, to help you present your case.
- If required, disciplinary action will be conducted in strict accordance with the established procedure.
- At each stage of the procedure, you will be informed of the concerns about your behaviour or performance and given an opportunity to state your case.
- You will not normally be dismissed without going through the procedure for a breach of discipline except in the case of gross misconduct.
- If you are suspected of gross misconduct, you may be suspended on full pay pending an investigation even before any allegation is presented to the Employee. This is done with no inference of guilt or otherwise against the Employee. Suspension will be for a reasonable period only and will often depend on the duration of the disciplinary investigation process.
- Further meetings may be held with the Employee, as necessary.
- Conclusions will only be formed following a fair hearing where the Employee is allowed to respond to complaints and these responses are considered in the given circumstances.
- Due consideration will be given to all responses received. In order to ensure that Management have the time to fully consider the facts, there will always be an adjournment at the end of any disciplinary hearing in order to allow time to consider the facts of the case, and to make a fair decision on the next steps.
- The decision on what level of disciplinary sanction, if any, is to be imposed will be taken during the adjournment. A follow up disciplinary meeting will be held with the Employee where this decision will be communicated to the Employee. The Employee may have a representative present at this meeting. Formal disciplinary action will be confirmed in writing.
- You have the right of appeal at each stage, and you are also entitled to be accompanied at the appeal hearing by an appropriate representative i.e., a fellow member of staff.
- The procedure can be implemented at any time if your conduct warrants it.

Procedure

Informal Procedure

If an employee's standard of work or behaviour falls below a level acceptable by the company, their manager will informally make them aware that this is unacceptable and point out how this must be improved. This may form part of the normal performance

management process. The objective of the informal discussion is to correct the issue of concern in a frank and constructive manner.

This discussion will:

- Focus on helping the employee to understand the situation; and suggest possible solutions.
- After the interview brief notes will be taken and held by the Line Manager.

Provided the employee achieves and sustains the necessary level of improvement, no further action will be taken. If the necessary improvements have not been made within the agreed timeframe the formal disciplinary procedure will commence.

Formal Procedure

In all cases where an employee's standards of performance, attendance and/or conduct fall below those expected by the Organisation, the formal disciplinary procedure may be initiated. In all cases in which the Formal Procedure is initiated, a hearing will be held with the Employee to put the allegation to him/ her, and to hear his/ her responses to the issue. It may be necessary to formally investigate the facts surrounding a case and this may occur prior to the hearing, but in the majority of cases a hearing will suffice to ensure that the Employee is afforded a fair opportunity to respond. Where there is a dispute of the facts of a case, and an investigation is necessary, the investigation procedure will be explained to the Employee by Management.

Disciplinary Sanctions

Where the informal process fails to resolve an issue, or where it is deemed inappropriate given the particular circumstances of a situation, then the following sanctions may be imposed by Management. Disciplinary action, if required, will normally follow an incremental warning process as set out in this policy. However, in appropriate circumstances, the Organisation reserves the right to initiate the process at any particular stage, or to move to any particular stage in the process, where the matters of concern are deemed sufficiently serious. The decision on what level of sanction to be imposed will only be taken following a formal disciplinary hearing having considered the circumstances of the particular situation.

The Formal Procedure follows four stages, and at all of these, a work colleague may accompany an employee.

Stage 1	Formal Verbal Warning
Stage 2	First Written Warning
Stage 3	Final Written Warning
Stage 4	Dismissal

Stage 1. Formal Verbal Warning

Where the informal procedure fails to resolve an issue, or where more serious disciplinary action is deemed appropriate given the particular circumstances of the case, a formal disciplinary hearing will be arranged and held as outlined in this procedure.

Following the meeting a formal verbal warning may be issued by the Appropriate Manager. An action plan will also be agreed in order to attempt to resolve this issue in the future. A copy of the notes from the meeting, the agreed action plan, and a copy of the

verbal warning, along with any other relevant documentation, will be placed on the Employee file.

The warning will be recorded on the individual's personnel file for six months from the date of the warning. If an acceptable improvement takes place during the specified time period (where one has been stipulated), the employee will be advised, and the personnel file noted accordingly.

A formal verbal warning may be appealed through the appeals procedure outlined in this policy. Failure to achieve the requirements set out in the corrective action plan may result in further disciplinary action.

Stage 2. First Written Warning

Where a formal verbal warning fails to resolve an issue, or where more serious disciplinary action is deemed appropriate given the particular circumstances of the case, a formal disciplinary hearing will be arranged and held as outlined in this procedure.

Following the meeting a first written warning may be issued by the Appropriate Manager. An action plan will also be agreed in order to attempt to resolve this issue in the future. A copy of the notes from the meeting, the agreed action plan, and a copy of the first written warning, along with any other relevant documentation, will be placed on the Employee file.

The warning will be recorded on the individual's personnel file for nine months from the date of the warning. If an acceptable improvement takes place during the specified time period (where one has been stipulated), the employee will be advised, and the personnel file noted accordingly.

The warning falls back to Stage 1, which will remain, on file for a further 3 months. If improvement is maintained, then Stage 1 will be removed. If improvement has lapsed within the time, the organisation may proceed straight to Stage 2 again.

A first written warning may be appealed through the appeals procedure outlined in this policy. Failure to achieve the requirements set out in the corrective action plan may result in further disciplinary action.

Stage 3. Final Written Warning

Where a first written warning fails to resolve an issue, or where more serious disciplinary action is deemed appropriate given the particular circumstances of the case, a formal disciplinary hearing will be arranged and held as outlined in this procedure.

Following the meeting a final written warning may be issued by the Appropriate Manager. An action plan will also be agreed in order to attempt to resolve this issue in the future. A copy of the notes from the meeting, the agreed action plan, and a copy of the final written warning, along with any other relevant documentation, will be placed on the Employee file.

The warning will be recorded on the individual's personnel file for twelve months from the date of the warning (this period may be extended to twenty-four months in exceptional cases). If an acceptable improvement takes place during the specified time

period (where one has been stipulated), the employee will be advised, and the personnel file noted accordingly.

Subject to achieving and sustaining the necessary improvement, you may be informed at any time up to the end of the twelve (or twenty-four) months and told that the last warning has expired.

The warning falls back to Stage 2 for 6 months, and if improvement is maintained falls back to Stage 1 for a further 3 months.

A final written warning may be appealed through the appeals procedure outlined in this policy. Failure to achieve the requirements set out in the corrective action plan may result in further disciplinary action.

Stage 4. Dismissal

There are two ways in which dismissal may occur. Generally, the Employee will have been notified of concerns and have been provided with an opportunity to improve through one or more stages of the disciplinary procedure.

The other form of dismissal is a summary dismissal, which normally results from an act of gross misconduct. An act of misconduct will be considered as gross misconduct where the act is so serious that the Organisation ca206rr reasonably be expected to retain the Employee in employment. Summary dismissal occurs without recourse to the earlier stages of the disciplinary procedure.

In all cases an appropriate and fair hearing, which adheres to the principles set out in this procedure, will be undertaken, and careful consideration given to the decision on whether or not dismissal is the appropriate sanction given the circumstances of the case. In cases of alleged gross misconduct, an in-depth investigation may be necessary, and an Employee will be suspended on pay pending the outcome of this investigation. Suspension on pay is not deemed a disciplinary sanction, and there will be no negative inference against an Employee as a consequence of any such suspension.

Where there is an allegation of gross misconduct or gross incompetence it may be appropriate after a formal investigation to initiate the procedure at stage 4. In such circumstances, there is no obligation on the Organisation to provide advance notice of dismissal. Decisions to dismiss in such circumstances may only be taken by a senior Manager in the Organisation, or a nominated officer, following a full and fair investigation and hearing process. The decision will be confirmed in writing to the Employee.

Alternative Disciplinary Sanctions

In addition to the sanctions outlined in stages 1 to 4 of the disciplinary procedure, the Organisation also retains the right to impose alternative disciplinary sanctions as outlined in this section. This will only occur where deemed appropriate. Such action is an optional stage of the procedure, rather than a required stage. Where deemed appropriate, alternative sanctions which may be imposed may include a transfer, demotion, suspension without pay, or withholding of a salary review for a period or removal of another benefit.

Note on Probation

	<p>During the period of an employee’s probation, including extended probation, the full rigours of the disciplinary process may not apply, and the Organisation retains the right not to exhaust the disciplinary procedure during probation.</p> <p>Right to Appeal An employee has the right to appeal against a disciplinary decision within five working days of being issued to an employee at whatever stage the decision is taken. The details of whom the appeal should be made to will be included in the warning document, or letter of dismissal. A finding will be issued within a reasonable timeframe, generally 10 working days. This may be extended where necessary to facilitate a full and fair appeals process.</p> <p>All timeframes in this policy assume employees are attending work. If employees have had time out of work, the duration of the disciplinary steps may be extended.</p>
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF408: Staff Continuous Professional Development

Policy Title	Staff Continuous Development	QA Code	QAF408
Version Number	1	Name of Creator	HR Department
Date Created	April 2022	Review Date:	April 2023
Description of Changes	New Policy	Reason for Changes	Developed as Part of Re-engagement Process

Policy Title	Staff Continuous Development
Policy Statement	<p>Continuous Professional Development encompasses all formal and informal learning that enables individuals to improve their own practice. It refers to the process of training and developing professional knowledge through independent, participative based or interactive learning. This form of learning enables staff members to improve their capabilities with the help of certified learning. CPD is a supportive mechanism for development of individuals' skills and knowledge in alignment with organisational goals.</p> <p>Training is organised for each employee or groups of employees to fulfill identified training needs in their current positions. This enables the employees to significantly improve their effectiveness and performance in their current positions.</p> <p>Management within An Cosán through observation, consultation and meetings will identify the training needs of their teams and ensure any weaknesses in performance are addressed and remedied by an appropriate action.</p>
Policy Implementation	<p>Management of An Cosán will also ensure that any training needs identified by staff members themselves will be appropriately supported where possible.</p> <p>Training needs can be identified the following ways:</p> <ul style="list-style-type: none"> • Identified by managers and staff through the Performance Review system • Informal observations of the staff member/teams while performing their duties by the relevant line manager. • Through staff team meetings. <p>All instruction /direction and training of individual staff members will be recorded on the appropriate Training Record Form and placed on the individual staff member's file.</p> <p>All minutes of team meetings are filed in the Team Meetings Minutes File/Book.</p> <p>Addressing Training Needs</p> <p>The identified training needs of staff members will be addressed by one or several of the following ways:</p>

- Workshops with a specific topic, facilitated by internal members of the team or external experts.
- Staff Meetings.
- Support and Supervision Sessions.
- Training Days supplied by outside suppliers (in the case of first aid, manual handling, child protection etc.).
- Online (in the case of HACCP/Food Handling, Child Protection).
- Mini workshops with the teams facilitated by the department lead and/or manager.
- Leadership Developed Sessions as organised with the CEO and Management Team.

Legislative Responsibilities

Training is also organised as required by legislation e.g., Manual Handling, First Aid, Fire Safety, HACCP, GDPR and Child Protection.

People Development Training

Training may be organised as part of career development, succession planning or covering if other staff members are on leave. The training may not always be directly relevant to an employee's current position but may be linked to opportunities in the medium-long-term future. This training will be agreed by management in consultation with staff. All training will be recorded on the staff member's individual training record.

Our commitment to each employee is to:

- Create an environment where training and development is genuinely valued.
- Put in place processes to assist in conducting training and development activities, and to monitor the effectiveness of these processes.
- Invest in training and development where funding becomes available.
- Plan and review training and development activities at all levels in the organisation.
- Share with the employees the progress of their training and development activities, what has worked, benefits to An Cosán, where improvements are needed, and so on.
- Continue to improve and develop our training resources so that they actively support the employees as well as An Cosán.
- Assess learning and development needs against organisational goals.
- Provide an opportunity for an annual performance review.

An Cosán require each employee to:

- Take responsibility for their own training and development.
- Recognise and meet their full potential.
- Perceive training and development as a continuous process.

- Understand that development means more than just attending training courses.
- Realise the importance of ensuring that training and development is aligned with the needs of An Cosán.

An Cosán recognises that the continuous professional development of the knowledge and skills of all employees is key to the success of An Cosán. It ensures that a culture of learning is fostered, new ideas and ways of working are being introduced and the organisation can meet the changing needs of our community. Therefore, all employees regardless of age, disability, gender, marital or family status, race, religion, sexual orientation, or a member of a travelling community can be given the opportunity to undertake training in any field of learning which is pertinent to the achievement of corporate and operational goals.

Staff members must attend training programmes which have been organised by the organisation or those programmes that are required by legislation. The management teams within An Cosán will endeavour to organise training within the working hours of the majority of the team. However, due to the nature of our work, this may not always be possible. It is also expected that team members would participate in training sessions every year organised by the CEO as part of their Continuous Professional Development (CPD).

A % of annual income will be set aside to fund relevant education, training, and development opportunities. This percentage may vary depending on funding.

Each Manager through their Support and Supervision process and Performance Management Review will review the professional and personal learning needs of each

member of their team and agree training and development programmes in the light of the training and development budget. The following will be considered:

- The individual staff members training and development to date and the impact of this on the individual's job and duties.
- The duties currently undertaken by the staff member and what additional training and development may be needed to enhance the performance of those duties.

In addition to on-the-job training, team training and mentoring, development opportunities can include formal training and educational courses.

Process of Application for Staff Development

The Senior Management team will be set up annually to consider applications for significant external training and education programmes such as degrees, professional training, or post graduate courses.

Written applications for such courses may be submitted throughout the year with the approval of the individual's manager and the CEO. An application form is available from the Deputy CEO.

The Senior Management team will review the applications and determine which courses will be approved in any given year. The factors to be considered will be as follows:

- What are the areas of greatest need in terms of training and development
- Do the recommendations made by the Manager support these needs and the mission of the organisation
- The length of time the applicant has worked with the organisation and the contribution they have made in their area of work

The Senior Management team will decide which applications will be supported and will ensure these are within budget. Funding, related costs and time off for courses will be decided by the subgroup and the Board.

Successful applicants will be informed of the level of support available to them prior to the commencement of the year of study.

The Guidelines / Procedures that will apply

An Cosán is committed to supporting a policy of continuing professional development for staff. An Cosán staff may apply for re-imbursement of approved course fees.

Reimbursement will only be considered in relation to courses that are judged to develop and expand the knowledge and skills and qualifications of staff so that they may realise their potential in relation to their current position or the needs of An Cosán. The level of reimbursement will depend on the nature of the course concerned.

	<p>Reimbursement of any course fees will always be subject to the current budgetary position of An Cosán. For courses that are longer than one year duration, once documentary evidence is produced of satisfactory progress, then reimbursement can be applied for at the end of each year.</p> <p>Ongoing staff members who do not complete a course undertaken with financial assistance and/or fails to graduate will be asked to reimburse the organisation.</p> <p>If a staff member leaves within two years of receiving funding for a course, they may be required to repay part, or all of the funding made available to them.</p>
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF409: Volunteer Policy

Policy Title	Volunteer Policy		QA Code	QAF409
Version Number	2	Name of Creator	Reviewed by Columba Kelly 13/5/22	
Date Created	June 2017	Review Date:	Full review due December 2023	
Description of Changes	Updated mission/vision statements Updated role responsibilities for Corporate Services Manager from Human Relations Manager.		Reason for Changes	Minor review to keep wording updated/ no material changes made without full stakeholder consultation

An Cosán – Introduction

Our Mission: Our mission is to empower women and children left furthest behind through learning, leadership and enterprise.

“We stand alongside all the communities we work collaboratively with, all who work for a better world and all we have yet to meet on our journey.”

An Cosán believes that access to education is a human right, and that education is central to the provision of and advocacy for human rights, dignity, and equality for all. Education facilitates access to, and maintenance of sustainable employment which benefits the individual, their families, and the community as a whole. Education is a lifelong pursuit and can be accessed at any stage in life.

Our Vision: Our vision is a world where people can access education to achieve their full potential. We do that by providing people of all ages with pathways to learning, leadership and enterprise.

Our Ethos:

Ethos is defined as the distinctive spirit imbibed in the culture of an organisation. At An Cosán, we believe that the ethos is both visionary and unique. When An Cosán was first founded, its ethos was one of partnership and a deep sense of ‘spirituality’ combined with a passion for natural justice. Over the years, in line with this ethos, a distinctive model of community education emerged, one which promoted the integration of emotional, intuitive physical and spiritual intelligences, alongside the academic. Our ethos remains true to this today, where we strive to create a culture in our organisation where everyone who uses our services and all who contribute to them whether on a paid or voluntary basis, feel valued and supported.

We define our ethos as the values we hold, our customs and our practices and at the core of this lies a relationship model. In this, we seek to encourage relationships that are positive, supportive, loving and affirmative with all users and providers of our services. In practice, this means the provision of education, childcare and enterprise and an attention to the total needs of the individual: physical, intellectual, emotional and spiritual.

Although practices may vary in each operation at An Cosán, the underlying values are the same:

Connected – meeting the needs of our community in an inclusive way

Compassionate – being kind, supportive and loving

Courageous – ambitious and resilient

We acknowledge that with relationships come differences of opinion and conflict. We are committed to addressing these positively as all our relationships must be founded on mutual respect, dialogue, responsiveness and support. We recognise conflict as a characteristic of diversity and an essential aspect of creativity.

At An Cosán our ethos is underpinned by the following two key principles:

1. That we work with the community with a focus on supporting and developing every adult and child, who avails of our service, to develop their full potential.
2. That we acknowledge and support the development of each and every employee in a holistic manner so that they can contribute to the achievement of the above

Purpose of the Volunteer Programme

The purpose of An Cosán's Volunteer Programme is to fulfil the needs of our organisation and the expectation of our volunteers. A vital component of An Cosán is the involvement of our team of volunteers. There are all sorts of people who volunteer with An Cosán. Volunteers will require specific skills as per the role opportunities.

Volunteering at An Cosán

Definition

An Cosán refers to Volunteering Ireland's Definition of volunteering which is as follows:

Volunteering is the commitment of time and energy, for the benefit of society, local communities, individuals outside the immediate family, the environment, or other causes. Voluntary activities are undertaken of a person's own free will, with no payment, except for the reimbursement of out-of-pocket expenses.

Principles of Volunteering

- Volunteering benefits the community and the volunteer.
- Volunteer work is unpaid.
- Volunteering is always a matter of choice.
- Volunteering is not compulsorily undertaken to receive a pension or government allowances.
- Volunteering is a legitimate way in which citizens can participate in the activities of their community.
- Volunteering is a vehicle for individuals or groups to address human, environment, and social needs.
- Volunteering is an activity performed in the not-for-profit sector.
- Volunteering is not a substitute for paid work.
- Volunteers do not replace paid workers nor constitute a threat to the job security of paid workers.
- Volunteering respects the rights, dignity, and culture of others.
- Volunteering promotes human rights and equality.

Recruitment

General

An Cosán applies the principles of equal opportunity to its recruitment processes and will not withhold a volunteer job on the basis of race, age, gender, or religion.

All prospective volunteers are to be interviewed by the Corporate Services Manager prior to placement. The area of work and level of involvement will be arranged on an individual basis at the time of the interview.

Prospective volunteers are matched for their suitability to existing volunteer role opportunities and their commitment to the aims, values, policies, and procedures of An Cosán.

Due to the resources required for training it is preferable that prospective volunteers can commit to An Cosán for a period of six months.

Role Descriptions

Role descriptions outline volunteer roles and a clear list of tasks that are required to be performed as part of that position. The Corporate Services Manager meets with prospective volunteers to determine their skills, interests and expectations and assesses how they might complement An Cosán's needs. If there is a match, volunteers are assigned a position description and a member of staff who then becomes responsible for them.

The Corporate Services Manager will determine if the requested position is appropriate to offer a volunteer and is not in breach of An Cosán's Volunteer Programme.

Initial Contact

On contacting An Cosán, all potential volunteers will be informed of An Cosán's Volunteer Programme, type of voluntary roles available and flexibility of hours. Prospective volunteers will then be sent more detailed information about An Cosán, volunteering roles and how to register as a volunteer.

Registration

All volunteers fill out a registration form and meet with the Corporate Services Manager to discuss the relevant Volunteer Roles which are available. All volunteers' personal information will be treated with confidentiality. Registration forms will be kept in a locked filing cabinet and along with any digital reference will be accessible only by the Corporate Services Manager and securely deleted or destroyed in strict accordance with An Cosán's General Data Protection policy.

Reference checks

The Corporate Services Manager will ask for two work or character references before a volunteering opportunity begins at An Cosán.

Placement

Once the volunteer has chosen their preferred available voluntary role and the Corporate Services Manager agrees that it is a good choice for their skills and experience, an induction process is to be carried out.

Induction Programme

Once a volunteer has been matched to a suitable opportunity, they will begin an induction programme which will include:

- A copy of their role description.
- A copy of recent An Cosán newsletters and any other relevant information for instance where to find the quality documentation with relevant policies etc.
- A tour of An Cosán.
- Introduction to the supervisor.

Recording Hours

All volunteers must complete time sheets, which should be returned to the Corporate Services Manager every **month**.

Probation

All volunteer appointments are to be appraised after one month of volunteering. If either the volunteer or the supervisor feels that the appointment is not working, either a new position may be found, or the volunteer may be asked to wait until a suitable position becomes available.

Holidays

The following notice must be given in making holiday requests to your line Manager:

<u>Leave</u>	<u>Advance Notice</u>
1-2 days	1 week
3-5 days	2 weeks
6+ days	3 weeks

Grievance and Disciplinary Procedure

For our Grievance Policy see our Grievance Policy and Procedure in the Staff Handbook.

For our Dismissal Procedure see our Disciplinary Policy and Procedure in the Staff Handbook.

Confidentiality

Any information of a confidential nature relating to the organisation or its business or associated third parties that you acquire in your role must not be discussed or repeated outside the circle of those entitled to know such information. This does not apply to communications organisation or when specific consent to disclose information has been given by management.

Volunteers are also required and expected to maintain this standard of confidentiality when they leave An Cosán.

Training

An Cosán staff are expected to provide adequate training to enable their volunteers to carry out their prescribed duties. The supervisors are responsible for their volunteers while they are settling in and must make themselves available to help when needed.

Volunteers are to be encouraged to develop and expand their personal skills to maintain and enhance An Cosán's effectiveness. Specific training for volunteers will be provided where appropriate and financially possible.

An Cosán's Commitment to Volunteers

An Cosán recognises that volunteers contribute a vast wealth of skills, knowledge and support towards the running of An Cosán's activities. All An Cosán staff in return will treat volunteers with respect and support.

Ways we recognise Volunteers

1. Create a climate in which volunteers can feel motivated
2. Say thank you often, and mean it
3. Match the volunteer's desires with the organisation's needs
4. Provide a clear role description for every volunteer
5. Make sure new volunteers are welcomed warmly
6. Highlight the impact that the volunteer contribution is having on the organisation
7. Provide meaningful and enjoyable work
8. Develop a volunteer policy
9. Allow volunteers the opportunity to debrief, especially if they work in stressful situations
10. Supervise volunteers' work
11. Ask volunteers themselves how the organisation can show it cares
12. Give volunteers a proper induction
13. Celebrate the year's work together
14. Accept that an individual volunteer's ability to commit may change over time

Recognition of volunteers by paid staff

Volunteers are to be included, where possible, in all relevant discussions, gatherings and celebrations. Volunteers should be given every opportunity to develop their skills to enhance their own skill base.

Volunteer awards and acknowledgement

Volunteers who have provided long-term support to An Cosán will have their annual anniversaries acknowledged and where possible, celebrated. Volunteers' contributions will be highlighted in An Cosán's newsletters whenever possible. Volunteers will also be invited to relevant An Cosán events and on occasion receive a voucher in recognition of their commitment and work for the organisation.

Signed: _____ **Date:** _____
Heydi Foster, CEO

Volunteers – A Step by Step Guide

Step 1: Write up Role descriptions to include:

A manager must assist in the compilation of a volunteer role description before a volunteer can be assigned to them.

This must include:

- The staff members name, position, and role.
- Background information pertaining to the relevance and need of the volunteer's position.
- A list of basic tasks required.
- Desirable skills required to carry out the position.
- Duration of position and time commitment.
- Name of Supervisor if different.

Step 2: Registration

All volunteers are to fill out a registration form then meet with the Corporate Services Manager to discuss their interest in volunteering. The purpose of this meeting is to:

- Determine what brought them to An Cosán.
- Discuss any expectations regarding volunteering.
- Get to know them i.e.. their background, what they are doing now.
- Determine their interests and availabilities.
- Update them on current volunteering opportunities.
- Talk about expected commitment from volunteers.
- Ask about any special needs that An Cosán should be aware of.
- Discuss their suitability for An Cosán and An Cosán's suitability for them.

Step 3: Induction

Once a volunteer has been placed to the satisfaction of both parties, the volunteer's rights and responsibilities will be discussed with them and they are to be given:

A copy of their job description.

A copy of recent An Cosán newsletters and any other relevant information.

A tour of An Cosán.

Volunteering Agreement to be signed by both parties.

Meeting with their supervisor.

Step 4: Working with and Supporting Volunteers

After one month meeting to be held to see how the volunteer is settling in.

Monthly timesheets must be completed by supervisor and kept on file.

Each supervisor should ensure that the 14 ways of acknowledging a volunteer are adhered to (including acknowledgement of birthdays and anniversary)

Step 5: Exit Interview (formal or informal)

- This can provide useful information from a volunteer's experience in An Cosán which could help to improve our relationship with volunteers and to assist in the retention of volunteers.

An Cosán's Commitment to Volunteers

An Cosán recognises that volunteers contribute a vast wealth of skills, knowledge and support towards the running of An Cosán's activities. All An Cosán staff in return are to treat volunteers with respect and support

21 Additional Ways to Recognise Volunteers

1. Send birthday cards
2. Show an interest in volunteers' personal interests and their outside life
3. Tell volunteers they have done a good job
4. Always have work for your volunteers to do and never waste their time
5. Give volunteers a real voice within the organisation
6. Send 'thank you' notes and letters when appropriate
7. Smile when you see them!
8. Say something positive about their personal qualities
9. Involve volunteers in decision-making processes
10. Give a certificate to commemorate anniversaries of involvement
11. Let volunteers put their names to something they have helped to produce or to make happen
12. Differentiate clearly between the roles of paid staff, trainees and volunteers
13. Make sure the volunteer coordinator is easily accessible and has an 'open door' policy
14. Supervise volunteers' work
15. Have a vision for volunteer involvement in your organisation
16. Do not impose new policies and procedures without volunteers' input
17. Permit volunteers to attend seminars, conferences and workshops from time to time
18. Offer to write volunteers letters of reference
19. Accept that different volunteers are able to offer different levels of involvement
20. Ask volunteers' opinions when developing new policies and strategies

Rights and Responsibilities

Volunteers do have rights, some which are enshrined in legislation and some, which could be considered the moral obligations of an organisation involving volunteers.

Volunteers' rights

- To know if, and how, they are being selected
- To be given meaningful work to do
- To know what is expected from them
- To be offered appropriate training
- To be thanked and have their voluntary contribution recognised
- To receive supervision and support
- To get something out of the work for themselves
- To know who to go to if there is a problem
- To be reimbursed for out-of-pocket expenses incurred when volunteering (which must receive prior approval from a line Manager)
- To make mistakes and learn from them
- To be made aware of any disciplinary and grievance procedures
- To be treated fairly and not to experience discrimination
- To have safe working conditions, including insurance cover
- To be informed about, and given the opportunity to play an active part in, the organisation as a whole
- To be able to say 'no' and to leave without feeling guilty

Volunteers' responsibilities

- To respect the values and aims of the organisation
- To be committed
- To be reliable and give the organisation sufficient warning if unable to turn up
- To be punctual
- To attend essential training and support sessions
- To undertake the work to a high standard
- To be honest if there are problems
- To respect confidentiality
- To leave when asked and/or when no longer enjoying the volunteering experience

Organisations' responsibilities

- To ensure the volunteering experience is a rewarding one
- To ensure equal access and not to discriminate
- To define clear, meaningful roles for volunteers
- To have policies and procedures for volunteers
- To provide all necessary information to volunteers
- To be available for volunteers
- To provide training where necessary
- To thank and value volunteers
- To provide insurance cover
- To inform volunteers of any legal liabilities

- To supervise and to provide support
- To reimburse out-of-pocket expenses
- To provide a safe working environment

Organisations' rights

- To look for certain qualities and skills in volunteers
- To select only volunteers who are suitable for the work
- To draw up a volunteer agreement or 'contract'
- To ask for tasks to be done in a particular way
- To ask for commitment
- To ask for reliability
- To ask for punctuality
- To deal with disciplinary and grievance matters
- To ask volunteers to leave if their involvement hinders the organisation achieving its goals

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF409 (a): Volunteer checklist

Template Title	Volunteer Checklist		QA Code	QAF409 (a)
Version Number		Name of Creator		
Date Created	June 2017	Review Date:	Full review due December 2023	
Description of Changes	None		Reason for Changes	Review of Volunteer Policy

Volunteer checklist

Name (Last, First, M.I.):	Gender: M o F o	DOB:
Role:		
Supervisor:		

Role Description given to Volunteer	Date:	.. Yes	.. No
Registration Form completed	Date:	.. Yes	.. No
Initial Meeting with Corporate Services Manager	Date:	.. Yes	.. No
Reference Check	Date:	.. Yes	.. No
Induction	Date:	.. Yes	.. No
Volunteer Agreement Signed	Date:	.. Yes	.. No
Meeting with Supervisor	Date:	.. Yes	.. No
1 st Month Check in Meeting with Corporate Services Manager	Date:	.. Yes	.. No
Birthday Acknowledged	Date:	.. Yes	.. No
Exit Interview	Date:	.. Yes	.. No

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF409 (b): Volunteer Agreement

Template Title	Volunteer Agreement	QA Code	QAF409 (b)
Version Number		Name of Creator	
Date Created	June 2017	Review Date:	Full review due December 2023
Description of Changes	None	Reason for Changes	Review of Volunteer Policy

Volunteer Agreement

This Volunteer Agreement describes the arrangement between An Cosán

and _____

“We wish to assure you of our appreciation of your volunteering with us and will do the best we can to make your volunteer experience with us enjoyable and rewarding”.

Part 1: An Cosán

Your role as a volunteer is

and starts on _____

The role is designed to (state *how the work benefits the organisation*):

An Cosán commits itself to the following:

1. Induction and training

- Supporting you in your initial trial period of one month.
- To provide you with thorough induction on the work of An Cosán and its staff, your volunteering role and the induction and/or training you need to meet the responsibilities of this role. The Volunteer Policy provides full details of the organisation’s commitment to volunteering.

2. Supervision, support and flexibility

- To explain the standards we expect for our services and to encourage and support you to achieve and maintain them;
- To provide a named person who will meet with you regularly to discuss your volunteering and any successes and problems;
- To do our best to help you develop your volunteering role with us.

Expenses

- Out of pocket expenses in respect of your volunteering role must be agreed in advance with your line Manager.

Insurance

We commit to

- provide adequate insurance cover for volunteers whilst undertaking voluntary work approved and authorised by us.

Equal opportunities

We commit to

- ensuring that all volunteers are dealt with in accordance with our equal opportunities policy, a copy of which is set out in our Staff Handbook.

Problems

We commit to

- try to resolve fairly any problems, grievances and difficulties you may have while you volunteer with us.
- In the event of an unresolved problem, to offer an opportunity to discuss the issues in accordance with the procedures set out our Staff Handbook.

Part 2: the volunteer

I, (volunteer's name) _____, agree:

- To help An Cosán to fulfill its services.
- To perform my volunteering role to the best of my ability.
- To follow the organisation's procedures and standards, including those relating to health and safety and equal opportunities, in relation to its staff, volunteers and clients.
- To maintain the confidential information of the organisation and of its clients.
- To meet time commitments and standards agreed to, and to give reasonable notice so other arrangements can be made.
- To provide referees as agreed who may be contacted, and to agree to a Garda check being carried out where necessary.
- In the event of an emergency, I nominate:

Name: _____ Tel: _____

My agreed voluntary time commitment is

This agreement is binding in honor only, is not intended to be a legally binding contract between us and may be cancelled at any time at the discretion of either party. Neither of us intend any employment relationship to be created either now or at any time in the future. We hope that you enjoy volunteering with us and feel part of the team.

Signature: _____ **Position:** _____

Name (print): _____ **Date:** _____

Signed by Volunteer: _____

Name (print): _____ **Date:** _____

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF409 (c): Volunteer Registration Form

Template Title	Volunteer Registration Form	QA Code	QAF409 (c)
Version Number		Name of Creator	
Date Created	June 2017	Review Date:	Full review due December 2023
Description of Changes	None	Reason for Changes	Review of Volunteer Policy

VOLUNTEER REGISTRATION FORM

VOLUNTEER DETAILS

NAME:

ADDRESS:

TELEPHONE:

D.O.B

NEXT OF KIN:

RELATIONSHIP:

ADDRESS:

TELEPHONE:

VOLUNTEER ROLE:

START DATE:

FINISH DATE:

HAVE YOU ANY MEDICAL CONDITION OR ILLNESS (which we should be aware of):

IF YES, WHAT ACTION SHOULD BE TAKEN IN CASE OF EMERGENCY (please be specific):

ALL INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE. PLEASE RETURN TO THE CORPORATE SERVICES MANAGER WHEN COMPLETED. THANK YOU.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF409 (d): Volunteer Reference Check Questions

Template Title	Volunteer Reference Check Questions	QA Code	QAF409 (d)
Version Number		Name of Creator	
Date Created	June 2017	Review Date:	Full review due December 2023
Description of Changes	None	Reason for Changes	Review of Volunteer Policy

Volunteer Reference Check Questions

Candidate Name: _____
Position Applied For: _____
Name of Referee: _____
Company: _____

- 1 . How long and in what capacity have you known this person?

- 2 . What is your current relationship with the applicant?

- 3 . Did s/he work directly with you? _____
- 4 . What do you consider to be the applicants key strengths?

- 5 . What would you consider to be his/her areas for improvement?

- 6 . Dose the applicant work well as part of a team?

- 7 . Please describe the applicants communication skills?

- 8 . Would you comment on their record keeping?

- 9 . If I describe the the position the applicant would be volunteering in , could you describe how good a fit you think they would be?

- 10 . Is there anything else you would like to add about the applicant?

Signed: _____ **Date:** _____

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

Section 5: Teaching and Learning

QAF501: An Cosán Teaching and Learning Policy

Policy Title	Teaching and Learning Policy		QA Code	QAF501
Version Number	2	Name of Creator	Adult Community Education Manager	
Date Created	7/6/23	Review Date:	June 2024	
Description of Changes	Addendum added to provide Implantation of UDL Principles in ELC Assessments		Reason for Changes	An Cosán has further developed this policy and procedure to underpin our commitment to ensure learners undertaking the Early Learning and Care 6M21471 award have access to UDL Principles in their assessment.

BACKGROUND AND CONTEXT

PURPOSE AND SCOPE

The purpose of the Policy for Teaching and Learning is to support, cultivate and enhance the teaching and learning environment within An Cosán for the benefit of staff and learners alike, consistent with the organisation’s ethos as a provider of transformative community education within the resources available.

This policy sets out the principles, values and aims which shall characterise a quality learning experience at An Cosán. It outlines an integrated framework designed to ensure that the teaching and learning process targets excellence in academic standards while creating a rewarding, collaborative, yet challenging teaching and learning environment based on mutual respect for tutors and learners alike.

Teaching and Learning Principles

The emphasis throughout is on facilitating learning, rather than on ‘teaching’ per se. The principles of transformative community education are based on the idea that learning occurs through a process of social constructivism. In this way, the pedagogical approach for tutors is to be a ‘guide on the side’ rather than a ‘sage on the stage.’ Learning is facilitated through a variety of processes that include:

- Face-to-face and/or online Tutorials and Workshops
- Collaborative Project work and case studies
- Independent research
- On-the-job placement and workplace learning
- Assessment of learning
- Provision of timely and appropriate feedback to learners

Underpinning An Cosán’s approach to teaching and learning is a recognition that learners have a range of abilities and ways of learning. There is an open, fair, and tolerant reflective space and an encouragement for collaborative and independent learning. Recognising the fact that many of our learners have been away from learning for some time,

we provide a range of supports to enable learners achieve the learning outcomes of their programme. We are committed to providing timely and constructive feedback to learners for all work submitted.

In addition, we ensure that a quality review system is in place which shall enable structured feedback, reflection and action designed to enhance and improve effectiveness in teaching and learning.

An Cosán's commitment to teaching and learning is based on three mutually dependent contexts:

1. Transformative Community Education as a pedagogical approach.

The concept of transformative community education as a means of combatting social inequality is central to the values and ethos of An Cosán. Mutual respect is the cornerstone of the tutor-learner relationship and tutors are encouraged to be reflective practitioners who continuously review their teaching and learning practice.

2. Innovative Teaching and Learning Practices.

We acknowledge the many contexts in which learning takes place and the diversity of learners and ways of learning; *in supporting learners to become self-directed, independent, lifelong learners beyond the classroom, we adopt* flexible and accessible methodologies that cater for the diversity of learning styles and learner commitments.

An Cosán utilises a blended learning model that combines online with traditional classroom methods. It requires the physical presence of both tutor and learner, with a strong emphasis on learner control over time, path, and pace.

3. Communications with Learners.

Giving and receiving feedback and information is fundamental to the teaching and learning process. An Cosán takes an integrated approach from the perspective of the learner in terms of formal and informal feedback mechanisms.

The following information will be included in all published programme materials and tutors are required to deliver-

- **Information on a Programme, learner workload, assessment methods and transfer and progression on the NFQ**
- **Timely, relevant, and constructive feedback:** Tutors will give verbal and written feedback to learners on all work presented, whether drafts or final copy.
- Learners are encouraged to seek support as and when they need it and to speak up when things go wrong. They will be informed about the Complaints Procedure which outlined in the Further Education Learner Handbook.
- Learners are informed about the **Appeals Process (See QAF604 The Appeals Process)** and encouraged to appeal what they may regard as unfair results or treatment.

		<ul style="list-style-type: none"> • Minutes of tutor workshops • Internal & External validation reports 			
<p>5.3 Communication with Learners</p> <p>5.3.1 Key Information for Learners</p>	<p>The daily opening circle models and promotes the concept of open, respectful communications.</p> <ul style="list-style-type: none"> • Learner induction sets out the module/programme learning objectives, method of teaching and learning, assessment requirements and learner workload. Guidance will be given on the need to become self-directed learners. • Learners will be informed about where their programme fits on the NFQ and on transfer and progression options. • Clear and transparent criteria/rubrics for marking of assessments are given to learners at time of assessments. • Learners receive timely and constructive written and verbal feedback on their work and progress. • Learners and tutors agree a set of rules for learning and a code of conduct and mutual respect • The complaints and problem-solving procedures are communicated to learners at commencement of module/course. This includes the informal and the formal process for resolving problems and dealing with inappropriate or unacceptable actions. • Learners have the right to appeal a grade. There is a two-week period given to allow for any possible appeal before results are sent to QQI. • Appeals made after submission to QQI may be subject to a larger fee. 	<ul style="list-style-type: none"> • Tutor Handbook sets out the guidelines for Opening Circle and for good learner-tutor communications practices. • Learner Handbook informs on Complaints Procedure, Appeals Policy, learner workload, plagiarism rules etc. • Module/course induction plan also deals with these matters. • Tutor Pack/Assessment Briefs • Learner Feedback Form • Relevant Assessment Briefs and Marking Criteria 	<ul style="list-style-type: none"> • Daily • Start of course • Ongoing throughout course 	<p>Tutor</p> <p>Classroom Assistant</p> <p>Tutor</p> <p>Tutor</p> <p>Tutor</p>	<p>FE Lead</p> <p>FE Lead</p> <p>“</p> <p>“</p> <p>“</p>
<p>5.3.2 Feedback to Learners</p>					

PROGRAMME DESIGN:

All requests to develop and deliver a classroom based / blended learning programme should follow An Cosán's quality assurance, approval, and review processes (QAF301: Development & Evaluation of New Programme Guidelines) and QAF501 Teaching and Learning Policy, QAF502 as well as the following QQI's QA Guideline documents:

- [Statutory QA Guidelines developed by QQI for use by all providers](#)
- [Statutory QA Guidelines for Providers of Blended Learning Programmes.](#)

Style Guidelines

An Cosán has a rich history of providing excellence in learner-centred community education and there is value in building consistency and familiarity across our brand. Learners should intuitively understand they are on An Cosán programme, and we can achieve this through using the supplied templates and following some simple style guidelines across our programmes.

All programmes are built on the An Cosán Master Course Template in the relevant VLE. The template clearly demonstrates what content is required and how it should be presented. It is prepopulated with resources, guidelines and materials for both learner and tutor that are generic to each programme.

The following Guidelines are outlined for all An Cosán Presentations:

- Please use the An Cosán templates when creating presentations.
- Please retain the colour palette of the VLE.
- The An Cosán logo should appear on the homepage.
- Colours or underlines should not be used to highlight text only bold text to emphasise where required.
- Images should always be directly embedded and not externally linked.
- Videos should always be embedded within the page and not externally linked.
- Dates should be formatted DD Month Year example: 19 July 2018.
- Session titles and dates should be included in each content folder.
- Assignment titles and due dates should be included in each assignment folder.
- Fonts and letter styles should be consistent throughout the VLE.
- Words should always be spelled fully, and abbreviations avoided.
- All content should be clearly described explaining what it is
- Recordings should always be made available for learners to review.
- Presentations with feedback from live sessions should be made available in .pdf formats.

PROGRAMME IMPLEMENTATION:

Class size:

The recommended class size for the blended learning modules is 20 and no more than 25 learners per class. Having a small class enables An Cosán to offer a high-quality blended learning experience while providing wraparound support for each learner.

Delivery Model for all Levels	Access Education	Further Education	Higher Education
Face-2-Face	12-20	24-30	16
Blended	12 (B2Learning)	24	20-25
Online			20-25

LEARNERS ENGAGEMENT

Synchronous activities:

On a weekly basis, learners engage in live (real-time) discussion and dialogue through synchronous activities. The synchronous activities are facilitated on the Zoom platform (as part of overall VLE). The Zoom platform is proven to be most successful for online (real-time) classes because the majority of learners engaged in blended learning programmes:

live in rural areas, or

coming from a low-income background and can't afford the cost of transport or living in the city they are a single parent or a carer

Therefore, having online classes in real-time fits purposes within the An Cosán context and supports and facilitates learners to achieve the learning outcomes.

Asynchronous activities:

Each week learners are engaged in asynchronous activities on the VLE Moodle page, such as researching, reflective writing, posting on discussion boards, watching an educational video, and reading learning materials. These activities are available for students a week ahead of the next class to prepare before engaging in real-time online classes.

EDUCATION TECHNOLOGY SYSTEMS OVERVIEW

An Cosán's IT system is under ongoing development by the Education Technologist and external IT consultants and allows us to provide effective and efficient blended learning programmes with specialist computer hardware and software applications that fit the needs of our learners.

Guided by An Cosán's Strategic Plan 2022-2026, investment in infrastructure and capacity is developed to support all options for blended learning in online and face-to-face contexts.

Outlined below are the systems in use at An Cosán, a selection of some of the generic educational tools available and suggestions on how to grow and share your own personalised toolkit.

Microsoft Office 365 for education

Microsoft productivity applications including Word, Excel, PowerPoint, and Microsoft Teams are available upon request to all learners. Internal and tutor share points are available as shared spaces to collaborate and host information.

Blackboard

South-East Technological University (SETU) use Blackboard as the Learning Management System (LMS) to host An Cosán's accredited Higher Education programmes. It features course management, content hosting, virtual Classroom, and engagement analytics. Features include:

1. Discussion forums
2. Wikis
3. Turnitin - plagiarism checker
4. HEAnet media hosting platform – for hosting and displaying class recordings

Moodle

Moodle is a free and open-source learning management system used by An Cosán to host unaccredited and further education programmes.

It features much of the same functionality available in Blackboard. It features course management, content hosting, virtual Classroom, and engagement analytics. Features include:

- Virtual Classroom hosted on Zoom
- Discussion forums
- Quizzes
- Files and folders holders
- A plagiarism checker which is in the process of being implemented for submission of all assignments.

Zoom conferencing platform

Zoom is the Video conferencing platform used to share online training materials, run webinars, and hold virtual classroom sessions.

Camtasia

Video editing platform used to create and edit short films. Used to create short learner support and microlessons.

SUPPORTS FOR LEARNERS

Technology Induction

All learners who engage in a classroom based or blended learning programme receive a technology induction that consists of:

- Overview of the requirements regarding software, hardware, and bandwidth necessary to engage in Blended Learning programmes.
- An Cosán email and IT Support services
- Digital Skills development tools and workshops
- Training on Learning Management System (LMS)– i.e., Moodle or Blackboard (if required)
- Training on Accessible/ Assistive Technology

Laptop Loan scheme

All learners who don't have access to a personal laptop/desktop can apply to the laptop loan scheme.

Email account

All learners receive An Cosán unique email account. An Cosán uses Microsoft Office 365 for IT services, and the service is operated in alignment with organisational GDPR Policy.

One to one sessions and group workshops

All learners are offered digital skills support (one to one sessions and group) workshops. The digital skills support includes providing a range of learning sessions on developing and strengthening digital competencies and confidence.

Accessible Technology

We have a responsibility to service all learners where possible by designing our curriculum to universal design for learning principles and providing access to accessible technologies where it might benefit these learners. Where a problem is identified, An Cosán is committed to making any reasonable arrangement to assess learner achievements using assistive technologies, a personal scribe or audio version of assignments. All learners can make an appointment for a one-to-one consultation with our Accessible Technology Trainer. The accessible technology tools are built-in to Microsoft Office which is installed on laptops/desktops. An Cosán's Digital Inclusion Team will provide information on accessible technology if required.

Useful resources:

- Association for Higher Education Access & Disability provides excellent resources to support educators in their practice. <https://ahead.ie/>
- Special education support service: <https://www.sess.ie>
- Enable Ireland: <https://www.enableireland.ie>
- National Adult Literacy Agency: <https://www.nala.ie/>

For more information, see QAF501(a) Accessible Technology Policy.

Education Facilitator

The Educational Facilitator provides technology and academic support to learners during the class.

An Cosán IT Support Team

All learners who have technical issues can email the An Cosán IT Officer and/or the Educational Technologist.

UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn, including Students with Disabilities. UDL aims to improve the educational experience of all

students by introducing more flexible methods of teaching, assessment, and service provision to cater for the diversity of learners in our classrooms. To find out more see [CAST.org](https://www.cast.org))

UDL guidelines are based on 3 fundamental principles:

- Principle 1: Provide Multiple Means of Representation
- Principle 2: Provide Multiple Means of Action and Expression
- Principle 3: Provide Multiple Means of Engagement

Tutors are encouraged to use UDL principles and in the development of the asynchronous and synchronous activities. An Cosán recognises the need to implement UDL principles across all programmes, regardless of the delivery method. The below table lists the UDL guidelines and how tutors integrate them in their teaching.

Principle 1: Provide Multiple Means of Representation		
	Description of guideline	Example of implementation in An Cosán
Guideline 1: Provide options for perception.	Offer different way to display information	Supply slides, audio, and video recording of sessions. Use multiple media sources to present concepts. YouTube, Padlet, and other applications.
	Offer alternatives for Auditory and Visual information	Choose videos with closed captioning where possible, describe images with text
Guideline 2: Provide options for language, mathematical expressions and symbols.	Clarify vocabulary and symbols	No
	Illustrate through multiple media	Present key concepts through combinations of text images, videos, diagrams, tables etc. Primarily implemented in the class presentations and live class discussions.
Guideline 3: Provide options for comprehension.	Activate or supply background knowledge by linking to and activating prior knowledge	Link content to prior learning perhaps using visual cues or concept anchoring.
	Highlight patterns, big ideas and relationships	Not available yet.
	Guide Information processing, visualisation, and manipulation	Give explicit prompts. 'Chunk' information into smaller elements. Avoid unnecessary content. (Incorporated into the ID Instructional model).
Principle 2: Provide Multiple Means of Action and Expression		
Guideline 4: Provide options for physical action	Provide alternatives in required motor actions necessary to interact with materials	Workshops to be accessible, Accessible technologies offered and available
	Provide alternatives for physically interacting with materials	All reading materials to be available online and available for download and printing
Guideline 5: Provide options for expression and communication	Use multiple media for communication.	Multiple contact platforms to be provided: phone, email, video conferencing, forums
	Use social media and interactive web tools to communicate and receive feedback	Provide multiple platforms for group engagement. Live Classroom, forums, padlets, WhatsApp etc

Guideline 6: Provide options for executive functions	Build fluencies with graduated levels of support for practice and performance	Not available yet
	Guide appropriate goal setting	Post goals, learning objectives and schedules in relevant folders. E.g., Assessment/Course Info
	Support planning and strategy development, provide checklists and project planning templates	Provide templates for assessments.
	Facilitate managing information and resources	Not yet available
	Enhance capacity for monitoring progress	Done informally in the class
Principle 3: Provide Multiple Means of Action and Expression		
Guideline 7: Provide options for recruiting interest.	Provide opportunities for feedback and input on learning strategies	Not available yet
	Provide learners with as much discretion and autonomy as possible	Provide choices in format/media of submissions. Presentations, group work, essays, video etc.
	Optimise relevance, value, and authenticity	Tutors use their experience to adjust the content accordingly.
	Include activities that foster the use of imagination to solve novel and relevant problems	Not available yet.
Guideline 8: Provide options for sustaining effort and persistence.	Highlight the importance of goals and objectives. Divide long term goals into short term objectives	Mock assessments.
	Foster collaboration and communication	Encourage peer-to-peer interaction through forums group work and discussions.
	Increase mastery-oriented feedback to sustain engagement	Provide timely, constructive, relevant feedback in informal way.
Guideline 9: Provide options for self-regulation	Promote expectations and beliefs that optimise motivation	Not available yet.
	Facilitate personal coping skills and strategies	Provide different scaffolding options, tutor, Technology Moderator, access to resources and link learner with different support services.
	Develop self-assessment and reflection	Offer options for informal formative assessment; MCQs, external resources/tools etc.

Implantation of UDL principles in ELC Assessment

To enhance the above supports already in place, it is intended that learners on the new ELC Programme will be given the opportunity to provide assessment evidence that is usually produced in written format in a number of additional formats.

Learners can select to present written assignment using any of the following:

- Oral presentation – A presentation with a poster or PPT.
- Podcast
- Video presentation – Recorded with a phone or laptop or free video software to be agreed in advance.

Learners are welcome to comment and suggest additional ways to present their work and final decisions on new presentation methods for assessment evidence will be approved in advance by the Programme Manager and Tutor.

Note: all podcast, oral and video presentations must be saved for marking by the course tutor and for internal verification and external authentication. Regardless of the method of assessment submission, appropriate permissions, relevant research with reference list ~~but~~must be included.

To ensure fair and consistent assessment across all learners, the duration of assessment evidence submitted using verbal or presentation methods will based on the given word count for each assessment.

See QAF501(a) Blended Learning Instructional Design Template

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF502: An Cosán’s Instructional Design and Programme Design for Blended Learning Programmes

Policy Title	An Cosán’s Instructional Design and Programme Design for Blended Learning Programmes		QA Code	QAF502
Version Number	1.1	Name of Creator	Education Technology Lead	
Date Created	December 2019	Review Date:	September 2022	
Description of Changes	Revised the Policy in line with the new Teaching and Learning Policy QAF501.		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

BACKGROUND AND CONTEXT

This Instructional Design and Programme Design for Blended Learning Programmes builds on An Cosán’s Teaching and Learning Policy (QAF501). Please read that Policy first which covers An Cosán’s organisational philosophy, learner-centred approach to education, wraparound learner support system, Class size and Universal Design for Learning (UDL).

AUDIENCE

These guidelines are intended for any An Cosán staff involved in the design, development, implementation, promotion, and evaluation of An Cosán’s blended online programmes.

These guidelines are to be used:

- When designing, developing, delivering, evaluating, or maintaining our blended online programmes.
- When reviewing quality assurance procedures for our blended online programmes.
- In conjunction with An Cosán’s Quality Assurance Manual and Tutor Handbook.
- In the induction and training of new tutors and Technology Moderators.

PURPOSE AND SCOPE

This policy aims to add to An Cosán’s Teaching and learning Policy and set the guiding principles and the procedure followed on blended delivery of programmes as well as to set the framework to assist all tutors to create meaningful learning experiences for all learners.

In 2014, An Cosán set up the Virtual Community College as a pilot in order to scale its impact across Ireland. The first step in achieving this was to move towards a blended model consisting of face-to-face workshops combined with weekly live online sessions in order to make it accessible to communities across the country. Today, 8 years on, An Cosán have two delivery models: Classroom-based learning and Blended online learning.

CORE PRINCIPLES FOR DESIGN OF BLENDED LEARNING PROGRAMMES

- Quality Assurance principles applied to An Cosán’s classroom-based courses will also be applied to all blended learning courses as appropriate.
- Best practice guidelines in the delivery of blended learning programmes will be followed at all times (*Tutor and Learner Guidelines for Blended Learning have been developed*).
- Blended learning courses will always incorporate face-to-face learning opportunities.
- Blended learning courses will incorporate synchronous and asynchronous opportunities for learning.
- Where programmes are developed for blended delivery, specific appropriate teaching strategies will be used to include the development of online learning resources.

- An Cosán will use up to date and industry standard learning technologies including virtual learning environments (VLEs) to deliver blended learning programmes and ensure learner access to such technologies to learners at no additional programme cost.
- An Cosán's blended learning programmes will incorporate opportunities for learner interaction, class and small group work, tutor and peer support and tutor feedback, especially in relation to the assessment process.
- All blended learning courses will include opportunities for formative and summative assessment and incorporate the ability for submission of assessment online.
- An Cosán has devised fit for purpose procedures for the development, resourcing, delivery, assessment, and evaluation of blended learning courses.

DEFINITIONS

Blended Learning

"Blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Garrison & Kanuka, 2004, p.96). QQI defines blended learning as "face-to-face programmes which incorporate remote online learning via a virtual learning environment" (QQI Statutory Quality Assurance Guidelines, March 20218, p.2). Research shows that blended learning outperforms both classroom learning and eLearning by encouraging learners to engage more actively and tutors to use more effective learning methods.

Educational Technology

Educational technology is "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Robinson, Molenda, & Rezabek, 2016).

"Combining the use of physical hardware, software applications and educational theories, the field of educational technology it encompasses several domains including learning theory, computer-based training, online learning, and where mobile technologies are used, m-learning." ("Educational technology", 2018). An Cosán's Educational Technology strategy is founded on educational models such as the flipped classroom, relevant learning theories and supported by appropriate instructional design models, outlined in more detail below.

Instructional Design (ID)

Instructional Design is defined as the creation of learning experiences and materials in a manner that results in the acquisition and application of knowledge and skills.

Asynchronous Activities (independent learning)

Asynchronous activities are defined as learning activities conducted offline, e.g., preparing course content and developing discussion boards).

On a weekly basis, learners engage in asynchronous activities on the Virtual Learning Environment (VLE) i.e., Moodle or Blackboard, such as researching, reflective writing, posting on discussion boards, watching an educational video, and reading learning materials. These activities are available for students a week ahead of the next class to prepare before engaging in real-time online classes.

Synchronous Activities

Synchronous activities are defined as learning activities which are conducted/delivered live online (real-time) with student/learner participation.

On a weekly basis, learners engage in live online (real-time) discussion and dialogue through synchronous activities. Examples include presenting content and/ or delivering lectures, live sessions, and group discussions.

In An Cosán, the synchronous activities are facilitated on the Zoom platform (as part of overall VLE). The Zoom platform is proven to be most successful for online (real-time) classes because access to quality broadband is a challenge for some e.g., during covid there was surges on internet use (where multiple family members were home schooling and working from home or in Direct provision centres where many people are using the internet at the same time), and in rural areas where poor broadband was a challenge.

The majority of learners who engage in blended learning programmes:

- live in rural areas where distance to the nearest educational college is out of reach
- come from a low-income background and as a result the cost of transport or living in the city is prohibitive and not accessible
- are lone parents or a carer in the home

Therefore, having online classes in real-time fits their purpose within the An Cosán context and supports and facilitates learners to achieve the learning outcomes.

For more detail on Asynchronous and Synchronous activities please see Annex XX below.

Virtual Learning Environment (VLE)

Virtual Learning Environment is defined as the platform used for the delivery of online programmes. For Further Education Courses, the platform used is Moodle. Blackboard is the Virtual Learning Environment for Higher Education Courses.

Flipped Classroom:

A flipped classroom: Learners complete learning activities at home and work on live problem-solving, discussions and reflections during class time.

At An Cosán, we use the flipped classroom approach whereby all learning materials are available to learners one week prior to class. Participants can undertake learning activities in their own time in advance of a class and to their own schedule which suits the needs of the adult learner and allows them to take greater ownership of their learning. This flipped classroom approach frees up classroom time, allowing the tutor to respond to questions regarding work already carried out by the learner and spend more time on increasing understanding and depth of knowledge. Learners are encouraged to discuss all content in group forums in advance of class. Specific teaching and learning methods used to design our sessions include:

- Lecture style delivery using PowerPoint
- Group work
- Experiential learning
- Collective, guided discussion (Small and large group debate and dialogue)
- Creative methods including art-based and visual learning exercises
- Peer-to-peer, collaborative learning (e.g., Break-out rooms, Discussion Forums, Projects)
- Tutor's role is the 'Guide on the side' rather than the 'Sage on the Stage.'

Learners will benefit most from the synchronous online classes if they prepare asynchronous activities in advance and if they can collaborate with the other learners in the synchronous session.

ROLES AND RESPONSIBILITIES:

The following key staff may include but are not limited to tutors, Technology Moderators, team leads with roles and areas of responsibility outlined in brief in the below table:

Community Education Lead

The Community Education Lead is responsible for:

- Outlining learning outputs and outcomes of the programme as part of the accreditation process.

- Reviewing the programme based on learners' feedback.
- Collaborating with the Educational technologist on pedagogical methods utilised in course delivery.
- Collaborating with the Digital Inclusion Unit to create continuous professional development opportunities for tutors in the areas of the teaching and learning in the blended environment.
- Collaborating with the Digital Inclusion Unit to set up technology inductions and VLE.
- Developing the community of practice amongst tutors and creating the environment for knowledge exchange and peer support.
- Ensuring that tutors adhere to policies and procedures follow the guidelines specified in the policies and handbooks

Tutor

The tutor is responsible for:

- Developing learning content and activities and creating learning experiences aligned with Minimum Intended Learning Outcomes outlined in the module descriptor and An Cosán's QA procedures.
- Implementing and conducting an assessment relevant to the Blended learning delivery to ensure that Minimum Intended Learning Outcomes are achieved.
- Supporting learners during the learning process and linking them with the relevant support service such as Digital Inclusion Unit, Laptop Loan Scheme or Counselling.
- Attending induction training in Quality Assurance, technology, and relevant professional development in relation to their contractual obligations.
- Tutors' full responsibilities are described in the Tutor Handbook **See:** An Cosán Tutor Handbook

Education Technologist

The Education Technologist is responsible for:

- Setting up and monitoring the Virtual Learning Environment
- Providing pedagogical and technical support to tutors
- Providing technical training to learners
- Leading Educational Facilitators in collaboration with Community Education Lead
- Coordinating IT support and requests in collaboration with IT Officer and third party.

Education Facilitator (Face to Face support)

Education Facilitators are an asset to the tutors and ensure the learners are supported throughout their course for our Further Education Programmes. The Education Facilitators provide academic support, assist learners with their studies, and aid the tutor where appropriate. Education Facilitators are present in the classroom to report any learners' needs to activate wraparound support.

In respect of our Higher Education Programmes, there is no Education Facilitator in online classes. The Learning Support Coordinator is introduced to learners on Induction Day of all programmes and available for one-to-one consultations as required.

The Education Facilitator is responsible for:

- Act as a point of contact for learners – for basic technical issues, Learning Management System issues and academic support.
- Support and guide learners in their studies and in completing assignments.
- Provide support with basic technical issues such as: uploading assessments on the Moodle page and assisting students with viewing weekly tasks on Moodle.
- Assist the tutor in liaising with other staff members where appropriate to support the learners' needs.
- Liaise with the tutor after each class in a short reflective session where required.
- Liaise with the Further Education Lead about any difficulties that learners might experience.
- Attend classes.

- Take attendance – when agreed with the tutor.

Technology Moderator (technical support online)

The role of a Technology Moderator within blended learning is to support the tutor in the effective delivery of the content, with the main focus on technical support in live online classes.

The Technology Moderator is responsible for:

- Support the tutor in the live classroom sessions (recording the class, setting up the breakout rooms, admitting learners in the class)
- Welcoming learners in online classroom sessions
- Replying to technical queries of the learners and tutors in the online class
- Troubleshoot technical issues during the live classes
- Being a visible and reliable team member
- Liaise with Educational Technologist on a regular basis

Accessible Technology Trainer

The Accessible Technology (AT) Trainer is experienced in assessing learners' assessable technology needs, recommending, and guiding in the use of AT tools.

The Accessible Technology (AT) trainer is responsible for:

1. The AT trainer provides training to both tutors and learners on the use of AT Tools
2. Conducts one-to-one Accessible Technology Consultation with learners.

PROGRAMME DESIGN:

All requests to develop and deliver a classroom based / blended learning programme should follow An Cosán's quality assurance, approval, and review processes (QAF301: Development & Evaluation of New Programme Guidelines) and QAF501 Teaching and Learning Policy QAF502 as well as the following QQI's QA Guideline documents:

- [Statutory QA Guidelines developed by QQI for use by all providers](#)
- [Statutory QA Guidelines for Providers of Blended Learning Programmes.](#)

Instructional Design model

Course content planning and creation for the Blended Learning approach

An Cosán encourages the adoption of Instructional Design (ID) models to:

- Ensure Consistency & Quality throughout our programmes.
- Support an effective approach to blended learning solutions.
- Ensure key attributes of An Cosán's community education model are integrated – collaborative learning, strong ethos, and learner support.
- Create A VLE that supports an integrated learning solution aligning synchronous and asynchronous activities.
- Provide a platform and framework for peer review, discussion and sharing of experiences.
- To provide a framework documenting programme development
- Develop resources and documentation to enable efficient delivery of future programme iterations.

Learnovate’s Instructional Design model for blended online learning

In 2015, Learnovate and An Cosán collaborated to develop a learner-centred blended learning model that maintained An Cosán’s ethos with a focus on collaborative learning.

(See **Annex 3. Learnovate’s Instructional Design model**)

An Cosán encourages the adoption of Instructional Design models to:

- Ensure Consistency & Quality throughout our programmes.
- Support an effective approach to blended learning solutions.
- Ensure key attributes of An Cosán’s community education model are integrated i.e., collaborative learning, strong ethos, and learner support.
- Create A VLE that supports an integrated learning solution aligning synchronous and asynchronous activities.
- Provide a platform and framework for peer review, discussion and sharing of experiences.
- To provide a framework documenting programme development
- Develop resources and documentation to enable efficient delivery of future programme iterations.

The field of instructional design and technology encompasses the **analysis** of learning and performance problems, and the **design, development, implementation, evaluation** and **management** of instructional and non-instructional processes and resources intended to improve learning and performance in a variety of settings. (Reiser, R. A., & Dempsey, J. V. (2017). Trends and Issues in Instructional Design and Technology. Pearson Education.)

In other words, instructional design encompasses all facets of curriculum development from programme design through VLE build to learner support models and assessment strategies. It is important to understand that instructional design involves different stakeholders including Instructional Designers and Subject Matter Experts (SMEs) who work collaboratively to ensure learning outcomes are met. Best practice blended learning is by its nature a team effort requiring different skill sets.

All blended learning programmes are developed using the An Cosán Blended Learning Instructional Design Template (see QAF502(a)). The template outlines Minimum Intended Programme Outcomes (MILO’s), Session learning objectives, suggested learning materials and activities. The tutors are encouraged to develop asynchronous and synchronous activities utilising some Universal Design principles, Gagne’s 9 Events of Instruction, Gardner’s Theory of Multiple Intelligences (See Annex 4) and Flipped Classroom approach.

In An Cosán’s ID model, the asynchronous activities consist of preparing the course content and developing the discussion boards. Synchronous activities include, where appropriate, presenting content or lecture-based instruction that is hosted in the VLE with the live sessions used for active learning and discussion-based activities. In a live (real-time classes) session, breakout rooms are implemented to enable a collaborative learning process by promoting creativity and critical thinking through dialogue and peer discussions. Tutors implement into practice asynchronous and synchronous activities by using Flipped Classroom approach. This means that tutors have asynchronous activities prepared and available on VLE one week ahead of the next class. Learners can review the learning materials ahead of live class and reflect on their previous experience through the lens of learning materials. Next, tutors design and deliver a live (real-time) session, where students collaboratively reflect on the learning resources and construct new insights.

For more information, see:

- Annex 1. Programme Development - Asynchronous and Synchronous Activities
- Annex 2. Learning theories
- Annex 3. Learnovate’s Instructional Design model
- Annex 4. Theoretical basis and tools used to develop online and blended learning experiences
- Annex 5. Programme Design & Implementation Timeline for Blended Learning Programmes

PROGRAMME IMPLEMENTATION

The following topics are outlined in QAF501 Teaching and Learning Policy.

- Class size

Learner Engagement i.e., Synchronous and Asynchronous activities

- An Cosán Technology Systems Overview
- Supports for Learners
- Universal Design for Learning – See also related QAF501(a): Blended Learning Instructional Design template

Core Principles Blended Learning

- Quality Assurance principles applied to classroom-based courses will also be applied to all blended learning courses as appropriate.
- Blended learning courses will always incorporate face-to-face tuition and learning opportunities.
- Where programmes are developed for blended delivery, specific appropriate teaching strategies will be used to include the development of online learning resources.
- An Cosán will use up to date and industry standard learning technologies including virtual learning environments (VLEs) to deliver blended learning programmes and ensure learner access to such technologies to learners at no additional programme cost to the learner.
- All blended learning programmes will incorporate opportunities for learner interaction, tutor and peer support, virtual learning spaces such as discussion forums and tutor feedback, especially in relation to the assessment process.
- All blended learning courses will include opportunities for formative assessment, marked and returned to the learner with feedback by electronic means, and incorporate the ability for submission of assessment online where appropriate.

Best practice in building online learning communities

Principle 1: Create social presence and sense of community through induction workshops, sharing experiences, collaboration, online discussions.

Principle 2: Sense of tutor presence is important for learner success and conveyed through course design, discussion facilitation, clear instruction, feedback provision & modelling the way.

A useful model when considering the role of the tutor is Savery's Characteristics of Successful Online Instructors (HRC, 2009), which are encapsulated in the acronym VOCAL and include:

- Visible – Tutor presence is demonstrated through interaction, timely return of assignments and feedback, regular course updates and postings and mass and personal communications with the Learners.
- Organised - The Tutor needs to consistently communicate what is expected of the Learners, with clear guidelines, submission dates, supporting materials.
- Compassionate – Be considerate of Learners' needs by allowing Learners to communicate directly with them, encouraging Learners to share personal experiences and creating a safe online space for peer interaction.
- Analytical – The Tutor needs to ensure that the assessment is appropriate for the subject.
- Lead-by-example - The Tutor sets the tone for Learner performance through Tutor-Learner interaction and should model best practice strategies and communications.

Programme Management

All tutors and Technology Moderators are issued with an An Cosán email address which should be the only email address used in communication with learners.

Tutors have been issued with An Cosán laptops and should only use An Cosán email when contacting learners. If learners need to be contacted by phone, the Senior Administrator or Community Education Lead can call them.

All session content should be prepared and made available to learners in the VLE upon completion of the previous session. In the case of significant delay in releasing the content, learners should be notified by email with a follow up email when the content is available.

When we collaborate with an external Community Partner who will host learners, the Community Partner Lead and Education Technologist assess the venue in advance to ensure its suitability. The Community Partner Lead will send a Hub Technology Specification Requirements document outlining the required technology and internet requirements and request the Community Partner to complete and return a Technology Questionnaire.

Learner engagement is monitored throughout the programme. If there is a concern that a learner is not engaging with the programme or at risk of withdrawing, the Technology Moderator (or the tutor acting as a Technology Moderator) ensures the attendance record is up to date, and the senior administrator contacts absent learners by email if they miss 2 concurrent sessions. The tutor follows up by email or phone if a learner misses a third session.

All materials generated during programme design and development are collated and archived regularly in a dedicated class folder on SharePoint.

Included in the class folder should be:

- The class list should include learner name, email, phone number and student number. These form an attendance record and should be updated at each session.
- The Instructional Design of the programme.
- Class materials including readings and links to videos.
- Presentations used during the programme.
- Course outlines
- Assessment briefs

Assessments should be graded, archived and the learner record updated according to the QQI guidelines.

Contingency Planning

In the case of systems failure, learners and tutors will be notified by email where possible by the Educational Technologist or Community Education Lead. All efforts should be made to ensure the session proceeds, including delaying the start time of the session and/or inviting learners as guests to alternative platforms.

In the case of tutor or Technology Moderator absence/illness, the relevant team lead should be notified as soon as possible. If possible, a replacement tutor or Technology Moderator should be arranged. If not possible the session should be reviewed by relevant team lead and rescheduled as required.

When the programme is complete a learner feedback survey is distributed by the Technology Moderator and hosted in the VLE.

IT updates and Improvements

Oversight of IT infrastructure will be the responsibility of the Educational Technologist who will produce an annual report of issues arising and improvements that should be considered. This report will be presented to the Adult Community Education Manager. Suggested improvements or new requirements to ICT will be reviewed and approved subject to budget considerations. A follow-up report on improvements brought about by investment in technology or issues arising should be prepared by the Educational Technologist and brought to the next scheduled Adult Community Team Meeting following installation.

For more information, see

- QAF502 (a): Blended Learning Instructional Design Template
- QAF502 (b): Community Partner Hub Technology Specification Requirements
- QAF502 (c): Community Partner Hub Technology Questionnaire

Annex 1. Programme Development - Asynchronous and Synchronous Activities

Asynchronous Activities

Course Content

- Present your objectives. Inform the learners what they will be able to do after completing the session.
- Use different methods of presentations visual/words/ audio to mitigate diverse learning needs. Connect with Universal Design for Learning around learner engagement, representation, and action and expression
- Provide guidance. Explain to learners what they need to do to get there and just as importantly why they should do it through task lists and clear instruction.
- ‘Chunk’ your content by breaking it down into individual session folders. Group your content, activities, and concepts around key themes and always relatable to the learning objectives.
- Provide opportunities to apply their knowledge through assignments, multiple-choice questions, discussion topics, and in the live sessions.
- Ensure that all information relating to the course is clearly displayed and easily accessed.
- A course timetable should be embedded with all key dates included.
- A module descriptor should be included clearly stating the learning outcomes of the programme.
- Monitor learner engagement through using the performance dashboards and analytics available in the VLE
- Encourage learners to curate their own content explaining why they want to share the content in relation to the context of the topic.
- Content, activities, and instruction should be seamless and integrated with the live session delivery.
- When finalising content, student preview tool should always be used to ensure content is available and presented correctly.

Discussion board guidelines

Discussion forums are an integral part of An Cosán’s model. They provide opportunities for collaboration and social connection outside of the live sessions and supports learners develop critical thinking skills.

- Discussion topics should always be clear, concise, and relevant to the session content.
- Topics should be assigned that build on the session activities and instruction to consolidate learning.
- Topics should be assigned that relate directly to the learning objectives requiring the higher levels of learning as proposed in Bloom’s Taxonomy.
- An appropriate word count should be made explicit.
- Ensure a deadline for submission which allows the timely moderation of all contributions is posted.
- Tutors are encouraged to model the way by participating in the discussion topics to help guide the contributions, particularly in the early stages of a programme.
- Tutors are encouraged to reference the discussions during the live sessions so learners understand and can see the value of their contributions.

Synchronous Activities

Where possible presenting content or lecture-based instruction should be hosted in the VLE with the live sessions used for active learning and discussion-based activities.

When developing the presentation to be used in the live session, a number of considerations need to be taken into account:

- Consistency is key: Use the An Cosán PowerPoint presentation template.
- Less is More: use uncluttered slides and limit the number of colours used.

- 1 picture is worth 1000 words: Use high quality imagery where possible. Use informational graphics and imagery to convey a concept or process. Show graphics as large as possible, but with sufficient space around so that it doesn't look cramped.
- Keep it Simple Silly: Avoid long text, the learner should not have to read the slides; use key words and bullet points.
- Gain Attention: Start out with an attention-grabbing exercise by using a reading, piece of music or image during the opening circle activity.
- Present your objectives: Tell the learners what they will be able to do after completing the session
- Elicit recall of prior learning: Remind learners of what you they have covered before.

Breakout Activities

The collaborative learning process can be facilitated by promoting creativity and critical thinking through dialogue and peer discussions during breakout activities. Guidelines for successful breakout activities include:

- Assign a clear topic for discussion with 1-3 questions that the group will aim to resolve.
- Allow enough time for the group to reacquaint themselves with the environment, nominate a notetaker to feedback and respond to the topic 8-15 minutes total.
- The Technology Moderator and tutor should visit each room to ensure conversation is occurring.
- The Technology Moderator should post a reminder announcement when the activity is coming to a close.
- When returning the main room, the notetaker is asked to raise their hand and feedback is noted on the screen.
- Ideally all learners will contribute to the discussion and encouraged to share notetaking duties.

Annex 2: Learning theories

Learning theories are conceptual frameworks that describe how learners absorb, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences, as well as prior experience all play a part in how understanding is acquired, and knowledge or skills retained. ("Educational technology", 2018)

There are 100s of complementary and competing theories that attempt to explain what happens during the learning process and how we can prepare learners and create the ideal conditions for optimal learning.

Behaviourism

The central concept to behaviourism is that the learner is seen as a blank slate and essentially passive. Learning is transferred from the tutor by shaping the behaviour of the learner through positive or negative reinforcement. The Behaviourist approach works well when there are only correct or incorrect answers such as facts or formulas and materials are easily memorised. The Behaviourist tutor relies on repetition exercises and positive reinforcements.

Cognitivism

Cognitivist learning theory emerged in the 1960's as a response to the criticisms of the dominant Behaviourist model of learning – that learners are passive and merely respond to external stimuli. The key concept underpinning cognitivism is that the learner must actively participate in learning and uses the metaphor the learner as computer: information comes in, is being processed and leads to certain outcomes. Cognitivism seeks to understand the mental processes occurring during learning and proposes that learning can be enhanced by creating ideal external conditions.

The Cognitivist approach is highly structured and methodical. The Cognitivist tutor involves the learner while presenting, organising, sequencing, outlining, and relating information to prior learning, provides opportunities for practice with feedback.

Social Constructivism

Social Constructivism emerged in the 1970's and proposes that the process of learning cannot be separated from the social context within which it occurs. The central concept of Social Constructivism is that learning is a collaborative process motivated by a learner's internal processes and supported within a learning community. The Social Constructivist tutor is the 'guide on the side' who supports learners construct their own learning related to their own life experiences through collaborative learning. Authentic learning experiences are designed with a 'learning by doing' approach to encourage problem-solving skills.

Connectivism

Connectivism is seen as a learning theory for the digital age. The internet, web 2.0 and technological advance has created new models of social interaction and knowledge sharing. The key concept underpinning Connectivism is that knowledge can reside outside of the learner, stored, and manipulated by technology. and emphasises the importance of the network. Connectivism learning is the ability to see connections between fields and ideas and the process of connecting information sources. The Connectivism tutor facilitates the network and encourages independent, self-directed discovery of information and knowledge, supporting learners to learn and collaborate on their own.

Andragogy – Adult Learning theory

Known as the 'Adult Learning Theory,' Malcolm Knowles continuously refined his theory from the 1970's until his death in 1997. Central to Knowles work were his 5 Assumptions of Adult Learners:

- 1. Self-Concept**

The adult self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

- 2. Adult Learner Experience**

We accumulate a growing reservoir of experience that becomes an increasing resource for learning.

3. Readiness to Learn

Our readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.

4. Orientation to Learning

Our perspective changes from one of postponed application of knowledge to immediacy of application. As such learning shifts from one of subject-centeredness to one of problem centeredness.

5. Motivation to Learn

As we mature the motivation to learn is internal. (Knowles, Holton, & Swanson, 2014)

The tutor who applies andragogical principles creates task-oriented instruction, considering a wide variety of backgrounds and life experiences and explaining the purpose behind the instruction.

The Table below shows practical application and activities of the theories in practice.

Theory	Application	Activity
Behaviourism <ul style="list-style-type: none">• Traditional education• Repetition• Positive Reinforcement• Tutor is 'Sage on Stage'	Useful for right/wrong answers. Memorising facts or formulas.	Lists Glossaries Definitions Multiple Choice Questions
Cognitivism <ul style="list-style-type: none">• Psychology of learning• Mind as a microprocessor	Stimulate memory creation by presenting, organising, and sequencing information to create ideal conditions of learning	Stimulate prior learning Chunk information Relate content Consolidate learning
Social Constructivism <ul style="list-style-type: none">• Learning through experience• Learning is collaborative• Tutor is 'Guide on the Side'	Facilitate the learning community. Value life experience. Create opportunities for 'problem solving' & 'learning by doing'	Networking Groupwork Discussion Boards Open discussion Breakout activities
Connectivism <ul style="list-style-type: none">• Theory for digital age• Knowledge can reside outside of the learners	Facilitate the network. Independent discovery of information is more important than knowing.	Provide information hubs Practice technology Research activities Groupwork Communities of Practice

Annex 3. Learnovate's Instructional Design model

Learnovate is a research and innovation centre funded by Enterprise Ireland in partnership with IDA Ireland and hosted by Trinity College focused on EdTech and learning technologies ("Learnovate | Digital Learning & EdTech Research at Trinity College Dublin," n.d.). In 2015 Learnovate and An Cosán worked collaboratively to develop a learner-centred blended learning model that maintained the strong ethos of the organisation with a focus on collaborative learning. The instructional design model is built on 2 key concepts:

Concept 1: The online learning community is the vehicle through which online learning occurs, (Palloff & Pratt, 2007). The learning community needs to be encouraged with opportunities facilitated for peer learning and relationship-building. The *interactions* are the specific element that sets online learning apart from a traditional, face-to-face, setting. The interactions among Learners themselves, the interactions between the Tutor, Technology Moderator and Learners, and the collaborative learning that results from these interactions.

Concept 2: Learning activities should be integrated, seamless and effective. Synchronous and asynchronous learning should be aligned from establishing learning outcomes, through creating learning objectives and activities, materials, and experiences. The model starts with asynchronous preparation activities that will be discussed in the synchronous live sessions and followed by relevant assessment. The VLE is designed to support an effective integrated approach aligning both synchronous and asynchronous learning. The content and assignments should be a continuous journey towards achieving the desired outcomes, (Learnovate, 2018).

The model follows the basic design processes of the ADDIE with a sequential workflow that commences with an analysis phase, followed by design of learning objectives which inform the session level synchronous and asynchronous session design.

A summary of the model is outlined below, for more detailed guidance on using the model, please refer to Learnovate Guide to Instructional Design, 2015. (Learnovate, 2015).

Step 1: Analyse learners & context – It's critical to know who the learners are, what they need to learn and why? To put it simply: know your audience, otherwise how would you know what they need?

Step 2: Learning outcomes – What is the intent of the instruction? In accredited programmes these are defined in the module descriptors.

Step 3: Programme Learning Objectives - A learning outcome is not enough to identify what the learning activities and assessment should look like. You need to ask yourself first what the learners should be able to do after completing the module. Next, you need to consider how to word it so that you can measure if they've achieved it. Bloom's taxonomy is a useful support to ensure learning objectives are aligned with the requirements of the programme outcomes.

Step 4: Session Learning Objectives – Taking the learning objectives defined at programme level, apply the same process, and translate those programme level objectives to session level objectives. You should aim to have 4-7 learning objectives per session.

Step 5 & 6: Session Design – Using the flipped classroom approach, learning materials, activities and tools should be selected which will support asynchronous self-directed learning and synchronous discussion based live sessions. The design of the synchronous and asynchronous elements should be interdependent and seamless – asynchronous instruction should be efficient and relevant and directly linked to synchronous activities.

The Learnovate model is an evidence-based model of best practice that supports the development of 'gold-standard' blended learning activities. It can be challenging to learn and implement, and common feedback is that it is time

costly. In the model there is a large emphasis on the design stage which requires adequate and appropriate time to effectively implement which needs to be understood and supported by programme directors.

Annex 4. Theoretical basis and tools used to develop online and blended learning experiences

The following tools are used to develop online and blended learning experiences

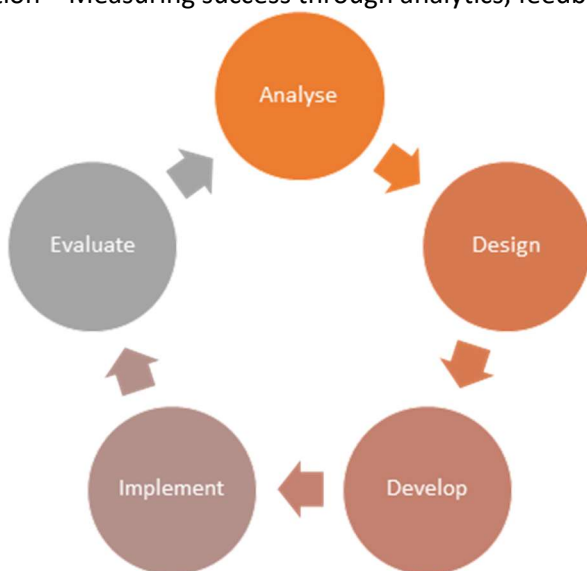
ADDIE Instructional Design Model

The model of Instructional Design we use in An Cosán is the ADDIE MODEL.

Developed in the 1970's, the ADDIE instructional design model is the foundation for most instructional design models and to understand it is to understand the generic process used by instructional designers and training developers to create learning content and experiences. ("ADDIE Model | Instructional Design Central (IDC)," n.d.)

ADDIE is a 5-stage process consisting of:

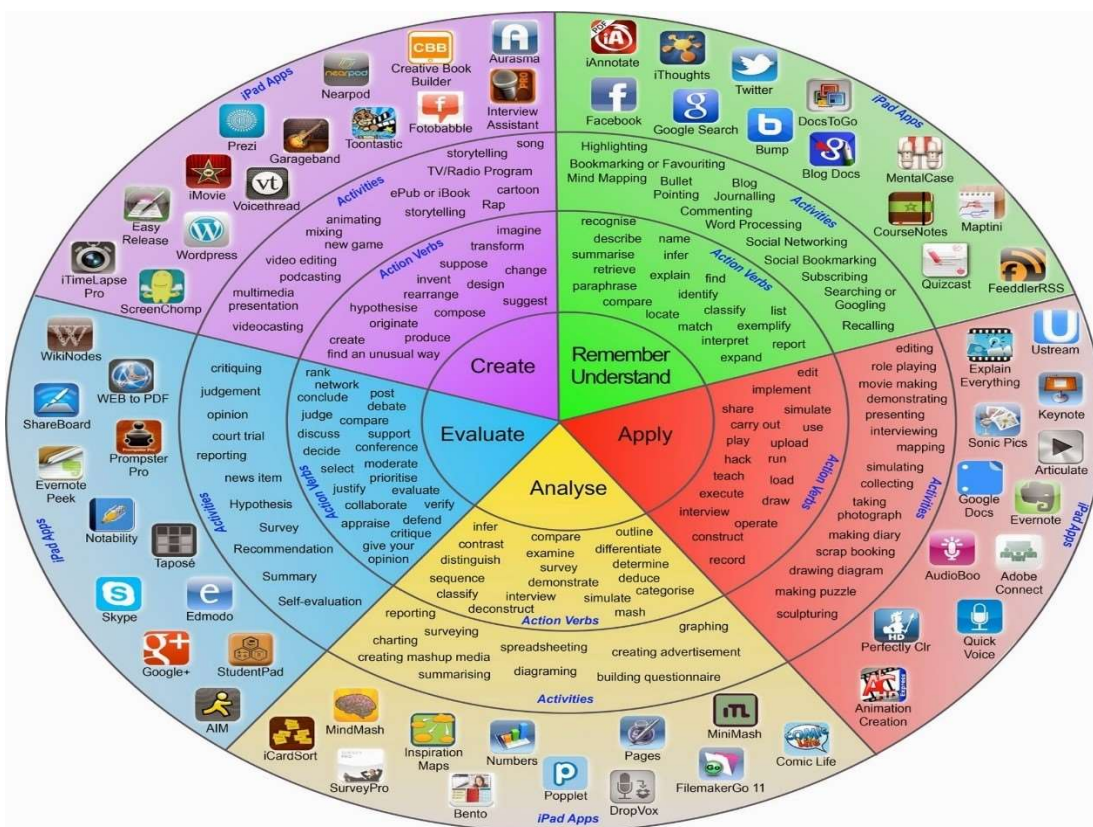
1. Analysis – Establishing instructional goals, learner profile and auditing available resources.
2. Design – Determining learning objectives, activities, assessment, content, lesson outlines.
3. Development – Building the content, presentations, resources and learning environment
4. Implementation – Programme delivery
5. Evaluation – Measuring success through analytics, feedback etc. Formative & Summative



Additional tools include:

Blooms Taxonomy

Bloom's taxonomy is one of the key theoretical frameworks used in Instructional Design. Combined with an appropriate Instructional Design model, it is used to create the learning architecture of the programme. The taxonomy seeks to classify the cognitive processes occurring during learning and propose learning actions which will stimulate those processes. By applying Bloom's taxonomy onto our learning outcomes, we can map out the content type and activities into learning objectives which will meet the criteria of the programme learning outcomes.



For example, if a learning outcome is to **analyse** a concept, we can see that the learner will be required to ‘**draw connections among ideas**. Some common verbs to help define the learning objective in this case include ‘**compare, contrast, question, test.**’ If we create learning activities using these verbs, we are aligning our activities with our objectives and meeting the criteria of the outcomes.

Howard Gardner’s theory of multiple intelligences

The psychologist Howard Gardner argues that the human intelligence is multifaced and that is human learning process cannot be categorised to just learning styles such as visual learners, auditory learners, and kinaesthetic learners. He argued that humans have 9 intelligences, and these ‘intelligences (or competencies) relate to a person’s unique aptitude set of capabilities and ways they might prefer to demonstrate intellectual abilities.’

The following nine intelligence are:

1. Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings, and rhythms of words)
2. Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns)
3. Spatial-visual intelligence (capacity to think in images and pictures, to visualise accurately and abstractly)
4. Bodily-kinaesthetic intelligence (ability to control one’s body movements and to handle objects skilfully)
5. Musical intelligences (ability to produce and appreciate rhythm, pitch, and timber)
6. Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations, and desires of others)
7. Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes)
8. Naturalist intelligence (ability to recognise and categorise plants, animals, and other objects in nature)
9. Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as, “What is the meaning of life?” “Why do we die?”, or “How did we get here?”

The practical implementation of this theory can be used in curriculum development, selecting, and presenting learning materials, planning educational instruction, or developing a learning environment. The theory can guide the development of an inclusive learning environment reflecting all different learning preferences. All these actions aim to identify and support the development of human strengths and potential, increased confidence, and preparation for lifelong learning. Similarly, Howard Gardner argues ‘that educators should not follow one specific theory or educational innovation when designing instruction but instead employ customised goals and values appropriate to their teaching and student needs.’

For more information see article: [Howard Gardener’s Theory of Multiple Intelligences](#)

Gagne’s 9 Events of Instruction

While ADDIE, and similar instructional design models focus on programme level design, a useful model to consider when designing at the session or class level of a programme is Gagné’s 9 Events of Instruction. Published in 1965, *The Conditions of Learning* by Robert Gagné theorised those certain mental conditions are necessary for the absorption and retention of learning. Gagné’s 9 Events of Instruction model can be used to guide the creation of learning materials which stimulate and encourage the optimal conditions for learning, (“How to Apply Gagné’s 9 Events of Instruction In eLearning - eLearning Industry,” n.d.).

The 9 Events should be considered a sequential process and is best applied when designing synchronous (presentations) and asynchronous (session materials) conte

1. **Gain attention of the students** – Begin the session with an attention-grabbing introduction – Opening Circle, imagery, music.
2. **Inform the students of the objectives** – Describe the aims & objectives of the session to help them understand what they will learn and why.
3. **Stimulate recall of prior learning** – Remind learners of what they have covered previously, link current concepts to prior learning.
4. **Present the content** – Use effective, efficient instruction. Signpost materials organise and chunk information, use a variety of multimedia.
5. **Provide learning guidance** – Support learners with strategies to aid learning with direction, templates, rubrics, exemplars & prompting questions.
6. **Elicit performance** – Create peer learning opportunities through discussion topics, breakout activities. Ask deep-learning questions to prompt recall of prior learning.
7. **Provide feedback** – Provide formative and summative feedback throughout in a timely manner by responding to discussion threads and breakout topics and guidance in assessment.
8. **Assess performance** – Evaluate the effectiveness of the instruction by assessing whether the learning outcomes have been met – Essays, groupwork, MCQ’s, Reflective Journals
9. **Enhance retention and transfer to the job** – Frame the content and instruction as relevant to real world scenarios. How can the programme content be used by the learner in their lives?

Annex 5. Programme Design & Implementation Timeline for Blended Learning Programmes

It is essential to understand the timeframe around the development of a new blended learning programme, there are different stages that need to be considered and it is essential that all staff and stakeholders are in the process from the beginning.

The different stages to the Programme Development & Validation are:

1. **Self-Evaluation Review & Report**
2. **Proposal of Programme Concept & Rationale to Senior Executive**
3. **Application prepared and submitted to QQI**
4. **Request for Further Information submitted**
5. **Development of VLE Platform**

Below is the schedule for the development of a new blended Learning programme to submit for Validation with QQI.

Phase	Milestone	Timeline	Stakeholders
Pre-Programme	Funding Application	12-6 months	All.
	Accreditation	12-6 months	Lead, Curriculum Development, Ed. Tech
Analysis	Kick-off Meeting	2 months	All
	Ed. Tech/ Instructional Design Training	2 months	As required
	Learner needs analysis	2 months	Curriculum Development, Tutor, Ed Tech
Design	Outcomes and Objectives established	2 months	Curriculum Development, Tutor, Ed Tech.
	Instructional Design complete	1 month	Curriculum Development, Tutor, Ed Tech.
Development	VLE template installed	-1 week	Ed Tech
	Session materials uploaded	-1 week	Tutor, Ed Tech
Implementation	Sessions delivered	+0-2 months	Tutor, Technology Moderator
	Materials archived	+2 months	Tutor, Ed. Tech
Evaluation	Mid programme workshop	+ 1 months	Tutor
	End programme evaluation	+3 months	All

As well as the overall Programme Development Schedule the Tutor who will be developing the weekly content needs to undergo training and below is the schedule for the Tutor to follow and engage with the appropriate stakeholders at the different stages.

Tutor Induction Workflow					
	WK	Task	Purpose	Format	Who
Training	1	Session 1: Welcome	Introduction to An Cosán, HR, etc.		Pedagogy
		Session 2: ICT	Email, SharePoint, Systems	F2F	Ed Tech
	2	Session 3: Ed Tech	Learning Theory & Instructional Design	F2F	Ed Tech
		Session 4: Ed Tech	VLE, Live Classroom	F2F	Ed Tech
Design	3	ID Support 1	Review Outcomes, Objectives	Email	Pedagogy & Ed Tech
	4	ID Support 2	Review instructional design sessions 1-4	Email	Pedagogy & Ed Tech
Develop	5	VLE Review 1	Review Induction, Information, Assessments, Session 1 & Presentations	Email	Ed Tech
Implement	6-8	VLE Review 2-4	Weekly review of sessions	Email	Ed Tech

When Compiling the Learning Outcomes and Session Objectives for the programme there are many different frameworks that support the Instructional Design of the programme some of which are listed below other there are many more which the tutor may prefer. The most popular framework is Blooms Taxonomy.

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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	



Blended Learning Instructional Design Template

Module Descriptor

(Insert Module Title)

(Module Code)

Introduction to the Module

Give a brief intro to the module – what the learner will be covering over the coming weeks.

Aim of the Module

Insert the aim of the module – what you want the learner to do by the end of the module.

Overall Minimum Intended Programme Learning Outcomes

If you are designing this programme from scratch to be submitted for validation you need to devise your own MIPLOS Minimum Intended Programme Learning Outcomes and Map them to the QQI Programme Outcomes

Overall Minimum Intended Module outcomes (MILO's)

Here you take the Learning Outcomes which are detailed in the Module Descriptor and devise your own MIMLOS and ensure to map them across to the QQI Outcomes.

Breakdown of Module Content

Here you list the main topics that you want to cover

- Section
- Section
- Section
- Section

Assessment (this is stated in the QQI descriptor)	Type of Assessment	Weighting	Due Date
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Overview of Course Content

Take each of the topics and break it down into sessional objectives above this is what the learners must cover over the duration of the module.

Individual Weekly Session Plans

You complete a table for each week that the module is running.

Week One Title:	
Learning Objectives: What learning objectives does this topic cover? (Copy & Paste objectives here)	
1	Induction: Course Content, how it works, Units, Assessment Briefs, Timetable
2	
3	
Directed Learning Activities: What actions will the learner perform during a live session? (Read, Watch, Listen, Discuss, Write, etc.)	
1	Welcome and An Cosán Opening Circle
2	Discussion and slides and blended learning and how the timetable works
3	
4	
Self-Directed Learning Activities: What actions will the learner perform in their own time? (Read, Watch, Listen, Discuss, Write, etc.)	
1	Read the introductory information and induction pack
Week Two Title:	
Learning Objectives: What learning objectives does this topic cover? (Copy & Paste objectives here)	
1	
2	

3	
Directed Learning Activities: What actions will the learner perform during a live session? (Read, Watch, Listen, Discuss, Write, etc.)	
1	
2	
3	
4	
Self-Directed Learning Activities: What actions will the learner perform in their own time? (Read, Watch, Listen, Discuss, Write, etc.)	
1	Read the introductory information and induction pack

Assessment Schedule

(INSERT ASSESSMENTS FROM PROGRAMME DESCRIPTOR).

Assessment Brief

The assessor is required to devise assessment briefs and marking schemes for the (In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the MIMLOS. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.)

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

MIMLO	MIMLO mapped to Assessment Technique
1	
2	
3	
4	
5	

Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and examination papers, marking schemes and outline solutions for the Business Administration Skills Programme Module. In devising the assessment briefs/examination papers, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement for ALL learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

This is an example of an Assignment Brief and breakdown of assessments you need to give clear instructions and breakdown of what they learn must do as part of their assessments.

Instruction to Tutors: In the design of assessments, please ensure that learning outcomes are not being multiple assessed or over assessed. It is preferable that each learning outcome is only assessed on one occasion, and in the event of apparent multiple assessments, please ensure that it is a different aspect of the learning outcome which is being assessed.

Technique	Weighting	Time Allowed	Format and context
Portfolio / Collection of Work	50%	6-8 weeks	<p>For the purpose of this the assessment the learner will be required to submit the following as evidence:</p> <ul style="list-style-type: none"> • Use of Communications/IT for the Workplace • Evidence of Formal Written Communication • Evidence of Research skills • Workplace reference, relating to tact, diplomacy, empathy, and patience <p>Part A For this assignment Learners are required to research and compile a report on a specific topic. The report should follow the standard structure of a report:</p> <ul style="list-style-type: none"> • Title • Terms of reference • Methodology • Findings <p>You must also include examples to support your findings, and also you are required to include all evidence of the research that you carried out.</p> <p>Part B - Formal Written Documents Learner's CV</p> <ul style="list-style-type: none"> • Learners are required to complete a CV to use as part of your interview – when developing their cv they must remember to use the steps detailed in class. Learners will be marked on the inclusion of the following areas: <ul style="list-style-type: none"> ○ Current & structured in a presentable fashion ○ All essential component included ○ Personal details ○ Education ○ Qualifications ○ Referees
Skills demonstration	50%	Over a period in class and workplace	<p>The brief is a multiple part exercise, and you are required to complete all parts of the skills demonstration.</p> <ul style="list-style-type: none"> • Visual Communication • Preparing an environment prior to a meeting, presentation or learning activity • Demonstrate active listening skills • Engage in effective debating/discussion skills <p>Part A</p>

			<p>Learners are required to design, prepare, and produce a piece of visual communication which can be used in your chosen Workplace and present it the members of your team. It can be any of the following formats and be on a topic of your choice.</p> <ul style="list-style-type: none"> • Poster/Leaflet • Newsletter • Booklet <p>The Learner must include the final product as part of the assignment and in conjunction to this the learner you must submit the following supporting documents:</p> <ul style="list-style-type: none"> • Introduction to the assignment • Reason why you choose this particular method of Visual Communication • Evidence of planning • Reason for your choice of presentation • Conclusion – what you would do different <p>Part B - Interview Learners are required to participate in an Interview, the Learner will apply to work for a position in a company/vocational area of their choice, and they have been invited for an interview. During the Interview the Learner will be assessed on the following demonstration of:</p> <ul style="list-style-type: none"> - Positive/active listening - Eye contact - Positive body language - Seeking clarification - Ability to ask and answer questions - Expand, when necessary, on responses - Speaks with clarity, confidence & sincere tone
--	--	--	---

1. Grading

Distinction:	80% - 100%
Merit:	65% - 79%
Pass:	50% - 64%
Unsuccessful:	0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor award

Ensuring Integrity

During course induction, an information session on academic integrity will be provided for all new students. This information is in the Learner Handbook and covered during course induction training. A wide variety of assessment methods are used in assessment the assessment process to reduce the likelihood of a learner plagiarising all parts of the assessment.

An Cosán will undertake an investigation in all suspected incidences of plagiarism or if a learner's performance varies significantly between assessment submissions or between different modules.

Where there is a concern regarding the authenticity of the learner's work, tutors will meet with the learner to question them on their assessment submission to confirm the learner's knowledge.



System requirements for An Cosán Virtual Learning

Hardware

Most recent (less than 5 years old) laptops or desktops, in good working condition, free from viruses will be sufficient to access the programme.

- Windows 7 or above (we highly recommend **Windows 10**) or OS10.7 (or above for Mac users)
- Minimum 2 GB RAM (4 GB Highly Recommended)
- We encourage our learners to have a webcam
- Microphone and headphones are essential (A USB headset containing microphone/headphones is highly recommended)
- Internet Browser - Safari 4+ (for Mac), Chrome or Firefox – Google chrome is the most compatible with Blackboard [Download Google Chrome](#)
- Camera built in or additional

It is not recommended for learners to use tablets or phones to access the virtual classroom as full functionality cannot be guaranteed

Internet Requirements for Blackboard learning platform:

A broadband connection is HIGHLY recommended. Those connecting over wireless broadband and satellite connections may experience poor connection quality due to poor signals. Go to www.speedtest.net to test your connection speed.

- Minimum connection download speed: 384 Kbps **per user**
- Recommended connection download speed: 1Mbps **per user** preferably **1.5Mbps**

If several learners are accessing the same network, it is recommended that each learner has 1Mbps download speed. E.g., if there are 10 learners accessing from a hub, there will need to be total 10Mbps download speed available etc.

Zoom conferencing platform requirements for online classes:

Supported Operating Systems:

- Windows 7 and up and Surface PRO 2 or higher running Win 8.1 or higher (***Note: For devices running Windows 10, they must run Windows 10 Home, Pro, or Enterprise. S Mode is not supported.**)

- macOS X with macOS 10.9 or later.
- iOS and Android devices.

Internet Requirements

The [bandwidth](#) used by Zoom will be optimised for the best experience based on the participants' network. It will automatically adjust for 3G, Wi-Fi or Wired environments. Go to www.speedtest.net to test your connection speed.

For 1:1 video calling:

- Minimum connection speed 600kbps (up/down) for high-quality video
- Minimum connection speed 1.2 Mbps (up/down) for 720p HD video

For group video calling:

- Minimum connection speed: 800kbps/1.0Mbps (up/down) for high quality video
- Minimum connection speed: For gallery view and/or 720p HD video: 1.5Mbps/1.5Mbps (up/down)
-

Supported browsers:

Windows: IE 11+, Edge 12+, Firefox 27+, **Chrome 30+** (*note: Google Chrome works the best for zoom - [Download Google Chrome](#))

Mac: Safari 7+, Firefox 27+, Chrome 30+

An Cosán uses Zoom classroom solutions to provide live interactive online sessions. While these platforms load directly from the internet browser, it is sometimes preferable to allow the platform to download a small launcher application to the computer. While firewalls usually do not interfere with the download, if in doubt, it is highly recommended to book a test session with the VCC team to ensure your system can access the platforms.

It is important to note that while every endeavour will be made by An Cosán staff to support learners' own private hardware, responsibility is with the learner to ensure they have the appropriate equipment to access our programmes and that IT support is not part of the services An Cosán offers. Full support on the use of software used in blended learning e.g., Zoom, Moodle etc. is provided to all learners by the Technology Moderator.

There are a small number of laptops available to learners to use for the duration of a programme on receipt of a deposit. Additionally, An Cosán can connect learners with an organisation who supply cost-effective second-hand laptops.

If learners are concerned, they may not have hardware with the requirements as outlined above, please contact Dragana Soro on email d.soro@ancosan.ie.



**Community Partner Hub
Venue Technology Questionnaire**

Date: Click to enter a date.

1. Contact Details

Contact Name	Click here to enter text.	Organisation	Click here to enter text.
Contact Email Contact Phone	Click here to enter text. Click here to enter text.	Hub Address	Click here to enter text. Click here to enter text. Click here to enter text.

2. Your Proposal

How many students are you proposing to host?	Click here to enter text.
How many rooms will they occupy?	Click here to enter text.
Can you support students using their own laptops?	Click here to enter text.
Will you have on site technology support available during class time?	Click here to enter text.

3. Internet Connection

Broadband connection is HIGHLY recommended. Those connecting over wireless broadband and satellite connections may experience poor connection quality due to poor signals. Go to www.speedtest.net to test your connection speed.

If there are several learners accessing the same network, it is recommended that each learner has 1Mbps download speed. E.g., if there are 10 learners accessing from a hub, there will need to be total 10Mbps download speed available etc.

Will the classroom (s) be served with wired LAN connections or wireless connections?	Click here to enter text.
Tested Download Speed of sample student setup (www.speedtest.net average of 3)	Click here to enter text.
Tested Upload Speed of sample student setup (www.speedtest.net average of 3)	Click here to enter text.
Tested Ping of sample student setup (www.speedtest.net average of 3)	Click here to enter text.

4. Your Hub

Most recent (less than 6-7 years old) laptops or desktops, in good working condition, free from viruses will be sufficient to access the programme. It is recommended to run Windows 7 or above and have a minimum of 512mb RAM. Microphone and headphones are essential (A USB headset containing microphone/headphones is highly recommended) and we encourage our learners to have a webcam. It is not recommended for learners to use tablets or phones to access the virtual classroom as full functionality cannot be guaranteed.

Do you have an administrator responsible for your computer hub?	Yes /No ?
If Yes: administrator name:	Click here to enter text.
If Yes: administrator email address:	Click here to enter text.
How many desktop computers will be available?	Click here to enter text.
How many laptops will be available?	Click here to enter text.
What version of Windows are they running? To check WINDOWS VERSION practical steps article To check WINDOWS VERSION video: https://www.youtube.com/watch?v=AUFaEbxgOII	Click here to enter text.
Is Microsoft Office Installed?	Yes /No ?

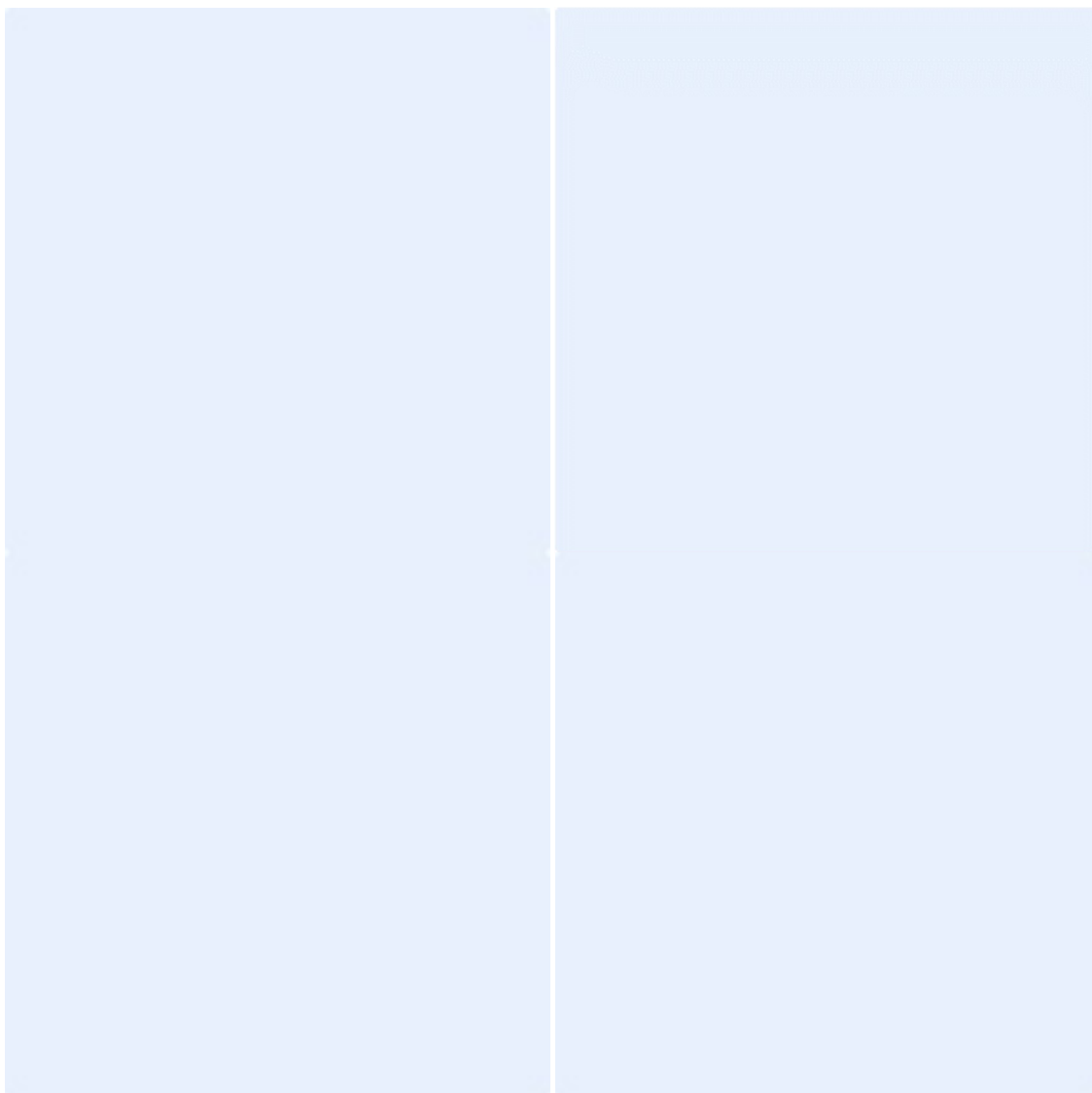
<p>Is there virus protection installed and up to date? How to check my antivirus programme (windows 10) How to check my antivirus programme (Windows 8 and 7)</p>	<p>Click here to enter text.</p>
<p>Please rate their reliability: 1 (regularly needing rebooting) – 10 (no issues at all)</p>	<p>Click here to enter text.</p>
<p>Will headsets with headphones and microphone be available to each student?</p>	<p>Click here to enter text.</p>

5. Any other information?

<p>Click here to enter text.</p>

6. Photos

Please attach 2-4 photos of the hub by clicking on the icons in the centre of the blue box.



Please return this completed form by email to Dragana Soro on email d.soro@ancosan.ie

QAF503: An Cosán Accessible Technology Policy

Policy Title	Accessible Technology Policy		QA Code	QAF503
Version Number	1.1	Name of Creator	Education Technology Lead	
Date Created	September 2022	Review Date:	September 2022	
Description of Changes	New Policy		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

POLICY CONTENTS

The following policy outlines An Cosán’s Accessible Technology process, procedures, and tools available to learners. The use of Assistive Technology in the unique context of adult community education is also explained.

DEFINITIONS

Assistive Technology

Refers to any tools, devices, applications or features of applications that can support people with disabilities to learn and work more effectively and meet the challenges posed by the impact of their disability or the inaccessible design of environments and materials.

Accessible Technology

Refers to tools like screen readers, text-to-speech software, magnifiers, real time text messaging and a range of other applications which enable autonomy, accessibility, and inclusion for all people, and not just people with disability, to participate in civic society, education, employment, and life.

Note: The terms ‘accessible technology’ and ‘assistive technology’ are interchangeable in the context of this policy, but in keeping with An Cosán’s alignment to a learner- centred approach, the use of ‘accessible technology’ is our preferred term.

Accessible Technology Consultation (AT consultation)

A one-to-one meeting with the learner to discuss and assess their accessible technology needs; Identify and recommend tools and their application to meet their needs; and guide and support the learner in applying these tools.

Accessible Technology Trainer (AT)

Trainer who is experienced in assessing learners’ assessable technology needs, recommending, and guiding in the use of AT tools. The AT trainer provides training to both tutors and learners on the use of AT Tools and conducts the Accessible Technology Consultation with learners.

CONTEXT

An Cosán’s learner-centred approach to education delivery embraces the provision and effective use of accessibility tools. An integral part of our wraparound learner support system to assist adult learners on their personal learning journey, includes the offering of a suite of in-built assistive tools in the software packages available to learners.

The purpose of this Accessible Technology Policy is to ensure all learners can avail of and benefit from these accessibility tools to:

- Support and improve their academic performance.
- Develop and improve digital skills and competences for lifelong learning and improved employability skills.
- Enable the effective use of technology to engage in a digitised society that will lead to learner self-confidence and well-being.

COMMUNICATION

As per An Cosán’s Blended Learning Policy, Learners are advised to attend an online technology induction session on commencement of their course/module.

This technology induction session includes information and training in the following:

- Overview of Microsoft 365
- An Cosán’s Moodle platform
- Introduction to Digital Stepping Stones tool (to self-assess their level of digital competence)
- And finally, an overview of other Accessibility tools as described below.

All information and guidance given at the tech Induction session and any additional information is also available to learners on An Cosán’s Moodle platform. Learners are directed to these online resources.

Information on available accessible technology and how to access additional learner’s support, i.e., AT Consultation is included in the learner welcome pack sent to all learners on enrolment.

At the commencement of each module, tutors re-introduce the concept of Accessible Technology and encourage learners to avail of the supports.

PROCESS

1. Learners can book an appointment directly with the AT trainer for assessment or contact the tutor / Learning Support Co-ordinator/ Education Lead who can refer them to the AT trainer.
2. At the scheduled AT consultation, the AT Trainer identifies the learner’s AT needs and recommends the necessary resources, using an accessible learning pathway plan.
3. After the AT consultation, the AT Trainer sends a written report to the learner, detailing the recommended resources and instructions for any additional appointments or supports.
4. A month after the meeting, the AT Trainer checks in with the learner by email to discuss progress and updates the learning pathway plan.

ACCESSIBLE TECHNOLOGIES CURRENTLY AVAILABLE

Accessible Technologies are available to all learners, either by using their own laptops or using a laptop provided by An Cosán through the Laptop Loan Scheme.

The AT Trainer will take into consideration the operating system of Learners using their own laptops when recommending AT tools and their application.

On enrolment to a module/course, all learners are provided with an email @an.cosan.ie and are given access to a Microsoft 365 account. This allows them to access the following built-in technologies:

AT	Website	What is it?
Immersive Reader Office 365, Microsoft Edge	https://education.microsoft.com/en-us/resource/9b010288	
Dictate / Speech-to-Text (Office 365, Office Mobile App):	https://support.microsoft.com/en-us/office/dictate-in-microsoft-365-eab203e1-d030-43c1-84ef-999b0b9675fe	
Microsoft Editor (Grammar Checker):	https://support.microsoft.com/en-us/office/microsoft-editor-checks-grammar-and-more-in-documents-mail-and-the-web-91ecbe1b-d021-4e9e-a82e-abc4cd7163d7	
Microsoft OneNote	https://support.microsoft.com/en-us/onenote	
Microsoft Lens: Scanning / Optical Character Recognition (OCR)	Windows: https://support.microsoft.com/en-us/office/office-lens-for-windows-577ec09d-8da2-4029-8bb7-12f8114f472a	

	Android: https://support.microsoft.com/en-us/office/microsoft-lens-for-android-ec124207-0049-4201-afaf-b5874a8e6f2b IOS: https://support.microsoft.com/en-us/office/microsoft-lens-for-ios-fbdca5f4-1b1b-4391-a931-dc1c2582397b	
Transcribe in Word (Web Only):	https://support.microsoft.com/en-us/office/transcribe-your-recordings-7fc2efec-245e-45f0-b053-2a97531ecf57	
Accessibility Checker:	https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f	

Learners are also advised about the following AT resources and tools, not available through Microsoft 365, but deemed worthy of mention regarding learners' needs.

AT	Website	What is it?
Texthelp Read & Write	www.texthelp.com	Texthelp Read & Write is an all-in-one resource for converting typed text to audio, mp3, enhanced grammar and spell checker, built-in dictionary and visual dictionary, colour overlay as well as many other tools (Available for: Windows, macOS, Chromebooks, Web)
Inspiration v10	www.inspiration-at.com/	It is a mind mapping software available for Windows, macOS, Chromebooks, Web
LiveScribe SmartPen	https://eu.livescribe.com/	Physical pen which records audio and links this to handwriting. (Available for: Windows, macOS, Mobile)
Glean	https://app.glean.co	Note-taking technology available via web-only. Synchronise audio to slides. Annotate live recorded audio.

Disclosure of Specific Learning Difficulties (SpLD)

An Cosán is an inclusion place where all learners are welcomed.

It is not a requisite to disclose any SpLDs unless the learner offers this information. All private/sensitive information shared by learners relating to Specific Learning Difficulties will be held in the strictest confidence, in adherence to our GDPR policy.

Learner's Responsibilities

- Learners contact the AT trainer to arrange the AT consultation or ask their tutor/ Education Lead to refer them.
- Learners must ensure that they attend the scheduled consultation. In case of an unforeseen event, they should provide adequate notice for cancellation or rescheduling.
- The learner should inform the AT Trainer of any complications or issues with using the suggested technologies.

AT Trainer responsibilities

- The AT Trainer provides a personalised, confidential AT consultation for learners requesting support and completes the AT consultation form.
- The AT Trainer follows up the initial consultation with the learner to check if the learner requires further support.
- The AT Trainer provides inhouse training for An Cosán tutors and staff regarding the benefits and use of Accessible Technology.
- The AT Trainer keeps up to date on the latest technology developments both in Hardware and Software Technology.

Tutor responsibilities

- Tutors should ensure learners on their programme are informed of the AT trainer’s role and how to access support.
- Tutors should actively engage with learners who are experiencing challenges with performing their tasks and refer them to the AT trainer.
- It is also recommended that Tutors engage with Accessible Technology training as part of their Continuous Personal Development training in order to keep up to date with new and emerging AT technologies and their application to teaching & learning practice.

Related Policies:

- Teaching and Learning Policy
- Blended Learning Policy
- Learner Handbook
- Tutor Handbook

Monitoring & Review:

This policy is reviewed every year.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF503 (a): Accessible Technology Consultation Form

Policy Title	Accessible Technology Consultation Form	QA Code	QAF503 (a)
Version Number	1.1	Name of Creator	Education Technology Lead
Date Created	September 2022	Review Date:	September 2022
Description of Changes	New Form	Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Part A – Learner Details			
Name:			
Student No:		Email Address:	

Part B – Learner’s Needs			

Part C – Type of existing H/W, S/W			

Part D- Recommended Supports			
AT Name:			
Contact Number:		Email Address:	
Date:			

Section 6: Assessment of Learning

QAF601: The Assessment Process

QAF601 (a): Fair & Consistent Assessment of Learners Policy

Policy Title	Fair & Consistent Assessment of Learners Policy		QA Code	QAF601 (a)
Version Number	2	Name of Creator	Community Education Lead	
Date Created	7/6/23	Review Date:	June 2024	
Description of Changes	<p>Addenda inserted under Policy Implementation: Professional Practice Placement requirements for Early Learning and Care 6M21471 award: Qualifications and Experience. Implantation UDL principles in ELC Assessment.</p>		Reason for Changes	<p>An Cosán has further developed this policy and procedure to underpin our commitment to ensure learners undertaking the Early Learning and Care 6M21471 award to include additional criteria for the teaching and support staff involved in the provision of these programmes and Implantation UDL principles in ELC Assessment.</p> <p>This organisation is committed to ensuring that learners on these programmes will have access to professional practice placements in Tusla registered early learning and care (ELC) settings as specified in the Professional Award Type Descriptors at NFQ levels 5 – 8: Annotated for QQI Early Learning and Care (ELC) Awards. All criteria for professional practice placements for these awards is as per our Curriculum Sharing Agreement with Dublin Dun Laoghaire</p>

			Education and Training Board (DDLETB) and our procedures have been updated accordingly.
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Policy Title	Fair & Consistent Assessment of Learners
Policy Statement	To ensure that all Learners are assessed in a Fair and Consistent Manner
Scope of Policy	<p>Assessment of the Learner must promote learning and empowerment of the Learner. Assessments are an integral part of the Learning Process, and the Learner must be confident that a fair, consistent, and reliable assessment will be conducted.</p> <p>An Cosán is committed to ensuring all Learners have access to appropriate and consistent assessment opportunities to demonstrate their achievements and realise their goals. This policy applies to all learners undertaking assessment for courses that lead to a QQI award, delivered in-classroom or by blended learning.</p>
Policy Implementation	<p>In this process the learner is judged on achieving the standards of knowledge, skills, and competence so they can successfully receive an award. The assessments and learning can be facilitated in the classroom, during work placement, community settings and or through e-learning and e-assessment.</p> <p>The two main parties involved in the Assessment Process are:</p> <ul style="list-style-type: none"> • The Provider (An Cosán) • The Internal Assessor (normally the Course Tutor) • Learner • Invigilator • Internal Verifier (IV) • External Authenticator (EA) • Results Approval Panel (RAP) <p>Each of these parties has a role to play, An Cosán has the responsibility of developing and implementing procedures to ensure that all learners are treated and assessed in a fair and consistent manner. Whereas the assessor has the responsibility of judging the learning achievement and making the assessment decision.</p> <p>Defining the Roles of the Parties involved in the Assessment Process:</p> <p>The Provider - An Cosán An Cosán’s role in the assessment process is to develop and implement the fair and consistent assessment policy and procedures. In developing these An Cosán is responsible for the following:</p> <ul style="list-style-type: none"> ▪ Developing and agreeing the relevant policies and procedures ▪ Implementing the quality assured assessment policies and practices ▪ Applying all QQI requirements ▪ Ensuring that the correct assessment personnel are in place. ▪ Establishing an Authentication Process ▪ Developing guidelines for Internal verification of assessment and appointing and training of appropriate staff to carry out Internal Verification

- Developing guidelines for external authentication of assessment, developing a panel of appropriately qualified and experienced External Authenticators (EAs), and appointing External Authentication based on specific selection criteria.
- Establishing a Results Approval Process to include a Results Approval Panel (RAP) and developing Terms of Reference for this panel.
- Establishing and implementing an Appeals Process
- Ensuring that the programme structure, content, and arrangements for assessment meet the requirements of the award specification that the programme is designed for.

The Internal Assessor (normally Course Tutor)

The course tutor who has delivered the course module or programme is normally the assessor. The assessor makes the decision on whether the learning outcomes, skills and knowledge have been achieved which are outlined in the award specification. The assessor is also responsible for ensuring that the evidence submitted is valid, reliable and sufficient enough for them to make their decision. Course Tutors use only assessment instruments from An Cosán's QQI validated programmes and Assessors use only approved marking schemes from An Cosán's QQI validated programmes and feedback is provided to all learners following assessment. *Please see QAF602 (a), (b) & (d).*

The assessor must be a qualified professional and have appropriate assessment skills these must include:

- an expertise in the subject matter
- be proficient in the area that they are carrying the assessment out on
- Knowledge and understanding of the Learning Outcomes being assessed.
- Induction in An Cosán's assessment procedures

The specific responsibility of the Internal Assessor is to:

- Implement the assessment procedures across all areas of assessment.
- Provide opportunities for the learners to generate appropriate evidence
- Design assessment instruments as part of programme development
- Be familiar with marking schemes and grading criteria provided
- Review and judge learner evidence
- Make the assessment decision
- Provide feedback following assessment to learners.

The Invigilator

The Invigilator is tasked with ensuring that assessments involving examinations are conducted in an appropriate manner within a designated timeframe. The Invigilator is responsible for ensuring the integrity of the assessment process, that exam conditions are maintained, that learners only have access to permitted exam supports and monitoring to ensure that examinations are carried out without malpractice. The invigilator is also responsible for ensuring that a room plan is available and that exams papers, exam responses and roughwork are submitted at the end of the assessment.

The IV (4.2.1 Quality Assuring Assessment, Guidelines for Providers, Revised 2013, Version 2 - revised 2018)

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:

- check that the provider's assessment procedures were adhered to
- monitor assessment results on a sample basis

- produce an internal verification report.
Please see QAF602 (g) and QAF602 (h).

The EA (4.3.1 Quality Assurance Assessment, Guidelines for Providers, Revised 2013, Version 2 - revised 2018)

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.

External authenticators will:

- confirm the fair and consistent assessment of learners consistent with the provider's procedures and with QQI policy on quality assuring assessment
- review internal verification report(s) and authenticate the findings/outcomes
- apply a sampling strategy to moderate assessment results consistent with QQI requirements.
- moderate assessment results in accordance with standards outlined in the Award Specification
- visit the centre and meet with appropriate staff and learners
- participate in the results approval process as per the provider's agreed procedures
- identify any issues/irregularities in relation to the Assessment Process
- recommend results for approval
- produce an external authentication report

Please see AF602 (k) & QAF602 (l).

The Results Approval Panel (RAP) ((5.1 Quality Assuring Assessment, Guidelines for Providers, Revised 2013, Version 2 - revised 2018)

The role of the Results Approval Panel 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.

The membership of the Results Approval Panel may include senior staff member(s), heads of departments/sections and assessors. The internal verifier and external authenticator reports should be considered by the panel.

Please see QAF603 & QAF101 (f).

Coordinated Planning of Assessments

The planning of assessments must be completed in advance of the learning and assessment activities beginning, the plan must include:

- Learning outcomes to be assessed
- Assessment techniques and instruments
- Deadlines and Due Dates
- Marking Schemes and Assessment Criteria

Please see QAF601 (d):

Integrated Assessment Opportunities

As part of the coordination of the planning of assessments An Cosán will endeavour, where and when possible, to integrate the assessments across the Minor & Major awards to ensure that the assessment load of the learners is being considered and that the learners are not being over assessed.

An Cosán will ensure that all learners will be offered sufficient opportunities to generate evidence to demonstrate achievement of the standards of knowledge, skill, or competence.

Information to Learners on Assessments, Assessments Timetables and Methods

Each learner is made aware of An Cosán's policies and practices through the Learner Handbook to ensure they are informed of all assessment requirements. Learners can apply for reasonable accommodation and/or appeal, where appropriate. Note that all applications for reasonable accommodation must be accompanied by medical evidence.

Throughout the module the learner will be made clearly aware of:

- Programme Assessment Criteria
- A programme schedule detailing assessment date
- An Cosán validated Assessment brief including title, duration, examiner, weighting, assessment methods i.e., theory, skills based etc. and also the weighting criteria and relevant marking scheme, description of expected standards for each grade
- Processes for applying for reasonable accommodation
- Processes for applying for recognition of prior learning
- Assessment regulations which include An Cosán's Policy on Plagiarism
- Appeals procedures

In order that the assessment process will be successful for both learner and tutor, the assessment criteria must be unambiguous and clear, and the learner must have a full understanding of the expectations and circumstances prior to the assessment. Learners have the opportunity to clarify issues concerning assessment with the course tutor before commencing any assessment.

Deadlines and Submission Procedures for Assessments

An Cosán Assessment Deadlines and submission procedures are provided and are made clear to all learners. The *Assignment Schedule* which outlines the assessment deadlines is available in the *Assessment Pack* and is completed by the tutor, agreed with the learners within the first two weeks of the module and sent to the Community Education Lead.

If the learner submits the evidence late and has not applied for an extension by completing the *Assessment Extension Request Form*, An Cosán can refuse to accept the evidence.

The learner will be offered the opportunity to Appeal this decision through the Appeals Process. (Please see QAF604 (a): Appeals Policy - Review of an Assessment Policy)

If Evidence has been submitted late for assessment and has been accepted by An Cosán for assessment, it cannot be penalised and must be marked in accordance with the standards for the award.

Reliability of Learner Evidence

An Cosán understands that it is not possible for the assessor to always observe the learner completing the assessment activity directly, and or collect the evidence first-hand. It is important that both An Cosán and the Assessor are confident that the evidence being submitted was completed by the learner.

Each learner will submit a signed cover sheet which states that the work being submitted is their own. Where appropriate, the assessor may also incorporate other techniques such as peer reports, personal logs, use of questioning or statements to ensure the reliability of learner's evidence.

Feedback

Feedback must be provided to the learner following assessment; this feedback must pinpoint strengths, provide clear and constructive information on weaknesses with suggestions of improvement where appropriate. Tutors must be aware that they should be sensitive and constructive as any assessment has an emotional impact and this can have both a positive and negative impact on the learner's confidence and enthusiasm.

Following assessment learners must understand the next goal and how to achieve it. All tutors must encourage learners to develop the capacity for self-assessment so they can become reflective in their work,

Where arrangements for assessment have been adapted due to a learner's illness, disability, learning difficulty and or English not been their first language, it is imperative to ensure that unfair advantage is not given to the learner. The validity and reliability of the exam must not be affected in any way in order to protect the integrity and credibility of the qualification.

A Reasonable Accommodation Policy is in place to ensure all learners have access to fair and reliable assessment. *Please see QA701 (a).*

Deferral of Assessments

Learners may seek a deferral of assessment by submitting a **Request for Extension/Deferral of Assessment QAF601 (j)** to the Community Education Lead. Any supporting documentation such as medical certificates should be attached. Deferrals are granted at the sole discretion of the Community Education Lead, having referred to the list of acceptable reasons for deferral (e.g., Illness, supported by a medical certificate, death, or serious illness of a family member). If a learner applies for and is granted a deferral by An Cosán they will be entitled to re-join the next available programme. They will be liable for the difference between the annual fee for the new year less any amounts paid by them in the academic year of their approved deferral.

Examples of extenuating circumstances are as follows (this is not an exhaustive list):

- Learner with long/short term illness/disability/Chronic Disorder
- A close family member's recent death
- Severe Accident
- A physical injury and or emotional trauma during a period four to six weeks previously.
- Domestic Crisis
- Other extenuating circumstances (Work and holiday commitments are not considered to be extenuating circumstances).

Devising Assessments

Assessments are devised as part of programme development and updated as required. When devising assessment for the learners An Cosán will ensure:

- Assessment methods are agreed in accordance with the skills requirement of the learner, the learning outcomes of the programme and the depth of knowledge required by the learner at this level of the programme.
- Weighting of assessment is aligned with the objectives of the programme and is in accordance with a progressive learning path for the learner.
- Assessments will adequately assess the intended learning outcomes and will include a range of methods to test the learner's depth of knowledge as worked solutions with appropriate marking schemes will accompany all assessments. Clear and concise instruction, where appropriate, is included on an assessment information cover sheet.
- Assessments are completed as agreed so that learners have the opportunity to prepare fully and make the best use of the assessments planned.

- Monthly schemes of completed work are submitted to the Community Education Lead by Tutors and cross checked with the agreed schedule to ensure assessments are taking place as planned.

Consistency of Marking Between Internal Assessors

Procedures are in place to ensure the fair and consistent marking across all assessments by all Internal Assessors (tutors). In the case of QQI programmes within An Cosán the Internal Assessors are the Tutors that have delivered that particular module and/or programme. *Please see QAF601 (k).*

Cross Moderation

Cross moderation is an additional responsibility of the Internal Verifier and is not part of the Internal Verification procedure. The process of cross moderation is to ensure consistency of marking particularly where multiple tutors are teaching and assessing the same module. Cross moderation is undertaken when corrected assessment portfolios have been returned to An Cosán and prior to the Internal Verification process. *Please see QAF601 (k).*

Assessment performed During Work Placement

An Cosán has developed a formal Work Placement Agreement (*QAF309*) for Work Placement host organisations/employers who will also be issued a Placement Report. They are requested to complete and return directly to the Community Education Lead at An Cosán. We request that this is sent to An Cosán directly to ensure that the report is completed both honestly and objectively. Feedback is also requested from the learner following their Placement and also on the input of the Employer. *Please see QAF601 (l).*

Professional Practice Placement requirements for Early Learning and Care 5M21476 and 6M21471 award: Qualifications and Experience.

The PADT annotated for the ELC programme stipulate that Professional Practice Placements are integral to this programme and should ensure that learners have the opportunity to engage in meaningful work-integrated learning and assessment in a real world setting. Such opportunities must include:

6. Opportunities to observe experienced practitioners at work and to reflect on these observations.
7. Opportunities to integrate theory learned in the classroom into practice.
8. Demonstrate their ability to apply knowledge and practice.
9. Learn and implement competencies and knowledge that demonstrate best practice when working with babies, toddlers and young children while working under supervision.
10. Engage in the practice of reflection and self-evaluation on their personal practice and engage in discussion with experienced practitioners to inform and to improve personal practice.

Professional Practice Placement Requirements

Each (full-time equivalent) learner to complete 150 hours of professional practice placement during both Stage 1 and Stage 2 of this programme. Placements must be taken in a minimum of 2 ELC settings as per the following guidelines:

3. Working directly with children aged between **0 and 2 years 8 months**.
4. Working directly with children aged between **2 years 8 months and 6 years**.

Stage 1: The following 5 modules require Professional Practice Placement

6. Professional Practice Placement in Early Learning and Care
7. Holistic Care of Children 0-6 Years
8. Early Childhood Growth and Development

- 9. Curriculum, Play and Creative Studies
- 10. Understanding and Assisting Children with Additional Needs

Stage 2: All modules require access to a Professional Practice Placement

Note: During all professional practice placements, learners must have the opportunity to carry out some activities in an outdoor setting.

Timetabling of Professional Practice Placements

Professional Practice Placement will be scheduled throughout the duration of the programme for both Stages 1 and 2. As this programme will be delivered on a part-time basis, Professional Practice Placement will be broken into block placements as per the guidance in the DDLETB shared curriculum to allow learners to learn and carry out mandatory activities for all related modules. Criteria for Professional Practice Placement hours per module at stages 1 and 2 are set out in our validated programme.

For All Information on Professional Practice Placement – please see Work Placement Policy (QAF308)

Note: An Cosán has developed a document – **Professional Practice Placements Learner Guidelines: Early Learning and Care 5M21476 and 6M21471 awards.** (Appendix C Collaborative)

Implantation of UDL principles in ELC Assessment

An Cosán has already in place agreed policies and procedure with QQI regarding the provision of a wide range of supports for all learners that includes the provision of reasonable and compassionate supports and plans to introduce UDL principles into both teaching and learning within this organisation. To enhance supports already in place, it is intended that ELC learners will be given the opportunity to provide assessment evidence that is usually produced in written format in a number of additional formats.

Learners can select to present written assignment using any of the following:

- Oral presentation – A Presentation using a poster or PPT
- Podcast
- Video presentation – Recorded with a phone or laptop or free video software to be agreed with the tutor in advance

Learners are welcome to comment and suggest additional ways to present their work and final decisions on new presentation methods for assessment evidence will be approved by the Programme Manager and Tutor.

Note: all podcast, oral and video presentations must be saved for marking by the course tutor and for internal verification and external authentication. Regardless of the method of assessment submission, appropriate permissions and relevant research with reference list ~~but~~ must be included.

To ensure fair and consistent assessment across all learners, the duration of assessment evidence submitted using verbal or presentation methods will based on the given word count for each assessment.

Word Count	Duration of Presentation
1000	8
1500	10
2000	12
2500	14
3000	16
3500	18
4000	20

The Appeals Process

An Cosán has developed a specific Appeals Policy to ensure learners are provided with an opportunity to review and appeal results within a 10-working day timeframe. *Please see QAF604.*

Approved By:

QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF601 (b): Assessment Methods & Assessment Techniques – Summary

Document Title	Assessment Methods & assessment Techniques	QA Code	QAF601 (b)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

The following table summarizes the assessment techniques identified for assessing learners, and their appropriateness to the level of the award and the learning outcomes being assessed.

Assessment technique	Level appropriateness	Assessor needs to prepare:	Learning outcomes assessed
Assignment	Level 1 - 6	Assignment brief	Knowledge, know-how and skill, competence
Project	Level 4 - 6	Project brief	Knowledge, know-how and skill, competence
Portfolio or collection of work	Particularly appropriate for levels 1 - 3	Instructions/tasks. Guidelines on compiling portfolio	Knowledge, Know-how and skill, competence
Skills demonstration	Level 1 - 6	Instructions, tasks, activities, or brief	Particularly appropriate to know-how and skill and competence
Examination	Level 4 - 6	Examination paper, examination questions, instructions for learners e.g. time allowed	Theory based examination is particularly suitable for the assessment of knowledge outcomes. Practical examinations can be used to assess know-how and skill and competence
Learner record	Level 4 - 6	Brief/instructions. Guidelines for learners on format of the record.	Knowledge, know-how and skill, competence

QAF601 (c): QQI Grading Classifications & Criteria

Document Title	Grading Classifications & Criteria		QA Code	QAF601 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Grading Classifications & Criteria (From QQI Quality Assuring Assessment, Guidelines for Providers, Revised 2013, p22 and p23)

QQI awards are graded and classified as follows:

Awards at level 1, level 2 and level 3 are classified as **Successful** where a learner has achieved all the outcomes for the award.

Awards at level 4, level 5 and level 6 are classified as **Pass, Merit or Distinction** where a learner has achieved the standards for the award within the grading criteria.

- A **Pass** is a grade awarded to a learner who has attained the minimum standard. To be awarded a pass grade a learner must have achieved a mark of between 50-64%.
- A **Merit** is a grade awarded to a learner who has exceeded the minimum requirements. To be awarded a merit grade a learner must have achieved a mark of between 65-79%.
- A **Distinction** is a grade awarded to a learner who has substantially exceeded the minimum requirements. For a learner to be awarded a distinction he/she is must have achieved a mark of 80% or over.

When a learner has not achieved the minimum standards for an award the grade is recorded as **Referred**.

Grading Criteria for Awards at level 1 - level 3

Grading Criteria	Successful		
	Level 1	Level 2	Level 3
	The learner has achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with significant support and direction from the assessor, but the learner has demonstrated sustentative achievement on their own.	The learner has achieved the learning outcomes for the award in a structured and supported setting with clear direction from the assessor. The learner has demonstrated some autonomy of action and has taken limited responsibility for the activities and for generating evidence.	The Learner has achieved the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence.

Grading Criteria for Awards at level 4 - level 6

Pass	Merit	Distinction
<p>A Pass indicates that the learner has:</p>	<p>A Merit indicates that the learner has:</p>	<p>A Distinction indicates that the learner has:</p>
<ul style="list-style-type: none"> ▪ achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard. ▪ used the language of the vocational/specialised area competently. ▪ attempted to apply the theory and concepts appropriately. ▪ Provided sufficient evidence which has relevance and clarity. 	<ul style="list-style-type: none"> ▪ achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved ▪ used the language of the vocational/specialised area with a degree of fluency. ▪ expressed and developed ideas clearly. ▪ demonstrated initiative, evaluation and analytical skills presented coherent and comprehensive evidence. 	<ul style="list-style-type: none"> ▪ achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved ▪ used the language of the vocational/specialised area fluently and confidently. ▪ demonstration-depth understanding of the subject matter. ▪ demonstrated a high level of initiative, evaluation skills. ▪ demonstrated analytical and reflective thinking. ▪ expressed and developed ideas clearly, systematically, and comprehensively presented coherent, detailed, and focused evidence

QAF601 (d): Co-ordinated Planning of Assessments

Policy Title	Co-ordinated Planning of Assessments		QA Code	QAF601 (d)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Procedure Title	Coordinated planning of Assessments
Purpose	To ensure tutors, learners, and all other personnel have full and prior knowledge of the aims of the assessments to be carried out. To ensure that all assessments are agreed before the course so that learners have the opportunity to make the best use of any assessments.
People involved	Community Education Leads, Tutors
Methods used to carry out this procedure	Prior to the commencement of the Programme, a team meeting will be convened to agree the scheme of work and the programme schedule. Each month a report of the Scheme of work completed will be submitted to the Community Education Lead and cross checked with the agreed schedule. A timetable for all assessment requirements will be agreed to include issue and submission dates. Applications for Reasonable Accommodation will be reviewed and agreed supports put in place. At the end of each term Community Education Lead will review the reports to ensure that the scheme of work and programme schedule is been followed.
Person Responsible for implementation	Administration, Information and Quality Assurance Lead, Community Education Leads, Tutors involved in the delivery of the course
Monitoring	
Monitor	Community Education Lead
Frequency	On Going
Monitoring Methods	Team Meetings Review of Scheme of Work Schedule compared to what was actually completed. Review of learner Evaluation Reports Review of records of assignment & assessment descriptions Review of records of assignment & assessment grades
Frequency	At the end of each Academic Year
Monitoring Methods	Quality Assurance Oversight Committee Review of Schedule of Scheme of work and Course Programme

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF601 (e): Security of Assessment Policy

Policy Title	Security of Assessment Policy		QA Code	QAF601 (e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Procedure Title	Security of Assessment
Purpose	To ensure the independence and reliability of any assessments within the An Cosán.
People involved	Community Education Manager Administration, Information and Quality Assurance Lead Community Education Lead, Invigilator
Methods used to carry out this procedure	<p>An Cosán will ensure the security of all assessments being carried out on An Cosán Premises. Assessments will be kept in safe storage for both Internal Verification and External Authentication. These procedures are explained in further detail in the Security of Assessment Policy.</p> <p>An Cosán will also ensure that:</p> <ul style="list-style-type: none"> ▪ The place where assessments are conducted must be suitable for the assessment type and number of learners being assessed. ▪ All master copies of assessment materials must be checked prior to the assessment activity. ▪ Assessment packs will include invigilator certificates, invigilators guidelines, assessment guidelines, instructions for Learners, assessment materials and answer scripts, assessment front cover sheets. ▪ The security and integrity of assessments is maintained by ensuring assessments are handled and produced by a minimum number of people. ▪ Where assessments are produced by external awarding bodies, i.e., ECDL/NALA, the Adult Community Education Manager is responsible for the secure retention and distribution of these assessments. <p>Assessment Materials – quantity Checked and retained in locked cabinet in Education Office. (Key to safe is only accessible by the Community Education Manager or Community Education Lead) All Invigilators receive induction training & Exam Regulations prior to assessment.</p> <p>Examinations The Exam Roll Call is done, the Examinations Officer and Invigilator agree number of students present and sign off using the Exam Attendance Sheet. Before the students leave the exam room, the invigilator counts the number of scripts, and checks this against the number of Learners on the Attendance Sheet. If this matches then the invigilator places all the scripts in an envelope, seals the envelope and signs their name across the seal.</p> <p>Assignments Where a deadline is issued and the learners are required to hand the assessment to:</p>

	<p>Tutors- upon receipt of the assignment the Tutor must ask the learner to sign the Learner Assessment Submission Record this is given to the tutor as part of the Course tutor Pack at the beginning of each course. The record is held by the tutor and submitted with the assessments when they have been marked.</p> <p>Education Office – Where an assignment is been submitted to the Education Office, the Learner will be issued with a receipt. The staff member receiving the work also signs the receipt.</p> <p>When all assessments have been marked and internally verified they are labelled and stored in a Safe, Secure and Locked Storage Room within the An Cosán.</p> <p>Upon Completion of assessment the results are returned to Certification. These are retained on the results log for the course. Results are also entered onto the Learner Database.</p>
Person Responsible for implementation	Community Education Manager Administration, Information and Quality Assurance Lead, Community Education Leads
Evidence Generated by this procedure	Assignment Receipt book Tutor Assessment Submission Record Invigilator Guidelines Exam Attendance sheet Internal Verification Report Results spreadsheet
Monitoring	
Monitor	Community Education Lead Invigilator
Frequency	During Exam Sittings
Monitoring Methods	Ensure all Exam Attendance Records are Completed.
Frequency	As required
Monitoring Methods	Ensuring the internal Verification process is Performed and Correct

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF601 (f): Assessment (Examination) Regulations for Learners

Policy Title	Assessment (Examination) Regulations for Learners	QA Code	QAF601 (f)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

All Learners completing examinations with An Cosán are bound by the regulations outlined below:

All Learners are issued with a Learner Handbook incorporating detailed assessment regulations at the start of each academic year. All learners will be obliged to participate in an induction meeting which, will include information and an explanation of the content of the learner handbook. It is the learner's responsibility to ensure that they are familiar with the regulations.

Assessment Malpractice

An Cosán ensures that the integrity of the Assessment Process is upheld and endeavours to prevent assessment malpractice.

An Cosán will investigate all allegations of malpractice in a timely manner to ensure that the learner is not at a disadvantage should the allegation against them not be upheld.

Assessment malpractice can include:

- Plagiarism of someone else's work or having someone else complete your work.
 - Impersonation of another learner in examinations or oral presentations
 - Fabrication of evidence
 - Alteration of results
 - Obtaining a copy of the secure assessment prior to the administration of the assessment e.g., having sight of exam papers prior to the examination designated time
 - Behaviour that undermines the integrity of the Assessment Process
-
- Any attempt at any of the following by one or more Learners will be deemed to be a breach of examination regulations:
 - Possession of copies of assessment questions or papers in advance of the assessment being held
 - Cheating
 - Bribery
 - Falsification
 - Impersonation or any other form of deception
 - Learners are requested to read all relevant instructional documentation for the assessment, when advised to do so by the invigilator.
 - Learners must comply with the instructions of the invigilator at all times.
 - Learners will not be permitted entry to the assessment location thirty minutes after the advertised commencement time of the assessment.
 - Learners will not be permitted to leave the assessment location within thirty minutes of the advertised completion time of the assessment.

- Learners must remain seated at the end of the assessment until the invigilator has completed the collection of all assessment material. Communication between Learners is considered a serious breach of exam regulations.
- Learners should raise their hand to draw the attention of the invigilator, should they require any assistance during the assessment.
- Invigilators have the authority to inspect any material in the possession of the Learner during the assessment period. Any unauthorized materials will be deemed to be in serious breach of the examination regulations and will be retained by the invigilator and reported to the examinations officer.
- All rough work should be included with assessment answer scripts.
- Learners may not retain any materials from the assessment unless authorized to do so by the invigilator.
- Learners wishing to leave the assessment location for the purposes of a toilet break or for other medical reasons may only do so in the company of an invigilator.

Procedures for dealing with Breaches of Assessment Regulations

In the event that a learner is found to be in breach of the Assessment Regulations, the following procedures occur:

During the assessment:

Any breach of assessment regulations by Learners during assessments shall be brought to the attention of the Learner at the time. The Learner is informed that a suspected breach of assessment regulations has occurred and that the incident is going to be reported to the Administration, Information and Quality Assurance Lead.

- The Learner is allowed to finish the assessment.
- Any suspect evidence is collected, and a report is drawn up by the Invigilator and submitted to the Administration, Information and Quality Assurance Lead at the end of the assessment.
- The Administration, Information and Quality Assurance Lead will appoint an independent investigator to investigate the complaint.
- During the investigation the learner, accompanied by their representative, will be interviewed in order to accommodate the learner's understanding of what transpired.

During the marking of an assessment:

If plagiarism or copying is suspected, the Invigilator will bring the matter to the attention of the Community Education Lead who will convene an investigation into the allegation in accordance with the Plagiarism Policy for An Cosán.

Learners, Assessors and Tutors must be familiar with **An Cosán Plagiarism Policy**.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF601 (g): Assessment (Examination) Regulations for Invigilators

Policy Title	Assessment (Examination) Regulation for Invigilators		QA Code	QAF601 (g)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Invigilators who are overseeing examinations on behalf of An Cosán please follow the regulations below:

- Invigilators are required to be at the assessment centre a minimum of twenty minutes prior to the commencement of an assessment to ensure that the centre is set up correctly.
- It is the responsibility of the invigilator to ensure that Learners do not enter the room more than 10 minutes prior to the scheduled time of the examination/assessment.
- Invigilators must ensure that no unauthorised materials, bags, or mobile phones are located in the assessment room. The only materials permitted on the learner’s desk are the assessment and writing materials.
- Invigilators are required to distribute assessment materials prior to the commencement of the assessment.
- Invigilators announce the commencement and completion time of the assessment.
- Learners may not turn over the examination paper or commence the assessment until the invigilator announces the commencement time. The invigilator will announce when there is only five minutes of the assessment remaining.
- Invigilators must walk around the assessment location surveying for any improper actions. If an invigilator is suspicious of a Learner’s actions, but has no conclusive proof of inappropriate Behaviour, then this must not be addressed until the end of the assessment. The invigilator must inform the Learner as they are leaving the examination room of their suspicions and inform them that a report will be made on the occurrence. This report must be included with the invigilator’s certificate. If, however, a Learner’s conduct is causing unnecessary disruption to others, the invigilator may ask the Learner to leave the assessment location.
- If an invigilator catches a Learner breaking any of the examination regulations, he/she must inform the Learner that a report on this will be written up and given to the Examinations Officer. The Learner must, however, be allowed to finish the examination.
- At the end of an assessment, it is the responsibility of the invigilator to collect all assessment materials from Learners and to record same. Invigilators should ensure Learners have completed the assessment cover sheet correctly and included any additional materials and/or used/unused scripts. These must be checked against the signature of the Learners and placed in the Assessment Completion Envelope together with the invigilator certificate and returned as planned to the examinations officer. Scripts should be returned in the order they are documented on the invigilator certificate which is completed at the end of the examination.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF601 (h): Invigilator Certificate for Examinations

Document Title	Invigilator Certificate for Examinations	QA Code	QAF601 (h)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Invigilator Certificate			
Module Title			
Date of Exam		Time of Examination	
Name of Invigilator			
No of Learners Registered for Examination		No of Exam Papers required	No of Learners Attended Exam
No of Exam Papers given distributed		No of Exam Paper Returned	
Student Information			
Name of Student Registered	Student Signature		
Any queries raised by Learners during the Exam process	Yes	No	
Any Corrective Action Taken			
Any breaches of Exam regulations:	Yes	No	
Details of breaches:			

I certify that this account is a true and accurate account of this examination sitting:

Signature of invigilator: _____

Date: ____ / ____ / ____



Front Cover for Portfolio of Assessment

Centre Name: An Cosán Community Education Centre
QQI Roll No: 40841A
Module Name: (INSERT MODULE TITLE)
QQI Level & Code: (INSERT MODULE CODE)

Name: _____

Medical Card: Yes No Card No: _____

Gender: _____

Tutor: _____

I confirm that this is entirely my own work except where referenced (refer to An Cosán’s referencing procedure as outlined in handbook)

I am aware that my work will not be assessed if plagiarism is identified.

I confirm that I have retained a copy of this coursework for my personal use and in the event of being requested for an additional copy by An Cosán for whatever reason.

I understand that in order for the award to be made, I am required to submit my personal information to Barrow Training for onward submission of that information to QQI.

I understand that QQI will retain this data indefinitely for the purpose of verification and confirmation of my QQI award, for example to employers, to other training providers and to myself. There may be circumstances where I give permission to have this information shared, for example with CAO.

**This declaration must be signed or will not be accepted by course tutor
Consequences of plagiarism are Identified in learner handbook**

Signed: _____ Date: ____ / ____ / 20__

<u>Overall Mark</u>	<u>Grade</u>

NB. Mark & Grade are provisional until after External Authentication

Tutor Signature: _____ Date: ____ / ____ / 20__

Office Use Only:

Internally Verified: Externally Authenticated



QQI Portfolio Collection Form

Class: (INSERT PROGRAMME TITLE & CODE)

Module Name & Code: (INSERT MODULE TITLE & CODE)

Tutor: _____

Date: ___ / ___ / 20___

	Student Name	Signature:	Work Being submitted	Portfolio Complete Yes/No?	Receipt issued Yes/No
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Tutor Signature: _____

Date: ___ / ___ / 20___

QAF601 (j): Request for Extension/Deferral of Assessment

Document Title	Request for Extension/Deferral of Assessment		QA Code	QAF601 (j)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Request for Extension/Deferral of Assessment Application Form			
Learner Details			
Student Name	<input type="text"/>	Mobile No:	<input type="text"/>
Correspondence Address	<input type="text"/>		
E-mail address:	<input type="text"/>		
Assessment Details			
Title of Course:	<input type="text"/>	Module Title	<input type="text"/>
Tutor Name:	<input type="text"/>	Date Assessment Due	<input type="text"/>
Assessment Title:	<input type="text"/>	Length of Extension Required	<input type="text"/>
Reason for Extension/Deferral Request (Please attaching supporting evidence to support your request)			
<input type="text"/>			
Learner's Signature	<input type="text"/>		Date <input type="text"/> / <input type="text"/> / <input type="text"/>

Important Notes:

- Once completed, please submit this request (via email or in person to Community Education Lead, An Cosán, Kiltalown Village Centre, Fortunestown Road, Jobstown Dublin 24).
- You should keep a copy of your request.
- Requests should be made at least 3 days before assignment due date.
- Each application will be judged individually on its own merits.

Admin Use:

Extension Granted	Yes	No	Date Granted:	<input type="text"/>
New Assessment Date:	<input type="text"/>		Community Education Leads Signature	<input type="text"/>

QAF601 (k): Consistency of Marking Assessments Policy

Policy Title	Consistency of Marking Assessments Policy		QA Code	QAF601 (k)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	Consistency of Marking Assessments
Purpose	To ensure that all Learners Assessments are consistently and fairly marked by the Internal Assessor (tutors).
People involved	Administration, Information and Quality Assurance Lead Community Education Leads, Internal Assessors Internal Verifier
Methods used to carry out this procedure	<p>In the case of QQI programmes within An Cosán the Internal Assessors are the Tutors that have delivered that particular module and/or programme.</p> <p>Internal Assessors responsibilities are to:</p> <ul style="list-style-type: none"> ▪ Devise marking schemes and grading criteria. ▪ Implement An Cosán’s Assessment procedures for each area being assessed. ▪ Take into consideration the various grading levels including the minimum pass mark when assessing learner scripts and that marks awarded are in line with the marking scheme devised and approved for the assessment. ▪ Evaluate assessments in an objective and transparent manner and in the context of the approved marking solutions and schemes ▪ Return all marked assessments and results within the time specified to the Community Education Lead ▪ Provide Information and Feedback to the Learners. ▪ Advise the Community Education Leads if there is any conflict of interest where an Assessor has a previous connection with a learner e.g., a family member. <p>Assessors attend a pre-assessment meeting at which the guidelines for the assessment are discussed. The marking guidelines re reviewed and the Administration, Information and Quality Assurance Lead ensures that all assessors have a clear understanding of the standard required, the object of the assessment and any special circumstances or further information has been given and understood.</p> <p>Cross Moderation Internal Verifiers role in relation to cross Moderation (note this is a separate function and not part of the IV procedure) Cross moderation is the responsibility of the Internal Verifier. The process of cross moderation is to ensure consistency of marking particularly where multiple tutors are teaching and assessing the same module. Cross moderation is undertaken when corrected assessment portfolios have been returned to An Cosán and prior to Internal Verification.</p>

The Internal Verifier selects a 25% sample of all learners' assessments at the end of each assessment period. This will be moderated to ensure fair and consistent assessment procedures and consistency of standards are being adhered to by all assessors. A Cross Moderation Report is issued by the Internal Verifier prior to commencing the internal verification process, with findings and any recommendations for implementation on same. This is provided to the Results Approval Panel for review when it convenes.

Learners are requested to complete course evaluations throughout their course, a section of this reviews their opinions of assessments, assessors, time, and duration. These are reviewed during course meetings and suggestions discussed. If any changes are to be made then the learners are notified in writing and all Assignment Briefs updated.

Person Responsible for implementation

Administration, Information and Quality Assurance Lead,
Community Education Leads,
Internal Verifier

Approved By:

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF601 (I): Policy on Assessment Performed during Placement

Policy Title	Assessment performed during placement		QA Code	QAF601 (I)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Assessment Performed during Work-Placement
Purpose	To ensure that assessments completed in the workplace are marked with fairness, consistency, and a full understanding of the assignment in hand.
People involved	Administration, Information and Quality Assurance Lead Community Education Lead Course Tutors Placement Supervisors
Methods used to carry out this procedure	The guidelines are drawn up by the Community Education Lead and discussed with both the course Tutor and Employer to ensure that they have a clear understanding of the aim and objectives of the placement. Each employer will be issued in conjunction to the guidelines a Work Placement Report which they are requested to complete and return directly to the Community Education Lead at An Cosán. We request that this is sent to An Cosán directly to ensure that the report is completed both honestly, and objectively. Feedback is also requested from the learner on their Placement and also on the input of the Employer. Upon receipt of the Report the Learner is given feedback on its content.
Person Responsible for implementation	Results of Work Placement Reports are reviewed, approved, and signed off by the Community Education Lead and Tutor. Community Education Lead Tutors involved in the delivery of the course External Authenticator
Monitoring	
Frequency	End of Term
Monitoring Methods	Contact with Placements Course Team Meetings Placement Reports

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF601 (m): An Cosán Plagiarism Policy

Policy Title	An Cosán Plagiarism Policy		QA Code	QAF601 (m)
Version Number	2	Name of Creator	Community Education Lead	
Date Created	6/7/23	Review Date:	June 2024	
Description of Changes	Introduction of random sampling option to further ensure academic integrity		Reason for Changes	An Cosán has updated this policy and procedure in preparation for differential validation for the delivery of the Early Learning and Care 5M21476 and 6M21471 awards to ensure academic integrity.

Policy Title	An Cosán - Plagiarism Policy
Policy Statement	<p>If you use the ideas or words of another person without giving them credit for that use and explicitly marking and detailing the material that is not your original material, this is to carry out an act of plagiarism. It is to attempt to pass off the work of another as your own. Plagiarism is also carried out by you if you attempt to submit work of your own creation that has been submitted to another course, for the purposes of this course without giving advance notification and seeking specific permission for doing same.</p> <p>Plagiarism may be intentional or accidental, for example, careless accidental copying, however as this is an attempt to put before an examining person/body work that is not your own original work and failing to provide the original author with their due recognition, this is plagiarism. Plagiarism therefore is determined by the result not with regard to the intention.</p> <p>Plagiarism is a serious offence in academia as it is an act of fraud, particularly when the outcome is the pursuit of an academic award or publication.</p>
Policy Scope	<p>The key objective of this policy is academic integrity regarding the quality of the awards obtained by Learners in An Cosán and awarded to learners by An Cosán. An assurance of standard of education and achievement is essential to the integrity of any graduate relying upon an award received from An Cosán in the pursuit of their academic or career of choice. This is best achieved by the appropriate attribution of credit for the work provided in the assessment of a Learner for any programme provided by An Cosán. This does not prohibit reliance upon material published by another, it merely requires that any material so relied is clearly designated in the body of the assignment and given citations which conform to standard referencing and bibliographic conventions.</p> <p>To further ensure academic integrity, a small random sample of portfolios may be selected, and the respective learners required to defend their portfolio at an arranged face to face, or conferencing tools interview if necessary. These interviews will be facilitated by the assessor and one other appointed qualified member of teaching staff.</p>
Policy Implementation	An Cosán will be proactive in pursuit of and assurance of academic trust and integrity. Where a finding of plagiarism is made against a Learner, following natural justice and fair

procedures, sanctions will be applied which are detailed later in this policy document.

Practice

Every assignment submitted, regardless of and appropriate to the format of submission, will be accompanied by a signed Ethical Statement on the title page. A copy of this template is available to every learner in both soft and hard copy format. **This template will also inform Learners that they may randomly be selected to defend their work in interview.**

Where an allegation of Plagiarism is made against a Learner it will proceed in one of two routes, either informally or formally.

Informal Proceedings

It is reasonable that where a Tutor suspects plagiarism may be occurring, that there is an informal counseling between the Tutor and the Learner in order to resolve any misunderstandings as to what constitutes plagiarism. At the core of any such discussion is the value that the Learner is respected.

Procedure for Informal Resolution

Procedures for an Informal Resolution are as follows:

1. The Tutor will evaluate the evidence of plagiarism utilizing, but not limited to, the following indicators:
 - a. The Tutor personally observes the Learner engaging in plagiarism.
 - b. The work presented utilizes materials without adequate or any citation, such that the work is presented as the Learner's own work.
 - c. There is a demonstrable difference in the quality and presentation of the work, or within the work presented when compared with previous submissions from the Learner or within the submission under review, this may be manifest in terms of content, format, grammar, spelling etc.
 - d. The Tutor may be made aware by a statement made by another (be they Learner or Tutor) regarding a suspicion as to the use of material in the completion of an assignment which dishonestly obtained.
 - e. There may be an unusual or suspiciously high incident of similarity or coincidence as to the content of work submitted by a number of Learners.
 - f. The Learner may admit that they have plagiarized material in the completion of the work presented.
2. The Tutor will make a determination as to whether to proceed with the allegation of plagiarism.
3. The Tutor must then proceed as appropriate (such evaluation of route to proceed is taken with regard to the extent and nature of the allegation being made, the Tutor must keep a record of how this determination was made) in one of the following manners:
 - a. Engage the Learner directly, naming the allegation and the basis for which the allegation is being made, then provide the Learner with clear and explicit guidelines with regard to the appropriate designation of work content as being that of other and invite the Learner to resubmit the work in its entirety.
 - b. Convene a meeting with the Community Education Lead, to determine if the matter should proceed in an informal or formal manner. Should

the decision be to proceed in a formal manner, a meeting will be convened between the Community Education Lead, the Tutor, and the Learner. All parties to that meeting, most especially the Learner, will be provided in advance of the meeting, no less than five days in advance of the meeting, with the allegation being made and the basis for the allegation, including copies of any material gathered in support of the complaint which the Tutor has gathered. At the meeting, the allegation must be put to the Learner and the Learner will be facilitated in making a full response. If agreement is reached that plagiarism has occurred, and that to proceed upon informal line is agreeable to all parties, an appropriate sanction will be applied and a report of what occurred compiled which is signed by all parties within five days of the meeting. This report will be copied to all parties and the original will be kept in a designated folder by the Administration, Information and Quality Assurance Lead.

If the Learner is unhappy with the outcome of this meeting, the Learner may make a submission in writing to the Community Education Manager to review matters, this must be submitted within five working days. The Community Education Manager will review the matters on the basis of the written reports, i.e., the written allegation and its basis, the minutes of the meeting between the parties, the outcome report for which signature of the parties is sought and the submission by the Learner. The Community Education Manager will have the discretion to interview any or all parties and the content of that interview will be minute and signed and supplied to all parties. The Community Education Manager will reply with a decision in five days from the date of the Learners submission.

Procedure For Formal Process and Determinations

Formal process will be initiated where the allegation is of a more serious nature, such that this is a repeat offence or otherwise deemed more serious by the party making the allegation. Where this is the case, the person making the allegation must first bring it to the Community Education Lead, who determine whether an informal or formal procedure will be proceeded with. If the determination is to proceed with a formal procedure, the Community Education Lead will ask the Administration, Information and Quality Assurance Lead to convene an Investigation Panel. The Administration, Information and Quality Assurance Lead will appoint an Independent Investigator. The Administration, Information and Quality Assurance Lead will set out the terms of reference for the Panel, this will be done in a transparent manner and will relate directly to the substance of the complaint being made.

The Administration, Information and Quality Assurance Lead will advise the Respondent against whom the allegation is being made that such an allegation is being made, the substance of the allegation, including copies of any statement or documentary evidence, including witness statements on which the decision to hold the Panel Hearing was made. The Administration, Information and Quality Assurance Lead will also advise the Respondent of the date of the convening of the Panel together with its terms of reference. The Administration, Information and Quality Assurance Lead will invite the Respondent to bring a representative with them (this can be a Learner colleague) and invite the Respondent to either make a written submission in advance of the Panel Hearing on which they can elaborate orally during the Panel Hearing, or to make an oral submission at the Panel Hearing. This will be done no less than ten days in advance of

the Panel Hearing. The Respondent will be entitled to cross examine the person who is making the allegation and any other party called to make submissions to the Panel Hearing.

The Panel of Enquiry hear all matters and have the authority to question the submissions being made to them. The Panel will make their decision within five working days and communicate the decision in writing to the Respondent and Complainant. The Panel of Enquiry will issue one decision only which will reflect the decision of the majority. The decision of the Panel of Enquiry must include an explanation as to the how they arrived at their decision. The Panel of Enquiry, should they find against the Respondent will state the sanction that is to be imposed, this will be one or a combination of sanctions from the list of sanctions supplied below.

Either party may appeal the decision to the Community Education Manager within five working days from the date of the Panel of Enquiry Decision. The Appellant must state the grounds on which the appeal is being sought and the basis for those grounds being argued. An Appeal may relate to a procedural complaint or with regard to the proportionality of sanction. The Complainant can only appeal proportionality of sanction and may not seek to overturn a Panel of Enquiry decision which did not uphold the complaint against the Respondent Learner. The Appeal will be a desk based appeal/review based on written submissions from the appellant, the written minutes of the Panel of Enquiry and the decision of the Panel of Enquiry together with its reasoning. The Community Education Managers decision shall be final.

Sanctions For Plagiarism

Sanctions fall into two categories, Academic and Administrative. The first, Academic, makes reference to the assignment, piece of work, and the consequence arising from a finding of plagiarism that will attach to that work. The second category of sanction is that of Administrative, these sanctions impose a temporary or permanent restriction on the Learners status with regard to An Cosán should a finding of plagiarism be made. One or more academic sanctions may be imposed for plagiarism. The overall sanction imposed may include a combination/s of any of the following:

Academic sanctions include:

Re-submission of the assignment.

1. A specified reduction in the grade for the assignment and/or module.
2. A fail grade for the assignment and / or module.
3. Multiple sanctions (more than one of the above) may be imposed for any single transgression.

Administrative sanctions include:

1. Suspension: Separation of the Learner from An Cosán Learner status for a definite period of time, after which the Learner is eligible to return. Conditions for re-admission may be specified.
2. Expulsion: Permanent separation of the Learner from An Cosán Learner status.
3. Multiple Sanctions: More than one of the sanctions listed above may be imposed for any single transgression.

Approved By:				
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved

Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF602: The Authentication Process

QAF602 (a): Guidelines for Internal Assessors

Document Title	Guidelines for Internal Assessors		QA Code	QAF602 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Preparation of the format of assessment.

- This must include information on programme title, subject being assessed, time and date of assessment, time allowed instructions to Learner, additional materials required, attachments required.
- The Internal Assessor must submit all assessment documentation to the Community Education Lead. This must include the format of assessment information, assessment detail, preparation of clear and concise worked solutions and appropriate unambiguous marking schemes with clear instruction

Assessments must be prepared taking into consideration the following guidelines:

- Clear and concise instructions pertaining to the completion of the assessment by the Learner and ensure assessments are checked for accuracy and the use of unambiguous language and instructions.
- Clear and concise instructions pertaining to the requirement of additional materials required by the Learner to successfully complete the assessment. This information must be made available at least 10 working days prior to the scheduled assessment
- Protect the integrity of the assessment by ensuring differentiation of assessment questions from year to year
- Ensure assessments are prepared in the context of the subject, standard of programme and learning outcomes being assessed

Marking Learner Assessment Evidence:

- Adhere to the assessment guidelines from the Tutor Information Pack.
- Use the marking scheme which is included in the Tutor Assessment Pack – if you want to make changes these need to approve by the Community Education Lead.
- Ensure all learner assessment evidence is considered when determining the learners overall mark and grade.
- Where a learner has produced written evidence, place a mark (for example tick/date/initial/allocated mark), using a coloured pen, on all pages submitted by the learner for assessment purposes.
- Where a learner has produced practical pieces for the purposes of certification, for example, artwork or pieces of furniture etc., it is appropriate that a mark or stamp be used on the back of the piece or somewhere it will not deface the piece
- Complete the learner marking sheets and include in the learner portfolio of assessment evidence.
- Where an assessor identifies plagiarised work, this should be noted on the learner's script. Assessors are asked to refer to An Cosán plagiarism code of practice

Borderline Grades

Where a learner attains a mark, which places them borderline between grades it is recommended that the assessor reviews the QQI Grading Criteria (QAF034(c)) to confirm that the grade assigned is in line with the standard of work produced. Where the assessor identifies an anomaly, a review of the marking of the learner's work must take place.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF602 (b): Feedback to Learners Policy

Policy Title	Feedback to Learners Policy		QA Code	QAF602 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Feedback to Learners
Purpose	To ensure Learners are kept up to date with their progress on a course and understand their performance in the context of the programme and level of award for which they are studying. Feedback should be positive, forward looking and task specific. Feedback can be qualitative or quantitative.
People involved	Community Education Leads, Tutors
Methods used to carry out this procedure	<p>Each Learner will receive an end of term report detailing their progress to date, on this will be provisional results, and general comments from the Tutor.</p> <p>Results of assessments or course assignments are given to the learner with a feedback form detailing strengths and areas for improvement with general comments, where appropriate.</p> <p>All Learners are requested to complete Evaluation Forms throughout the course. Learners receive a written reply or a visit from the Community Education Lead depending on the general view of the group in relation to the feedback received from the forms.</p> <p>Learners receive an end of module report –<i>Learner Feedback Form</i> - detailing their progress to date. Included in this will be academic scores, placement report results and a general comment from either the Community Education Lead or the main programme tutor.</p> <p>Full time Learners have a one-to-one meeting with the Community Education Lead once per term to discuss their progress on a practical and academic level. Any assessment, assignments, placement reports etc. that have been returned during this time are discussed with the Learner.</p>
Person Responsible for implementation	Community Education Leads, Tutors involved in the course
Evidence Generated by this procedure	Learner Evaluation forms Tutor Evaluation Form End of Term Reports
Monitoring	
Monitor	Community Education Lead External Authenticator
Frequency	End of Term
Monitoring Methods	Tutor Evaluation Forms End of Term Reports

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF602 (c): Learner Feedback Form

Document Title	Learner Feedback Form		QA Code	QAF602 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process
Learner Feedback Form				
Course Title			Tutor	
Module Title				
Tutor Name:				
Learner Name			Date	
Assessment Type		Weighting		Marks
Criteria		Comments (where applicable)		
Acquisition of Knowledge <ul style="list-style-type: none"> Level of understanding Familiarity with subject/material/ original thinking 				
Structure <ul style="list-style-type: none"> Relevance of answer to task set Accuracy of details Consistency of Assignment Brief/Organisation of ideas/ Fluency/logic of structure 				
Presentation <ul style="list-style-type: none"> Format/ Word count/length Adherence to presentation guidelines 				
Bibliography & Referencing <ul style="list-style-type: none"> Acknowledgement of sources: references, quotes, statistics 				
Assessment Type	(INSERT WHAT TYPE OF ASSESSMENT SKILLS DEMO, ASSIGNMENT, PORTFOLIO etc)	Weighting		Marks
Criteria		Comments (where applicable)		
Acquisition of Knowledge <ul style="list-style-type: none"> Level of understanding Familiarity with subject/material/ original thinking 				
Structure <ul style="list-style-type: none"> Relevance of answer to task set Accuracy of details Consistency of Assignment Brief/Organisation of ideas/ Fluency/logic of structure 				
Presentation <ul style="list-style-type: none"> Format/ Word count/length Adherence to presentation guidelines 				
Bibliography & Referencing <ul style="list-style-type: none"> Acknowledgement of sources: references, quotes, statistics 				
General or Additional Comments				
Tutor Signature			Overall Marks	

QAF602 (d): Tutor Assessment Guidelines

Document Title	Tutor Assessment Guidelines		QA Code	QAF602 (d)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

INFORMATION FOR TUTORS LEARNER & TUTOR PORTFOLIOS

1. Using the **Assignment Brief in the Tutor Pack**, explain the briefs as clear and helpful as possible in terms of what is expected and how it will be marked.
2. Issue the **Assignment Brief** - with deadline date - as early as possible at start of the module. Encourage strict adherence to the deadline date as late submissions will be held over until next Examining period.
3. Include the leaflet on **Portfolio Information** to all learners and show sample folder to be used if relevant.
4. Encourage learners to submit draft work in progress. Our policy is the encouragement of mastery of a subject rather than an “enough to pass” attitude.
5. Ensure that all learners complete a **Portfolio Front Cover sheet**, Learner must sign this when submitting the work and Tutor when submitted it for verification.
6. Devote part of final class in each module to checking learner folders for submission to ensure compliance with the requirements against checklist below.
7. Support your learners with written (and if possible, verbal) feedback on their work, using the **Learner Feedback** form.
8. Give ‘provisional’ result to learners and inform them about the Appeals Policy.

When Submitting Completed Portfolios for Internal & External Verification

1. At the front of each portfolio there must be **Individual Marking Sheets, Learner Feedback Form and a Front Coversheet** signed by Learner & Tutor.

2. Transfer all results to the **Candidate Entry Form [supplied from the office]** and hand in with all folders to the QQI / Further Education Coordinator. In the absence of the QQI coordinator, these should be given to the QQI Administrator (Lily).

3. All **Quality Assurance Templates** which are supplied in the Tutor Information Pack are completed and returned with Portfolios

4. Marked folders should be returned to the QQI Administrator **or** Further Education Coordinator **only**, within 2 weeks of the final class

5. Before submitting, prepare **Learner Folders** – using the following checklist

Tutor Checklist for Learner Portfolios	Present in folder
1. Front Cover Sheet signed by Learner & Tutor	*
2. Marking sheets for each assignment	*
3. Learner Feedback sheets Individual Student	*
4. QQI Candidate Summary Results Sheet	*
5. All Paperwork as required by the Tutor Information Pack	*

6. Submit a **Tutor Folder** along with learner folders – using the following checklist

Tutor Checklist for Learner Portfolios	Present in folder
1. Assignment Brief	*
2. Copy of the Marking Sheets for the Module	*
3. Copy of Exam & Answer Paper if applicable	*
4. QQI Candidate Summary Results Sheet	*
5. Completed Quality Assurance forms from Tutor Pack	*

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF602 (e): Internal Assessor & Internal Verifier Checklist

Document Title	Internal Assessor & Internal Verifier Checklist		QA Code	QAF602 (e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Internal Assessor Folder & Internal Verifier Checklist

Tutor Name		Learner Group	[Enter Programme Name]	
Module Title			Number of Portfolios	

Internal Assessor Checklist

Please ensure the following are in place for the authentication process:	TUTOR Tick <u>or</u> mark n/a	Internal Verifier Tick <u>or</u> mark n/a
Tutor Folder - Copy of validated programme module	o	o
Tutor Folder - Assessment plan available, including examination timetable, if appropriate	o	o
Tutor Folder - Assessment briefs	o	o
Tutor Folder - Marking schemes	o	o
Tutor Folder - Examination papers (Exams only)	o	o
Tutor Folder - Outline solutions (Exams only)	o	o
Tutor Folder - Completed provisional results sheet/report	o	o
Tutor Folder - Portfolio Collection Form	o	o
Tutor Folder - Tutor Feedback Form	o	o
Tutor Folder – Supplementary evidence e.g., USB, poster etc.	o	o

Internal Verification Process

Number of portfolios match results sheet		o
All portfolios in alphabetical order		o
Has the Tutor Completed the Following? <ul style="list-style-type: none"> • Front Cover Sheet • Marking Sheets • Learner Feedback Form 		o o o
All evidence marked, marks totalled correctly, percentage marks calculated, and grades awarded correctly		o
Marks transferred correctly to provisional results sheet/report		o
Internal Verification Template Completed		o
Was the Internal Verification process completed in line with An Cosán’s QA Procedures and QQI Core Guidelines		o
Internal Assessor Signature		Date / /20
Internal Verifier Signature		Date / /20

QAF602 (f): QQI Candidate Details & Results Summary Sheet

Policy Title	Internal Verifier Policy	QA Code	QAF602 (f)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

QQI Candidate Details & Results Summary Sheet

Course Title	Assessment Period:								
Tutor Name	Major Award Name:						Code		
Further Ed. Lead	Module Name:						Code		
Date Submitted	NB: All learners who completed the module must be included see below **								
First Name	Surname	PPS No:	Date of Birth	Male/ Female	(Insert Assessment type)	(Insert Assessment type) %	Total Marks	Grade	Medical Card (Y/N)
0-49% = Unsuccessful 50 - 64% = Pass 65 - 79% = Merit 80 - 100% = Distinction									
** NB: For Candidates who completed the module but are not presenting for this assessment Enter W for Withdrawn									

Tutor signature: _____

Date: ___ / ___ / 20__

Further Ed. Lead: _____

Date: ___ / ___ / 20__

QAF602 (g): Internal Verification Policy

Policy Title	Internal Verifier Policy		QA Code	QAF602 (g)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	Internal Verification			
Purpose	To ensure all assessors are grading in accordance with the National Standard Applicable.			
People involved	The Assessor (Course Tutor) Community Education Lead Internal Verifiers (Subject matter experts) Senior Further Education Administrator Administration, Information & Quality Assurance Lead			
Methods used to carry out this procedure	<ul style="list-style-type: none"> As part of the Internal Verifier’s Induction training, they are required to attend training on the requirements of the National standards. The IV process will provide verification that assessment procedures have been adhered to through the methods outlined below. The IV process will provide verification of assessment results through the methods outlined below. The IV will use a 25% sample for all assessments. The IV will write a detailed report on the outcomes of the IV procedure identifying any areas of concern or improvement as well as good practice. 			
Persons Responsible for implementation	Internal Verifiers – depending on the number of submissions Senior Further Education Administrator Community Education Lead Administration, Information & Quality Assurance Lead			
Evidence Generated by this procedure	Training Records Internal Verification Reports Tutor marking Guidelines			
Monitoring				
Persons Responsible for Monitoring	Community Education Lead Administration, Information & Quality Assurance Lead Internal Verifiers (Subject matter experts) External Authenticator			
Frequency	Prior to QQI Submission for Certification as required			
Monitoring Methods	Internal Verification Template Internal Verification Report External Authenticator Report			
Overview of the Verification and Authentication of Assessments at An Cosán				

Internal verification and external authentication are two separate elements of An Cosán's quality assured authentication process that ensure all learners are assessed fairly and consistently across our programmes. The internal verification process precedes the external authentication process.

The role of the Internal Verifier is usually fulfilled by 2 – 3 Tutors/Assessors who have subject matter expertise across several areas. Our Tutors/Assessors do not verify assessment procedures for their own assessment activities and do not check and confirm their own assessment results, however an assessor may carry out the role of internal verification on the assessment activities and assessment results of other An Cosán Tutors/Assessors.

The role of the **External Authenticator (EA)** involves the sampling and moderation of assessment to confirm that the assessment evidence provided, and its grading are in line with QQI requirements and are consistent with national standards.

The Internal Verification Process

This document refers to Internal verification (IV) only. IV is a two-part monitoring process which confirms that An Cosán's assessment procedures have been adhered to and applied consistently across assessment activities and verifies that all results have been calculated and submitted correctly. This process is carried out by the Internal Verification Team (IV Team).

The Internal Verification Team consists of:

- Internal Verifiers (2 – 3 Subject matter experts)
- Senior Further Education Administrator
- Community Education Lead
- Administration, Information & Quality Assurance Lead (AIQA Lead)

The following documents will be made available to the Internal Verifiers throughout each process:

- Fair and consistent assessment of learner's policy
- Internal verification policy
- Information on major and minor award (s)
- All required assessment instruments (assessment briefs and examination papers) and associated documentation (marking schemes, outline solutions, assessment plans including submission dates)
- Authentication Report (results sheet from the QBS)
- Learner assessment evidence, including record of results for all learners (marking sheet(s) and summary results sheets)
- Internal verification report template

The Internal Verifier is responsible for the following in the IV Process:

The **Internal Verifier** has two roles:

1. **The Internal Verifier (IV) is responsible for verifying that An Cosán's assessment policies and procedures and QQI's assessment methods have been adhered to.**

To verify this, the IV will:

- Ensure the correct assessment techniques have been used as per the validated documents
- Checks that all required documents have been submitted, signed, and dated with assessments by the tutor
- Check that the tutor has provided comprehensive feedback on the Learner feedback form
- Ensures that the tutor has submitted their candidate details and summary results sheet for each module in advance
- Complete the Internal Verification Checklist for each module that they are verifying
- Notify the Community Education Lead of any discrepancies/missing documents

2. The Internal Verifier (IV) is responsible for verifying that the learners' results have been calculated and correctly submitted in line with QQI grading bands.

To verify this, the IV will:

- Check if the points on Learner marking sheet have been totalled accurately, and that all percentage marks have been calculated correctly
- If not, the IV may adjust marks and note any changes on the Candidate Details & Results Summary Sheet, bringing any changes to the attention of the Community Education Lead to be noted on the IV Report
- Ensure that the percentage marks and grades awarded are in line with QQI grading bands
- Check any borderline marks to confirm fairness of the grade applied
 - Where a learner has achieved a mark that is borderline between grades, the Internal Verifier is asked not to automatically up-grade or down-grade the learner's work until it has been reviewed to determine whether it merits the change in grade
 - If you determine that the Assessor has been unfair and or inconsistent in the marking of assessments in line An Cosán's Fair and Consistent Assessment of Learners policy, please note this in your report
- Check that the results on the Candidate Details & Results Summary Sheet match the results in the individual Learner marking sheets. This will then be confirmed and signed by the Community Education Lead
- Implement An Cosán's sampling strategy – i.e., Identify a sample of assessments for internal verification - and checking the highest and the lowest marks and the borderline portfolios (this process is called cross-moderation internally), they will then sign the cross-moderation form for each module and check that learners have been assessed in a fair and consistent manner.
- Noting any changes/discrepancies on the Candidate Details & Results Summary Sheet and the Learner Front Cover Sheet
- Audit the learners' assessments to verify their objectivity

The IV may be asked to make themselves available to An Cosán's Results Approval Panel to provide additional clarity and context in relation to grade changes or issues that have been highlighted throughout the process.

	<p>Senior Further Education Administrator is responsible for the following:</p> <ul style="list-style-type: none"> • Adding the Learners' Personal details i.e., PPS Number, DOB to the Candidate Details & Results Summary Sheet • Checking all documentation for dates/signatures • Entering the Candidate Details & Results Summary Sheet into the QQI QBS Certification Service • Printing TWO copies of pending submission forms; placing one in each Tutor folder for External Examiner and the other is given to the Community Education Lead for records • Communicating with QQI regarding results/invalid entries • Informing the QQI coordinator and the Community Education Lead of any issues • Recording all certificates • Sending the certificates to the learners <p>The Community Education Lead is responsible for:</p> <ul style="list-style-type: none"> • Following up with tutors in relation to any discrepancies • Completes an Internal Verification Report <p>The Administration, Information & Quality Assurance Lead is responsible for:</p> <ul style="list-style-type: none"> • Oversight of the process
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF602 (h): Internal Verification – Guidelines for Internal Verifiers

Document Title	Guidelines for Internal Verifier		QA Code	QAF602 (h)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title **Guidelines for Internal Verifier**

	<p>All relevant assessment documentation will be available in An Cosán for the Verification process and must not be removed during the verification process. Appropriate equipment to moderate assessment evidence produced in a multi-media format will be provided, as required.</p> <p>Role: The person who will be assigned the role of Internal Verifier will be a peer tutor who has an expertise in both the subject matter and the area which is being assessed and they are appointed from An Cosán’s tutoring panel.</p> <p>Responsibilities: The Internal Verifier will:</p> <ul style="list-style-type: none"> • Ensure An Cosán assessment procedures are in place and adhered to. This includes ensuring that the learning has been assessed using the techniques and instruments as agreed in the validated programme. • Mark a sample of 25% of assessments which have been marked already by The Assessor (tutor) to ensure validity of marking schemes. Suggest and agree changes, if necessary, with The Assessor and note any changes in their report. • Compile an Internal Verification Report taking into consideration the evaluation of examination papers, congruence of marking of solutions with marking schemes and assessment method in the context of the learning outcomes. • This report is sent with the Assignments to the External Authenticator to be checked and signed off. It is also discussed at the Results Approval Panel Meeting. <p>Internal Verifiers are requested to adhere to the following:</p> <ul style="list-style-type: none"> • Complete the Internal Verification Checklist for each module that they are verifying – please ensure that the following work is attached and completed correctly for each learner: <ul style="list-style-type: none"> ○ Front Cover Sheet ○ Marking Sheets ○ Learner Feedback Form <p>Internal Verifiers role in relation to Appeals</p> <p>On occasion the Internal Verifier may be requested to be available to An Cosán’s Results Approval Panel in order to provide additional clarity to the panel to allow them to make informed decisions around grade changes or issues that have been highlighted.</p>
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF602 (i): Cross Moderation Form

Document Title	Cross Moderation Form		QA Code	QAF602 (i)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Cross Moderation Report - for the Authentication Process (IV & EA)

Learner Group	[Enter Programme Name and Code]	Tutor Name	
Module Title		No of Portfolios	

Cross Moderation of Highest Pass against Lowest Merit Portfolios

Name of Learner	Tutor Marks	Tutor Grade	Changes Made		New Marks	New Grade
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		

Cross Moderation of Highest Merit against Lowest Distinction Portfolios

Name of Learner	Tutor Marks	Tutor Grade	Changes Made		New Marks	New Grade
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		

Cross Moderation of all Borderline Portfolios

Name of Learner	Tutor Marks	Tutor Grade	Changes Made		New Marks	New Grade
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		

Additional Comments
(Insert comments here you think would benefit the cross-moderation process or any issues that rose through the process)

Cross Moderation Signature		Date	/	/ 20
Further Ed. Lead Signature		Date	/	/ 20

QAF602 (j): Internal Verification Report

Document Title	Internal Verification Report		QA Code	QAF602 (j)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process



QQI Internal Verification Report				
QQI Registered Centre Name:		QQI Registered Centre Number:		
Assessment Period:		Total No of Portfolios for this assessment Period:		Date of Report / / 2
Names and signatures of the staff member(s) who completed internal verification				
Name:		Signature:		Name: Signature:
Name:		Signature:		Name: Signature:
Name:		Signature:		Name: Signature:
Major Award Name & Code	Module Name & Code		Number of portfolios	
Level 5 Community Care 5M2786	Mandatory: Elective:			

		Total Number of Portfolios	
Level 5 Community Development 5M3050	Mandatory: Elective:		
		Total Number of Portfolios	
Level 5 Business Administration with Digital Skills for Work 5M2468	Mandatory: Elective:		
		Total Number of Portfolios	
Level 5 Early Childhood Care & Education 5M2009	Mandatory: Elective:		
		Total Number of Portfolios	
Level 6 Early Childhood Care & Education 6M2007	Mandatory: Elective:		

									Total Number of Portfolios	
Internal verification Monitoring assessment results										
Please complete for each named award/group of learner results verified	Are all required documents available and completed correctly? e.g., marking sheets, learner records		Is sufficient and reliable assessment evidence available for all learners presenting?		Was the evidence generated in accordance with the appropriate assessment techniques and instruments?		Have marks been correctly totalled and grades awarded in line with QQI requirements?			
Community Care 5M2786										
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	

									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Business Administration with Digital Skills For Work 5M2468											
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		

									Comments	•
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Community Development 5M3050										
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	

									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Early Childhood Care & Education 5M2009											
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		

									Comments	•
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Early Childhood Care & education 6M2007										
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)	

									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	
Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor	IV	
									Cross Moderator		
									Portfolios IV		
									Comments	•	

Assessment processes and Procedures	Verification of adherence to An Cosán's assessment procedures. Commentary should be provided as appropriate.	
The basis on which sample of learner evidence was selected (i.e., Identify learner groups and total learner population being sampled and sample size selected)	Cross Moderation sampled by the following selection criteria: <ul style="list-style-type: none"> • Highest Pass Vs Lowest Pass • Highest Merit VS Lowest Merit • Highest Distinction VS Lowest Distinction 	Cross Moderation sampled by the following selection criteria: <ul style="list-style-type: none"> • Highest Pass VS Lowest Merit • Highest Merit VS Lowest Distinction • All borderline results

Assessment Processes & Procedures

	Yes	No	Comments
Were the assessment techniques used to assess students the techniques outlined in the award specification			
Were the learners provided with a the required assessment instructions: <ul style="list-style-type: none"> • Assignment Brief • Exam Papers • Assignment Guidelines • Marking Criteria 			
Were all assignments Briefs Signed by the student?			
Were all appropriate marking sheets used to record the students marks?			
Was all evidence presented for each learner?			
Were all marks recorded correctly?			
Are you satisfied that grades awarded are consistent with the required standard?			
Number of Grade Changes Please give details of any changes made			

Verification Process Completion Statement

We the undersigned confirm that the assessment procedures as agreed through this provider's quality assurance has been applied across all assessment activities for the

award.

Role	Community Education Lead	Name		Signature		Date	__/__/2_
Role	Administration, Information & QA Lead	Name		Signature		Date	__/__/2_
Role	QQI Administrator	Name		Signature		Date	__/__/2_

QAF602 (k): External Authentication Policy

Policy Title	External Authentication Policy	QA Code	QAF602 (k)
Version Number	2	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	September 2022
Description of Changes		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	External Authentication
Purpose	The purpose of External Authentication (EA) is to provide independent confirmation that the assessment of learners has been carried out in a fair and consistent manner in line with the national standards. It establishes An Cosán’s credibility, enhances the integrity of the assessment process and ensures that the results of assessments are valid and compliant with the requirements for the specific award that has been delivered by An Cosán.
People involved	Adult Education Manager Administration, Information and Quality Assurance Lead Community Education Lead External Authenticator Senior Further Education Administrator
Methods used to carry out this procedure	External Authentication is undertaken through the appointment of an independent external authenticator The EA will: <ul style="list-style-type: none"> • Moderate assessment results for an award or across a number of awards within a related field or sub-field of the major, special purpose, supplemental of learning • Using a sampling strategy approved by An Cosán, the EA will moderate assessment results to ensure that they are consistent with QQI requirements • Confirm that learners have been assessed in a fair and consistent manner in line with An Cosán’s procedures and QQI Policy • They will review any Internal Verification Report(s) and authenticate the findings/outcomes and recommend results for approval • Where grades have been changed, the EA will note why grades were changed and these notes will be included or attached to the External Authentication Report • Identify and report on any issues or concerns regarding the assessment process • The EA will produce an External Authentication Report for the Results Approval Panel with any recommendations they have • While feedback is primarily provided through the External Authentication Report, the EA may be required to attend the Results Approval Panel meeting and provide verbal feedback. • The EA will leave the signed Authentication Report results sheets with An Cosán on the day of external authentication with all moderated grades listed on the authentication report (QBS results sheet)
Person Responsible for implementation	Community Education Lead Tutors involved in the course

Evidence Generated by this procedure.	IV Report External Authenticator Report
Monitoring	
Person Responsible for Monitoring	Community Education Lead Administration, Information & Quality Assurance Lead External Authenticator
Frequency	Prior to Submissions been made to QQI on a yearly basis
Monitoring Methods	Internal Verification Report External Authenticator's Report Quality Oversight Committee Meetings
	<p>The Role of the External Authenticator</p> <p>The role of the External Authenticator is to provide independent confirmation that the learners were assessed in a fair and consistent manner which is in line with the QQI requirements and ensure that the assessment results are consistent with national standards.</p> <p>Selection Process of EA</p> <p>External Authenticators are recommended by the Academic and Administration, Information and Quality Assurance Lead, with final approval of appointment made by the Senior Management Team. All External Authenticators are independent of An Cosán, and any Tutors employed by An Cosán within the previous 5 years are deemed ineligible to be appointed as External Authenticators.</p> <p>External Authenticators drawn from academia must:</p> <ul style="list-style-type: none"> • Hold a minimum of a qualification at a level above that which they will examine. • Have recent relevant experience in teaching and assessing at a similar or relevant academic level • Have subject matter expertise in the appropriate field or subfield that they are authenticating. • Have excellent communication skills and be able to communicate with people at all levels. • Undertake to operate with a Code of Practice and Guidelines issued by An Cosán and QQI. <p>The EA must be independent of the centre to which they are assigned and have subject matter experience across a range of awards within a related field or sub-field of the major, special purpose. The EA is chosen from a panel of external authenticators and is engaged by the AIQA Lead.</p> <p>At An Cosán, the EA will be called on two to three times a year and will always be engaged where new learners have joined a class, where a new cohort has been established, and where a newly engaged tutor is submitting assessments for the first time.</p> <p>External Authentication Procedure</p> <p>During the External Authentication Process the External Authenticator will have access to the following documents:</p>

- Work that was subject to Internal Verification
- IV Reports
- Learners/Tutors/Community Education Lead/AIQA Lead
- Records of Learners/Tutors

During the external authentication process, the External Authenticator (EA) carries out moderation of assessment evidence to confirm that the assessment evidence provided, and its grading, are in line with national standards. The EA is also responsible for checking that fair and consistent assessment has been carried out in line with An Cosán's QA policy.

In the course of their duties the EA will:

- Visit An Cosán and meet with appropriate staff and learners
- They will moderate assessment results for an award or across a number of awards within a related field or sub-field of the major, special purpose, supplemental of learning
- Using a sampling strategy, the EA will moderate assessment results to ensure that they are consistent with QQI requirements
- Confirm that learners have been assessed in a fair and consistent manner in line with An Cosán's procedures and QQI Policy
- They will review any internal verification report(s) and authenticate the findings/outcomes and recommend results for approval
- Where grades have been changed the EA will note why grades were changed and these notes will be included or attached to the external authentication report
- The EA will produce an external authentication report for the Results Approval Panel with any recommendations they have
- While feedback is primarily provided through the external authentication report, the EA may be required to give verbal feedback directly to management and/or assessors and/or the results approval panel
- The EA will leave the final results sheets left with An Cosán on the day of external authentication with all moderated grades listed on the authentication report (QBS results sheet)

The Results Approval Panel

The Results Approval Panel (RAP) ensures that results are fully quality assured and signed off by An Cosán prior to submission to QQI. It is comprised of the following staff members:

- Adult Community Education Manager
- AIQA Lead
- Senior Further Education Administrator
- Internal Verifier (if required)
- External Authenticator (if required)

Following the IV and EA processes, the Results Approval Panel meet to review the findings of the Internal Verifier and External Authenticator, identify any issues arising in relation to the results, and make recommendations for corrective action. The Results Approval Panel gives the final sign off before results are submitted to QQI for certification. The panel may meet up to 6 times per year on a two monthly cycle. Meetings will typically be held 1 week before the QQI submission dates of 12th of

	<p>Feb, Apr, Jun, Aug, Oct, Dec), however, An Cosán rarely submits assignments in August or October.</p> <p>The Results Approval Panel is responsible for:</p> <ul style="list-style-type: none"> • Meeting to Review the internal verification and external authenticator reports • Review and approve assessment results • Signing off final assessment results before submission to the QQI QBS Certification Service • The RAP also Provide feedback to tutors if necessary • Identify any issues and make recommendations for and implement corrective action • When results are approved, they will be made available to learners and submitted the QQI QBS Certification Service
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF602 (I): Guidelines for External Authenticator

Policy Title	Guidelines for External Authenticator		QA Code	QAF602 (I)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	Guidelines for the External Authenticator
	<p>All relevant assessment documentation will be available in An Cosán for the authentication process and will not be forwarded to the External Authenticator prior to the visit. Appropriate equipment to moderate assessment evidence produced in a multi-media format will be provided, as required.</p> <p>External Authenticators are requested to adhere to the following:</p> <ul style="list-style-type: none"> • Reports must be presented, word processed, using An Cosán’s External Authentication Report template. In completing the report, External Authenticators are asked to consider the following: <ul style="list-style-type: none"> ○ Comment on work produced in so far as it is in line with QQI documentation, QQI component specifications and An Cosán’s validated programmes. This request is to aid consistency in how External Authenticators are completing their reports ○ Providing Feedback to Learners is a procedure that is implemented across An Cosán. Evidence to attest to the fact that learners receive feedback that informs their participation on a programme is evaluated as part of the Evaluation process implemented by An Cosán. ○ Evidence of feedback to learners is not included in the evidence presented for External Authentication purposes and therefore External Authenticators are asked not to comment on this procedure in their External Authentication Report ○ Report any concerns regarding the assessment process or issues that could impact the integrity of the assessment process • External Authenticators are asked to sign the relevant Internal Verification Report to authenticate the findings/outcomes of the report. • An Cosán has recommended that where a learner attains a mark which places them borderline between grades, that the assessor reviews the QQI Grading Criteria to confirm that the grade assigned is in line with the standard of work produced. Where the assessor identifies an anomaly, a review of the marking of the learner’s work must take place. External Authenticator is asked not to automatically up-grade or down-grade the learner’s work until The Assessor has reviewed the learner’s work to determine whether it merits the change in grade. • An Cosán has asked all tutors and Community Education Leads to work to the proviso that “no evidence = no mark.” External Authenticators are therefore also requested to work to this proviso following confirmation with the appropriate personnel that the evidence is not available. <p>As part of their role the External Authenticator has the responsibility of:</p>

- Confirming that the Fair and Consistent assessment of learners are consistent with An Cosán's procedures and QQI policy on quality assuring Assessment.
- Reviewing the IV Report and authenticate the findings/outcomes
- Moderating the results which will involve reviewing the results and checking the standard of evidence at each grade and sampling evidence within each grade band and at the borders of grades
- Confirm that the assessments and grading are in line with national standards.
- Visit An Cosán and meet with the appropriate personnel such as the Community Education Lead, Course Tutors etc. where appropriate
- Participate in the Results Approval Process where required
- Highlight any issues or irregularities in relation to the Assessment Process to the Community Education Lead
- Recommend Results for Approval and Compile External Authenticator's Report

Sampling

As part of both the Internal Verification and External Authentication the Sampling process must take place. Sampling is where a portion of the learner results and evidence submitted for each Minor/Major/Special Purpose/Supplemental award is selected to be moderated by the Internal Verifier and External Authenticator

Criteria for Sampling

The strategy that An Cosán has agreed to implement is 25% of all Learners being assessed, where the number of learners is less than 12 then all evidence of assessment will be sent to both the IV & EA. When selecting assessments, it is important to ensure that:

- The size is sufficient to enable sound judgment to be made about the fairness and consistency of assessment decisions.
- It covers the full range of attainment in terms of grades achieved
- It includes a random selection of each grade/band
- It identifies evidence which is borderline between grades.

External Authenticator's role with the Results Approval Board

- Prior to Results Approval Panel meetings, External Authenticators are required to review a sample of assessments including borderline cases. The role of the External Authenticator is to provide independent confirmation that the learners were assessed in a fair and consistent manner which is in line with the QQI requirements and ensure that the assessment results are consistent with national standards.
- In the event of a lack of consensus between the External Authenticator and the Internal Verifier, every effort should be made to achieve agreement with regard to proposed amendments in advance of the results approval meetings.
- If the External Authenticator's opinion is not accepted by the results approval panel as a whole, his/her opinion will be recorded in the minutes of the meeting
- The EA will produce an external authentication report for the Results Approval Panel with any recommendations they have

- While feedback is primarily provided through the external authentication report, the EA may be required to give verbal feedback directly to management and/or assessors and/or the results approval panel

External Authenticators role in relation to Appeals

On occasion the External Authenticator may be requested to be available to An Cosán’s Results Approval Panel in order to provide additional clarity to the panel to allow them to make informed decisions around grade changes or issues that have been highlighted

Communication and Reporting Arrangements

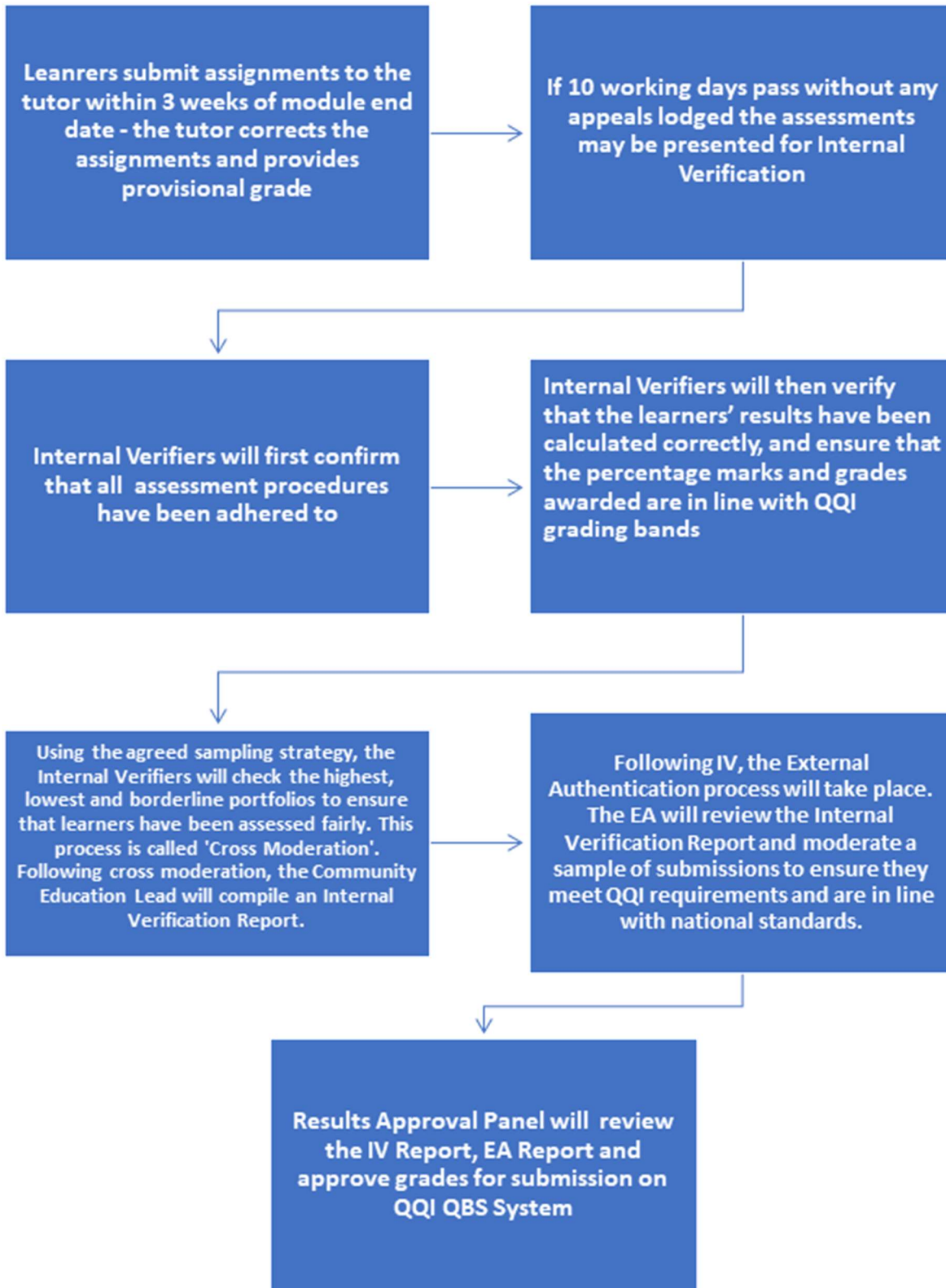
External Authenticators are required to submit reports on any assessments they have been involved with to the Administration, Information and Quality Assurance Lead by an agreed deadline. The Administration, Information and Quality Assurance Lead will circulate this report to appropriate academic staff with details of proposed action plans. Issues raised by the External Authenticator are addressed including measures/actions to be taken and their effect. The External Authenticator’s report will include the following information:

- The extent to which assessment issues have been appropriately addressed from the previous year
- Issues relating to the development of the teaching and learning and assessment of learners
- If procedures and regulations applied were consistent and fair
- Observations arising and agreed actions for the coming year
- Any other activities completed by the External Authenticator Evaluating Effectiveness of Quality Assurance Policies and Procedures

External Authenticators are involved in the evaluation process within An Cosán.

- The External Authenticator will give feedback on his/her experiences in dealing with An Cosán in all aspects of his/her role
- The External Authenticator will give his/her views on how policies and procedures can be improved, where necessary

Internal & External Verification Process



Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF602 (m): External Authenticator Contract

Policy Title	External Authenticator Contract		QA Code	QAF602 (m)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

External Authenticator Contract

Provider: An Cosán, Kiltalown Village Centre, Fortunestown Road, Dublin 24
Telephone: 01 462 84 88
External Authenticator: [Name to be inserted here]
Date(s) of Authentication: [Date(s) to be inserted here]
Awards being Authenticated: [Names and Codes of awards being authenticated to be inserted here]

The role of the External Authenticator is to provide independent authentication of fair and consistent assessment of learners in line with QQI requirements and national standards.

The External Authenticator’s remuneration includes the following:

- Exercising the role with utmost integrity and professionalism when undertaking external authentication
- Communicating appropriately with An Cosán
- Complying with QQI’s policies and procedures, specifically in relation to awards and assessment.
- Performing External Authentication on the agreed date(s) of **[insert date here]**
- Providing constructive feedback to An Cosán
- Providing an external authentication report based on an independent evaluation of the process and procedures
- Adhering to the guidelines on page 2 of this contract

External Authenticator Payment:

Upon completion of the above contract:

- Remuneration will be paid to the External Authenticator in line with the Department of Education & Skills Recommended Rate.
- A Subsistence rate of € **(insert current rate)** will be paid for any period over 5 hours and a rate of €**(insert current rate)** will be paid for any period over 10 hours
- Travel will be paid for vehicles below 1200cc a rate of € **(insert current rate)** per km will be paid, for vehicles between 1200cc and 1500cc a rate of € **(insert current rate)** per km will be paid and for vehicles above 1501 a rate of € **(insert current rate)** per km will be paid. Please note Insurance Indemnity is required to claim for travel expenses.

Please note: External Authentication will normally take place between normal working hours, Monday to Friday.

Signed:

_____ External Authenticator

_____ On Behalf of An Cosán

QAF602 (n): External Authentication Report

Document Title	External Authentication Report		QA Code	QAF602 (n)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

External Authenticator Report								
Registered Provider Name	The Shanty Education Project Company Ltd (Trading as An Cosán)			Centre Number	408	Date of EA Visit		
Sample Basis		Total Numbers of Learner Sampled:			Total Number of Assessors sampled			
Name & Details of External Authenticator								
Name of Awarding Body		Course Title & Code						
Please complete for each named award or group of learners verified.		Have the results been internally verified by the Provider		Was the evidence assessed in accordance with techniques outlined in the Award Specification?		Are the results presented consistent with National standards for the award?		Comments (If answered No please identify issues or make recommendations)
Course Title	Yes	No	Yes	No	Yes	No	Comments	

Number of Awards moderated		Number of Grade Changes		Percentage of Grades Changed	
Describe Examples of Good Practice observed					
Outline areas of improvement					

Verification Process Completion Statement

I the undersigned confirm that the assessment procedures as agreed through this provider’s quality assurance has been applied across all assessment activities for the award.

Role	External Authenticator	Name		Signature		Date	__ / __ / 2_
Role	Administration, Information & QA Lead	Name		Signature		Date	__ / __ / 2_
Role	QQI Administrator	Name		Signature		Date	__ / __ / 2_

QAF603: Results Approval Process

Policy Title	Results Approval Process		QA Code	QAF603
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	Membership of the Results Approval Panel updated		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Once the Authentication Process has been completed, An Cosán must implement the Results Approval Process the purpose of this process is to ensure that results have been fully quality assured and signed off by An Cosán before they are submitted to QQI for Certification.

This process also ensures that the correct and most appropriate decision have been taken as a result of the moderation of the assessment and authentication processes. The Internal Verification and External Authenticator reports must be considered as part of the Results Approval Process.

The Results Approval Panel ensures that the decisions on assessments are reviewed, judged, and processed in a transparent, fair, and consistent manner.

The Results Approval Panel will meet when required (this is estimated to be a minimum of twice yearly) to review assessment. The Results Approval Panel membership includes:

- Adult Community Education Manager
- Administration, Information and Quality Assurance Lead (chair)
- Senior Further Education Administrator
- Internal Verifier
- External Authenticator

The relevant Internal Verifier and External Authenticators will also be in attendance where the process deems their attendance required as variances have occurred in assessment marking requiring discussion and decision.

The role of the panel is to:

- Meet to review and approve assessment results
- Review the reports of the Internal Verification and External Authentication
- Review any breach of Assessment regulations
- Agree the final submission of Results to QQI for certification

Notification of Results

Once the results have been approved by the Panel, the signed Results Approval Report is returned to the relevant departments. Upon receipt of the report the learners are notified of their results immediately and the Final Results Report is submitted to QQI to request certification.

As part of the Notification of results the learners are:

- Learners are given five working days by which they may request an individual feedback session with their course Tutor to discuss their results and any relevant commentary.

- This is done by completed the “Request for Individual Feedback Form” and submitted via email to the Community Education Lead. The individual feedback meeting date will take into consideration the availability of the Tutor, learners, attendance of the assessment feedback class session and the time frame of the appeals process.
- Tutors may request the learner’s assessment script/assignment from the Community Education Lead for the individual feedback session. This may only be collected on the date of the meeting and must be returned on the same day.

Learners MUST be offered the opportunity to appeal an Assessment decision and they must be given a minimum of 14 days to lodge an appeal.

See also Results Approval Panel Terms of Reference and Results Approval Panel Form

- QAF101 (f): Results Approval Panel (RAP) Terms of Reference
- QAF101 (g): Results Approval Panel Report

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF604: The Appeals Process

QAF604 (a): Appeals Policy - Review of an Assessment Policy

Policy Title	Appeals Policy - Review of Assessment Policy		QA Code	QAF604 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Review of An Assessment
Purpose	To ensure Learners have the opportunity to have their work reviewed and remarked.
People involved	Adult Community Education Manager Community Education Leads, Administration, Information and Quality Assurance Lead Certification
Methods used to carry out this procedure	<p>A Learner who is unhappy with the result and who feels that his/her work has been marked unfairly, may appeal a result by filling out the Appeals Application Form within two weeks of the date of receiving the assessment result or within 10 working days of receiving the results of QQI end of year examinations and submitting this by email to the Adult Community Education Manager.</p> <p>This includes the part or parts of the assessment to be reviewed and the reasons for the request. Any supporting documentation should accompany the Appeals Application Form. The only evidence that the Learner can present for appeal is that which has already been presented for assessment, NO new evidence can be submitted.</p> <p>These are the procedures in the case of a review:</p> <ul style="list-style-type: none"> ▪ The Appeals Application Form with any supporting documentation is submitted to the Adult Community Education Manager. ▪ The grounds for a review normally fall under the following headings: <ul style="list-style-type: none"> ○ An Cosán has failed to implement the assessment regulations ○ The Learner's situation falls outside the parameters of the assessment regulations ▪ Medical or compassionate circumstances prevailed of which An Cosán was aware of, but the Results Approval Panel were not. ▪ The Adult Community Education Manager will appoint an appeals Committee who will consist of three members of the Board of Directors. The three members will appoint a chair from amongst themselves. ▪ The Appeals Committee will meet to discuss the review request. ▪ The Learner shall have the opportunity to appear before the Appeals Committee. ▪ The Appeal Committee shall reach its decision by majority vote. In the case of a tied vote, the Chair shall have the deciding vote. ▪ The outcome of the review will be deemed final, and the learner will be informed in writing. <p>Prior to submitting an appeal, Learners must discuss their results with the appropriate staff and feedback must be given so the Learner can understand the context of the</p>

result attained. Appeals may only be submitted by the learner involved and following the individual feedback consultation process.

Learners may request a re-check whereby the calculation of the mark issued is re-checked to ensure accuracy or they may request a review whereby an assessment or part of an assessment is remarked.

Assessments eligible for review included:

- Essays
- Reports
- Exams
- Other written assessment tasks

The Appeals Application Form is submitted to the Adult Community Education Manager who will take a record of the date of receipt.

The Adult Community Education Manager cross-checks that the correct result has been issued by examining the assessment material and any calculations involved. The Learner shall be informed in writing of the outcome of the re-check process. Where an error has been made, the correct result will be issued.

Where a review has been requested, the Adult Community Education Manager will appointment a member of staff who has relevant field of expertise to assess the assignment in question.

The reviewer will be provided with:

- The reason for the review
- Assessment Criteria applicable to the item
- Original mark awarded
- Tutor's Feedback/ Comments on the piece of work.

The final outcome for the piece of work will be agreed between the Tutor who previously marked the work and the reviewer.

They will both agree to:

- Increase the mark
- Confirm the mark originally given.

The reviewer must print and sign their name to the piece of assessment, at no stage will the assessment be given a lower mark than the original nor will the reviewer's comment on the piece of work.

The Appeals Committee will meet when required. The role of the Appeals Committee is to adjudicate where an appeal of results has been made.

The Appeals Committee is appointed by the Adult Community Education Manager and shall constitute of three members of the Board of Directors.

	The Adult Community Education Manager is disqualified from membership as the Adult Community Education Manager has served in the Results Approval Panel.
Person Responsible for implementation	Adult Community Education Manager Community Education Lead Administration, Information and Quality Assurance Lead Certification
Evidence Generated by this procedure	Appeals Application Form Appeals Outcome Letter End of Term Progress Reports End of Term Reports
Monitoring	
Monitor	Community Education Lead Administration, Information & Quality Assurance Lead Internal Assessor External Authenticator
Frequency	At the end of each Assessment Period

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF604 (b): Appeals Application Form

Policy Title	Assessment Methods & assessment Techniques	QA Code	QAF604 (b)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Application for an Appeal Form			
Student Details			
Student Name		Mobile No	
Address		E-mail	
Course Details			
Module Title		Date Submitted	
Tutor Name:		Grade Received	
Reason for Appeal			
I would like to appeal this result on the grounds that: (Select all that apply)			
There were irregularities or inequality in the implementation of the assessment process.			<input type="checkbox"/>
There was a substantial error of judgement or miscalculation on the part of the tutor			<input type="checkbox"/>
My performance in the assessment was adversely affected by illness or other factors, which I was unable or unwilling to divulge prior to completion of the assessment.			<input type="checkbox"/>
The tutor did not give sufficient weight to any extenuating circumstances previously notified to Barrow Training or did not meet the request for reasonable accommodation.			<input type="checkbox"/>
Please Give Details:			
Please find enclosed my fee of €25. I understand that this fee is refundable if the appeal is successful			
Learner Signature		Date	___ / ___ / 202

Office Use Only:

Has the request been granted?	Yes	No
Has the Learner Been Notified	Yes	No
Date of Appeals Hearing		

Section 7: Learner Supports

QAF701: Reasonable Accommodation

QAF701 (a): Reasonable Accommodation Policy

Policy Title	Reasonable Accommodation Policy	QA Code	QAF701 (a)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Reasonable Accommodation
Policy Statement	<p>An Cosán are committed to ensuring that all Learners are given every opportunity to complete their passage of knowledge and learning. As part of this commitment An Cosán has put into place provisions to facilitate learners requiring Reasonable Accommodations As an Equal Opportunities provider of education and training, we know that all learners cannot always be assessed the same. If a learner has a legitimate disability that prevents them from producing their assignments, reasonable accommodation will be used to assess your achievements using assistive technologies, a personal scribe or audio version of assignments. To be eligible for these arrangements, students need to notify the tutor at the start of the course and provide an authenticated notification of their disability.</p> <p>An Cosán is fully committed to providing reasonable accommodation to meet the needs of learners with a disability, a significant on-going medical condition or learning difficulty to enable them to successfully complete their programme on an equal footing with other learners.</p>
Scope	<p>A reasonable accommodation might be any action that helps alleviate a substantial disadvantage arising from the learner’s disability, significant medical condition or learning difficulty, without changing the demands or the integrity of the examination or programme.</p> <p>Examples of Reasonable Accommodation are:</p> <ul style="list-style-type: none"> ▪ Learner with long/short term illness/disability/Chronic Disorder ▪ Learner with learning difficulties ▪ a close family member’s recent death <p>Providing a reasonable accommodation might involve changing procedures, modifying the delivery of the course taken, providing additional services (e.g., examination arrangements, materials in large print), or altering the physical environment.</p> <p>All learners seeking reasonable accommodation in relation to a disability, a significant medical condition or learning difficulty are required to confidentially disclose their status to An Cosán prior to programme commencement. Disclosure of a disability, significant medical condition or learning difficulty does not necessarily imply the need for reasonable accommodation or that an application for accommodation would be successful.</p> <p>The named person in An Cosán for advice and support is the Community Education Lead</p>

	and they are available at 01 4628 488.
People involved	Adult Education Manager Administration, Information and Quality Assurance Lead Community Education Lead Tutors
Methods used to carry out this procedure	<p>An Cosán are committed to ensuring that all Learners are given every opportunity to complete their passage of knowledge and learning. As part of this commitment An Cosán has put into place provisions to facilitate learners requiring Reasonable Accommodations.</p> <p>These procedures are as follows:</p> <p>Learners seeking reasonable accommodation in relation to a disability, a significant medical condition or learning difficulty are required to confidentially disclose their status to An Cosán prior to programme commencement.</p> <p>This can be done by requesting the QAF701 (b) Reasonable Accommodation Request Form) from the Community Education Lead or Administration, Information & QA Lead at info@ancosan.ie</p> <p>The Completed form with documented evidence should be returned to the Community Education Lead prior to commencement of the Programme</p> <p>Upon receipt of a correctly completed and signed application for reasonable accommodation and supporting documentation, the Community Education Lead will contact the applicant to arrange a meeting to review and assess the learners needs for supports.</p> <p>Learners should ensure that they have gathered all necessary medical evidence as outlined in advance of this application. This applies to incoming learners or an existing learner who may not have previously declared a disability/significant medical condition/learning difficulty, or whose personal circumstances have recently changed.</p> <p>In the case of the recent diagnosis of a previously unknown condition, the sudden onset or worsening of a significant medical/health condition, or where a learner has experienced an accident, consideration may be given to a late application on a case-by-case basis.</p> <p>Whilst every effort will be made by An Cosán to facilitate learners in these circumstances, it may not be feasible to respond effectively to unanticipated learner needs within the period preceding scheduled assessments.</p> <p>Upon receipt of a correctly completed and signed application for reasonable accommodation and supporting documentation, the Community Education Lead will contact applicants to arrange a meeting to review and assess the learners needs for supports.</p> <p>This meeting will determine the level of support that the learners require. The outcome will be based the evidence of a disability/significant medical condition/specific learning difficulty, and information obtained from the learner the Community Education Lead and the Learner Support Staff will identify supports designed to meet the learner's</p>

	<p>needs. This assessment meeting maybe conducted face-to-face or remotely.</p> <p>As part of this meeting, the following will be discussed:</p> <ul style="list-style-type: none"> • Nature of disability or condition, to include impact on education, severity etc. • Treatment and any medication they are taking. • Previous support: what arrangements were made at secondary school or other FE/HE institutions, if any. • Current difficulties: what difficulties does the learner anticipate they may have with their course. • Access to equipment and IT facilities • Appropriate academic and disability support. These might include, for example, accessible class venues, in-course support, examination support arrangements. <p>The Community Education Lead and Access and Community Education Lead consider the request during a specially convened meeting to consider such applications. following this assessment and determine the feasibility of making the accommodations required.</p> <p>Where the necessary accommodations result in additional costs, beyond those which are standard in assessment, the Further Lead, or AIQA will seek approval for the expense.</p> <p>A decision is made, and the learners are informed of the outcome.</p> <p>Where a reasonable accommodation request has been granted, the learner will be notified in writing as indicated and will be required to confirm acceptance of the offer of reasonable accommodation in writing within 2 weeks of the date of the letter of offer. A failure to confirm acceptance in writing within the defined time period will be taken as a no of the offer and the file will be closed.</p> <p>Where an application for reasonable accommodation has been refused, the learner will be notified in writing as indicated.</p> <p>Arrangements are put in place to facilitate, where possible, learners requiring support. The type of arrangements may include extension of deadline dates for assignments, extra time during an assessment, a scribe, or any other reasonable accommodation, as deemed necessary.</p> <p>Examination invigilators are fully briefed in relation to learners with special requirements.</p> <p>If a learner requires an Extension to an Assessment deadline, then they must submit a Request for Extension/Deferral of Assessment (QAF601 (j)) to the Community Education Lead three days in advance of their submission due date.</p> <p>It is the responsibility of the learner to ensure that the new agreed date for submission of assessments is met.</p>
<p>Person Responsible for implementation</p>	<p>Adult Education Manager Administration, Information and Quality Assurance Lead Community Education Lead</p>

	Internal Assessor Internal Verifier External Authenticator
Monitoring	
Monitor Frequency	Community Education Lead As required

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF701 (b): Reasonable Accommodation Application Form

Template Title	Reasonable Accommodation Application Form	QA Code	QAF701 (b)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Reasonable Accommodation Application Form

Please read this information before completing the form:

- This form should be completed by the appropriate Medical Personnel which is either your GP or relevant Medical Consultant/Specialist who has the training and experience with the particular condition/disability.
- All learners applying for Reasonable Accommodation must complete this All applicants must complete this form, with the exception of those with Specific Learning Difficulties (e.g., Dyslexia), who must provide a recent Educational Psychologist's report

Student Details

Student Name		Mobile No	
Address		E-mail	

Medical Personnel Details

Name:		Profession	
Contact No:		Email	
Report Included:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date of Report

**Medical Diagnosis by GP or another Medical Professional
(Please tick the relevant box)**

I have a diagnosis on file from the appropriate consultant/specialist named above N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.	<input type="checkbox"/>
I can confirm that I have diagnosed this person with a disability e.g., depression/acute anxiety	<input type="checkbox"/>

Blind/Visual Impairment	Autism Spectrum Disorder	Mental Health Condition
Specific Learning Difficulty	Deaf/Limited Hearing	Dyspraxia
Neurological Condition	Physical Disability	Significant Ongoing Illness
Speech & Language Communication Disorder	Attention Deficit Hyper-Activity Disorder	

Please detail the specific name of the disability, medical or learning difficult highlighted above:

**Briefly describe the course of the condition
(This is whether or not it will stay the same, is there times of remission or will they deteriorate)**

**How does the disability/medical condition impact on the learner's ability to study and participate in their course?
(Example, fatigue, concentration, pain, etc.)?**

Please describe measures currently being taken to treat the disability/condition.

(e.g., medication, therapy).	
What recommendations would you make for reasonable adjustments to enable equal participation in education (e.g., examination accommodations, adaptive equipment etc.)?	
I consent to sharing this information with the Community Education Lead and other relevant personnel at An Cosán for the purpose of my application for reasonable accommodation.	<input type="checkbox"/>
I understand that this information will be stored as outlined in An Cosán Records Management & Retention Policy.	<input type="checkbox"/>
Learner Signature	Date ____ / ____ / 202
If a Consultant has completed this form, please complete the section below	
Consultant's Name	Date
Signature	Stamp
If GP or other Medical Professional completed this form, please complete the section below	
Medical's Name	Date
Signature	Stamp

QAF701 (c): Guidelines for Documentation Required for Verifying Disability

Policy Title	Guidelines for verifying a disability		QA Code	QAF701 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Documentation Required for Verifying a Disability		
Type of Disability	Type of Documentation	Appropriate Professional
Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)	Evidence of Disability Form OR Existing report	Consultant Psychiatrist or Psychologist or Neurologist
Autistic Spectrum Disorder (including Asperger's Syndrome)	Evidence of Disability Form OR Existing report	Consultant Psychiatrist or Psychologist or Neurologist
Blind/Vision Impaired	Evidence of Disability Form OR Existing report N.B. Evidence from highstreet retailers not acceptable	Ophthalmologist OR Ophthalmic Surgeon Letter from the National Council for the Blind confirming registration with the council OR If a learner has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school
Deaf/Hard of Hearing	Evidence of Disability Form OR Existing report N.B. Evidence from highstreet retailers not acceptable	An audiogram from a professionally qualified Audiologist and/or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e., above 40dB). OR If a learner has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school

Type of Disability	Type of Documentation	Appropriate Professional
Developmental Coordination Disorder(DCD) - Dyspraxia/ Dysgraphia.	Full psychoeducational assessment AND Evidence of Disability FormOR Existing report	Psychologist AND Occupational Therapist or Neurologist or Chartered Physiotherapist
Mental Health Condition	Evidence of Disability Form completed no more than 5 years before point of Needs Assessment OR Existing report which must be no older than 5 years at point of Needs Assessment	Consultant Psychiatrist or Specialist Registrar
Neurological Condition(incl. Epilepsy and Brain Injury)	Evidence of Disability FormOR Existing report	NeurologistOR Other relevant Consultant
Physical Disability	Evidence of Disability FormOR Existing report	Orthopedic Consultant or Another relevant consultant appropriate to the disability/ condition
Significant on-going illness/condition	Evidence of Disability Form no more than 5 years before point of Needs Assessment OR Existing report which must be no older than 5 years at point of Needs Assessment	Diabetes Type 1: Endocrinologist OR Paediatrician Cystic Fibrosis (CF): Consultant Respiratory Physician OR Paediatrician Gastroenterology Conditions: Gastroenterologist Other Conditions: Relevant Consultant/ Specialist in area of condition
Speech and Language Communication Disorder	Evidence of Disability FormOR Existing report	Speech and Language Therapist
Specific Learning Difficulty (incl. Dyslexia & Dyscalculia)	Full Adult Educational Psychology Assessment	Psychologist This must be less than three years old and must have been conducted by an educational psychologist

QAF701 (d): Guidelines for a Reader

Policy Title	Guidelines for a Reader		QA Code	QAF701 (d)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

These Instructions must also be given to the Invigilator and also the Learner before the Exam starts. The Exam must also take place in a separate Examination Room. The Learner must also be allowed an extra 10 minutes to the allocated duration of the exam.

To perform your role as a reader you must follow the instructions below:

1. A Reader is a person who reads the Exam Paper to the Learner and then reads back their answers when the Learner asks them.
2. The reader is only allowed to read what is written down on the exam paper or on the Learner's answer booklet.
3. The reader is NOT allowed to add in any other words or give advice to the Learners on how to answer the questions.
4. The Reader is not allowed to interpret exam questions for Learners
5. The Reader can repeat the reading of the exam paper and or the Learner's answers as often as the Learner wants.
6. If the Learner is Visually Impaired the reader can assist the Learner using tactile maps, diagrams. Graphs and tables to ascertain the same information that a sighted person has access to.
7. A Reader working with a visually impaired learner may give the spelling of a word only if requested.
8. If a Learner has worked with a Reader during the academic year this Reader can be used for the purpose of the Exam.
9. The Reader cannot be a family member or a fellow learner.
10. The Reader must be able to read accurately and understand the language associated with the subject been examined.
11. The Reader should read through the Exam Paper at the Beginning of the Examination so the Learner can get an overall view of the Exam Paper
12. When the Learner has decided what questions, they want to answer the Reader will then re-read these questions.
13. Any difficulties that arise during the examination should be brought to the attention of the Invigilator straight away.

QAF701 (e): Instructions for a Scribe

Policy Title	Instructions for a Scribe		QA Code	QAF701 (e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Please ensure that these instructions have been given to the person performing the role of a Scribe 30 minutes before the exam is due to take place.

These Instructions must also be given to the Invigilator and also the Learner before the Exam starts. The Exam must also take place in a separate Examination Room. The Learner must also be allowed an extra 10 minutes to the allocated duration of the exam.

To perform your role as a Scribe you must follow the instructions below:

1. A Scribe is a person who writes the answers of the Learner during an Exam
2. The person acting as a Scribe should be able to write legibly
3. The Scribe should be able to write in any language subject chosen by the Learner and be familiar with the subject specific vocabulary and notation in scientific, technical, and mathematical subjects.
4. The Scribe should write down the exact text as dictated by the Learner
5. The Scribe CANNOT write anything other than that dictated by the Learner and should not give any advice to the Learner on any part of the exam.
6. Under NO circumstances is any communication to happen between the Learner and the Scribe during the exam except to clarify the Learners answers.
7. A Scribe can read back the answers they have written when requested but may not read the exam paper to the Learner. This can only occur in circumstances where the Learner has been granted a Reader and the Scribe is carrying out both duties.
8. If a Learner has worked with a Scribe during the academic year this Scriber can be used for the purpose of the Exam.
9. The Scribe cannot be a family member or a fellow learner.
10. The Scribe should be given a Five minute rest break each hour.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF702: Protection of Enrolled Learners (PEL)

Policy Title	Protection of Enrolled Learners (PEL)		QA Code	QAF702
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Reviewed as Part of Re-engagement Process

BACKGROUND AND CONTEXT

The Qualifications and Quality Assurance (Education and Training) Act 2012 contains provisions for the protection of learners enrolled in programmes of education and training (Part 6, S. 64-67). The legislation applies to all education providers (other than those specifically exempt under legislation) and to any course of 3-month duration or longer where fees have been charged. QQI has developed protocols to facilitate providers in the fulfilment of their legal obligations with regard to PEL.

As summarised by QQI, the 2012 Act seeks to ensure that:

- (1) Learners have an opportunity to complete a programme leading to an award, or
- (2) Learners are refunded the moneys most recently paid if a programme ends before they complete it, and
- (3) Learners are provided with adequate and accurate information about the programme that they wish to pursue and about the protection in place for them in event that the programme ceases prior to their completion.

PURPOSE AND SCOPE

An Cosán is committed to ensuring all learners have access to fair, consistent, and reliable access to learning. This policy outlines how An Cosán will comply with its legal obligations in respect of the protection of enrolled learners in QQI Level 5 & Level 6 accredited programmes of 3 months duration or longer where fees have been paid by, or on behalf of the learner.

Definitions

Enrolled Learner: student fully registered with An Cosán– application form accepted and required fees paid or agreed payment plan is in place – for the purposes of completing an accredited programme of 3 months duration or longer

Monies/Fees most recently paid: For programmes of up to one year in duration, a provider must have adequate arrangements in place to meet a claim for refund in respect of the full duration of such programmes. In respect of programmes the duration of which is greater than the equivalent of one year, and where fees and other payments are required to be made by the learner for each year, a provider must have adequate arrangements in place to meet a minimum of one year’s provision of claim for refund available at all times. In summary, learners may seek a refund of up to one year of monies/fees **paid**.

Relevant programme: A programme to which interim QQI PEL policy and related procedures applies i.e., a programme of three months or longer duration where monies have been paid by, or on behalf of, the learner.

Audience & Communication: Applicable to An Cosán staff, Board, and all prospective and enrolled learners. Policy for Protection of Enrolled Learners (PEL) will be made available on An Cosán’s website and in An Cosán’s learner handbook.

PEL Policy Statement

While An Cosán strives to ensure that all its programmes are taught out and finished, the purpose of the PEL policy and related arrangements is to facilitate An Cosán reaching workable and tangible PEL solutions across all relevant programmes should PEL activation be required.

An Cosán’s Learners will be protected by PEL arrangements from the time that fees are paid, in part or in whole, for enrolment on a programme of education and training of three months’ duration or longer, until:

- they have received certification for the learning achieved

Or

- until they have been legitimately excluded from the programme, in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012, Part 6 “Protection of Enrolled Learners”.

An Cosán has made financial arrangements in the form of an Insurance Arrangement with **Árachas - Corporate & Personal Insurance**, which will facilitate the refund of monies/fees most recently paid by or on behalf of learners in the event of PEL Activation. In order to ensure protection of enrolled learners, the learner’s registration details will be shared with the PEL Insurance provider on enrolment. This insurance policy provides either for the completion of the programme at another centre or the return of fees most recently paid in line with the 2012 Act.

PEL Activation

PEL Financial Arrangements will be activated in the event that:

- a. An Cosán ceases trading while learners are enrolled on programmes
- b. An Cosán ceases offering a specific programme while learners are enrolled on the programme
- c. QQI withdraws validation of the programme while learners are enrolled 3.5.2

PEL Procedure on activation

If PEL arrangements need to be activated, An Cosán will follow the procedures below:

1. An Cosán will immediately inform QQI and the insurance broker.
2. An Cosán will then provide formal notification in writing to QQI and the insurance broker.
3. An Cosán, or its duly appointed representative, must devise a ‘plan of action for enrolled learners’ to be communicated to learners.
4. An Cosán will contact each enrolled learner immediately, informing them of the situation, and will provide each learner with the arrangements in place for the refund of monies.
5. Learners and QQI must be informed of arrangements for the claiming of refunds.
6. Confirmation that this has taken place will be given in writing to QQI.

PEL and GDPR

All students are informed in the Terms and Conditions accepted at the time of registration that their registration details will be shared with the PEL Insurance provider, and in the unlikely event of PEL procedures being initiated,

learner details may be shared with QQI and any other bodies which may act to implement the Protection of enrolled learners' policy, this includes the Insurance company providing Learner Protection cover, as follows:

- Registration details
- Most recent payment values
- Name of the person/entity who supplied funding

Further information on PEL can be found [here](#) and [here](#)

Appendix A: PEL Refund Arrangements Document

1. Provider and Programme Details

I, _____ of _____, in compliance with Section 65(4)(a) of the Qualifications and Quality and Assurance (Education and Training) act 2013, confirm that:

1.1 The legal entity entitled _____ whose address is at _____ is a provider to which Part 6 of the 2012 Act applies (hereinafter called “The Provider”). I am [insert title, e.g., a director/proprietor] of The Provider and am duly authorised to make this statement on its behalf.

1.2 It is the intention of The Provider to operate the following programme of education and training (hereinafter “The Programme”) for 3 months or longer duration and charge moneys in respect of that programme:

[insert programme title] [insert award title] [insert award type] [insert NQF level] [insert QQI award code where applicable]

1.3 The Provider confirms that it will enrol a maximum of _____ learners on (provide programme title) leading to _ (provide award title) ___.

2. Provider Compliance with PEL Protocols

2.1 The Provider confirms that it has made a full disclosure of all facts and information pertinent to the PEL arrangements set out below in respect of the Programme.

2.2 The Provider confirms that it has taken appropriate steps to satisfy itself that the PEL arrangements in respect of The Programme set out in this document are adequate and meet the Provider’s legal obligations under Part 6 of the Qualifications and Quality Assurance (Education and Training) Act, 2012.

2.3 The Provider confirms that the PEL arrangements set out in this document for The Programme are valid for the full period of accreditation for the programme.

2.4 The Provider has made the following arrangements for QQI and the named financial institution below to access learner records in the event that this PEL arrangement needs to be activated _____ (insert arrangements for accessing learner records here) _____.

2.5 The Provider shall notify QQI in writing of any change in the arrangements The Provider has in place as soon as possible but in any case, not later than 14 days, after becoming aware of that change. Any changes to the PEL arrangement for The Programme set out in this document and notified to QQI will be managed by The Provider.

xii Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act

3 Refund Arrangement Details

3.1 It is not practicable for The Provider to enter into arrangements with other providers to facilitate the transfer of learners to a similar programme of those providers because (insert rationale here)

3.2 Therefore, The Provider, in accordance with Section 65 (4)(b) of the Act, is committed to refund to enrolled learners, or to the person who paid the moneys on behalf of the enrolled learner, the moneys most recently paid in respect of The Programme concerned for:

i. tuition fees,

ii. registration fees,

iii. examination fees,

iv. library fees,

v. student services fees, and

vi. any other fees which relate to the provision of education, training, and related services,

3.3 The Provider has put in place the following financial arrangements [insert details here] in the amount of [€], the sole purpose of which is to secure the payment of any refunds payable to learners under the provision of Section 65(4)(b) of the Act, and the cost associated with the distribution of such funds. This amount is sufficient to refund moneys paid by, or on behalf of, the number of learners stated above.

3.4 The Provider has made the following provision for distributing refunds to learners in the event that The Programme ceases prior to completion: [insert details here]

4 Information to Learners

4.1 In accordance with Section 67(1) of the Act, The Provider shall, before commencing The Programme and before accepting any payment from or on behalf of an enrolled learner in respect of the programme, notify the enrolled learner in writing of the following:

- The name of the awarding body or, where appropriate, awarding bodies making the award,
- The title of the programme and the award to which it leads, and
- Whether the award is recognised within the NFQ, and if so:
 - The level of that recognition within the NFQ, and
 - Whether the award is a Major, Minor, Special Purpose or

Supplemental award as identified within the NFQ; Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act xiii

- Where The Provider is required to have procedures for access, transfer, and progression in place under section 56, a statement of how those procedures apply to The Programme.
- The details of the arrangements for PEL that The Provider has in place in accordance with Section 65(4) of the Act.

4.2 In accordance with Section 67(2) of the Act, The Provider shall notify the enrolled learner in writing of any change in the information notified to the learner under subsection (1) within 14 days after becoming aware of that change.

Signed:

Date

Reviewed as Part of Re-engagement Process

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

Section 8: Information & Data Management

QAF801: General Data Projection Regulations

QAF801 (a): General Data Protection Regulations (GDPR) Policy

Policy Title	General Data Protection Regulations Policy	QA Code	QAF801 (a)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	September 2022
Description of Changes		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	An Cosán’s General Data Protection Regulations (GDPR) Policy
Policy Statement	<p>BACKGROUND AND CONTEXT</p> <p>Everyone has rights with regard to how their personal information is handled. During the course of An Cosán’s activities An Cosán may collect, store and process personal information about staff, learners, clients and service providers, and An Cosán recognises the need to treat this data in an appropriate and lawful manner. An Cosán is committed to complying with its obligations in this regard in respect of all personal data it handles.</p> <p>The types of information that An Cosán may be required to handle include details of current, past and prospective employees, suppliers, learners, clients, directors and others that An Cosán communicates with. The information, which may be held on paper or on a computer or other media, is subject to certain legal safeguards specified in the General Data Protection Regulation 2016/679 as implemented in Ireland by the Data Protection Act 2018 (‘the Acts’) and other relevant legislation. The Acts impose restrictions on how An Cosán may collect and process that data.</p> <p>This policy does not form part of any employee's contract of employment, and it may be amended at any time. Any breach of this policy will be taken seriously and may result in disciplinary action up to and including dismissal.</p>
Purpose and Scope	<p>PURPOSE AND SCOPE</p> <p>This policy sets out An Cosán’s rules on data protection and the legal conditions that must be satisfied in relation to the collecting, obtaining, handling, processing, storage, transportation, and destruction of personal information.</p> <p>If an employee considers that the policy has not been followed in respect of personal data about themselves or others, they should raise the matter with the Data Champion as soon as possible.</p> <p>DEFINITION OF DATA PROTECTION TERMS</p> <p>Data is information, which is stored electronically, on a computer, or in certain paper-based filing systems. This would include IT systems and manual folders.</p>

	<p>Data Subjects for the purpose of this policy include all living individuals about whom the An Cosán holds personal data.</p> <p>Personal Data means data relating to a living individual who can be identified from that data (or from that data and other information that is in, or is likely to come into, the possession of the data controller. Personal data can be factual (such as a name, address, or date of birth) or it can be an opinion (such as a performance appraisal).</p> <p>Data Controllers are the individual or organisations who control and are responsible for the keeping and use of data. For the purposes of this policy Data Controller is An Cosán.</p> <p>Data Users include employees whose work involves using personal data. Data users have a duty to protect the information they handle by following An Cosán’s data protection and security policies at all times.</p> <p>Data Champion refers to the Deputy CEO or such replacement as nominated by the CEO of An Cosán</p> <p>Processing means performing any operation or set of operations on data, including:</p> <ul style="list-style-type: none"> – obtaining, recording, or keeping data, – collecting, organising, storing, altering, or adapting the data, – retrieving, consulting, or using the data, – disclosing the information or data by transmitting, disseminating, or otherwise making it available, – aligning, combining, blocking, erasing, or destroying the data. <p>Sensitive Personal Data refers to any of the following special categories of Personal Data: Personal Data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person’s sex life or sexual orientation.</p>
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<p>Policy Implementation</p>	<p>DATA PROTECTION PRINCIPLES</p> <p>Anyone processing personal data must comply with the six enforceable principles of data protection. These provide that personal data must be:</p> <ol style="list-style-type: none"> 1. processed lawfully, fairly and in a transparent manner in relation to the data subject ('lawfulness, fairness and transparency') 2. collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; ('purpose limitation') 3. adequate, relevant, and limited to what is necessary in relation to the purposes for which they are processed ('data minimisation') 4. accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased, or rectified without delay ('accuracy') 5. kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed ('storage limitation') 6. processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction, or damage, using appropriate technical or organisational measures ('integrity and confidentiality'). 7. An Cosán shall be responsible for and be able to demonstrate compliance with the above principles ('accountability').
	<p>OBTAINED & PROCESSED LAWFULLY, FAIRLY & TRANSPARENTLY</p> <p>The Acts are intended not to prevent the processing of personal data, but to ensure that it is done fairly and without adversely affecting the rights of the data subject. The data subject must be told who the data controller is (in this case An Cosán), the purpose for which the data is to be processed by An Cosán, and the identities of anyone to whom the data may be disclosed or transferred.</p> <p>3rd Parties to whom data may be disclosed by An Cosán are as follows:</p> <ul style="list-style-type: none"> • SETU • Education & Training Board • QQI • City and Guilds • An Pobal • Community Partners • Accenture – Skills to Succeed Academy • Enovation – Moodle Provider • Enclude – Salesforce support • Right Click – Office 365 support • LSS • External Tutors • Internal & External Moderators • Arachas - Corporate & Personal Insurance (PEL)

An Cosán has in place with each of the above providers written contracts to ensure that these recipients are clear of their obligations in relation to the Personal Data which An Cosán may disclose to them. This list may be added to at the discretion of the CEO of An Cosán.

In order for Personal Data to be processed lawfully, the Data Subject must have consented to the processing and/or the processing is necessary for the performance of a contract and or the processing is necessary for compliance with a legal or regulatory obligation.

When Sensitive Personal Data is being processed, the Data Subject's explicit consent to the processing of such data will be required. If a learner or client provides you as a Data User with Sensitive Personal Data, you should contact the Data Champion to discuss how you should obtain the Data Subject's explicit consent.

PURPOSE LIMITATION

Personal Data may only be processed for the specific purposes notified to the Data Subject when the Data was first collected (i.e., by way of the Data Protection Notice on An Cosán's website) or for any other purposes specifically permitted by the Acts. This means that Personal Data must not be collected for one purpose and then used for another. If it becomes necessary to change the purpose for which the Data is processed, you should contact the Data Champion to discuss how to inform the Data Subject of the new purpose before any processing occurs. Any employee Personal Data collected by An Cosán is used for ordinary Human Resources purposes. Where there is a need to collect employee Data for another purpose, An Cosán will notify the employee of this and where it is appropriate will get employee consent to such processing.

DATA MINIMIZATION

Personal Data should only be collected to the extent that it is required for the specific purpose notified to the Data Subject. Any Data which is not necessary for that purpose should not be collected in the first place.

ACCURACY

Personal Data must be accurate and kept up to date. Information which is incorrect, or misleading is inaccurate, and steps should be taken to check the accuracy of any Personal Data at the point of collection and at regular intervals afterwards. Inaccurate or out-of-date data should be destroyed. Employees should ensure that they notify their manager/Human Resources of any relevant changes to their personal information so that it can be updated and maintained accurately. Examples of relevant changes to Data would include a change of address.

STORAGE LIMITATION

Personal Data should not be kept longer than is necessary for the purpose. For guidance in relation to particular data retention employees should contact the Data Champion. For reference, the Data Retention periods in respect of certain categories of Data are set out our data retention policy. An Cosán has various legal obligations to keep certain employee data for a specified period of time. In addition, the Company

may need to retain personnel data for a period of time in order to protect its legitimate interests.

INTEGRITY AND CONFIDENTIALITY

An Cosán and its employees must ensure that appropriate security measures are taken against unlawful or unauthorised processing of Personal Data, and against the accidental loss of, or damage to Personal Data.

The Acts require An Cosán to put in place procedures and technologies to maintain the security of all Personal Data. Personal data may only be transferred to a third-party data processor if the third party has agreed to comply with those procedures and policies or has adequate security measures in place.

The following must be maintained to ensure the following:

(a) Confidentiality - that only people who are authorised to use the Data can access it. The Company will ensure that only authorised persons have access to an employee's personnel file and any other Personal Data or Sensitive Personal Data held by An Cosán. Employees are required to maintain the confidentiality of any data to which they have access.

(b) Integrity - that the personal data is accurate and suitable for the purpose for which it is processed.

(c) Availability - that authorised users should be able to access the Data if they need it for authorised purposes.

Security procedures include:

(a) Secure and lockable office. Office should always be kept locked.

(b) Methods of disposal. Paper documents should be shredded. CD-ROMs should be physically destroyed when they are no longer required, all information should be completely deleted from USB keys.

(c) Equipment. Data users should ensure that individual laptops do not show confidential information to passers-by and that they log off from their PC when it is left unattended.

(d) Data Users should ensure that their mobile phones and laptops are password protected and should not be made available to any unauthorised 3rd party for use.

PROCESSING IN LINE WITH DATA SUBJECT'S RIGHTS

Data must be processed in line with Data Subjects' rights. Data Subjects have a right to:

- Information in relation to and access to Personal Data that the Company holds (please see 12 below for further information).
- Rectification/Erasure of information in certain instances
- Restriction processing of Personal Data in certain instances
- Data portability (where relevant)

- Object to processing of Personal Data in certain instances

If a client/learner contact you wishing to exercise any of the above rights, please notify the Data Champion to request advice on how to respond to such a request.

If you, as an employee wish to exercise any of the above rights in this regard, please contact the Data Champion.

In the event that An Cosán is considering launching a new product or service, the Data Champion shall be consulted in order to determine whether a Data Protection Impact Assessment is required in the circumstances.

DEALING WITH SUBJECT ACCESS REQUESTS

If you receive a formal request from a Data Subject for information that An Cosán holds about them, **you must contact the Data Champion immediately.** Data subjects should be provided with their data in accordance with any such request within 31 days of receiving the request.

PERSONAL DATA BREACHES AND REPORTING

In the event that you become aware of a potential breach of any of the provisions of this policy, i.e., unauthorised disclosure of Personal Data to a third party, loss/theft of a personal device containing Personal Data etc., **you must contact the Data Champion immediately.** The Data Champion must then investigate the alleged breach and determine whether it is reportable to the Data Protection Commission and identify additional steps which must be taken in the circumstances (i.e., notifying the Data Subject in question, enhancing technical/organisational measure to avoid recurrence). Should the Data Champion determine that a breach has occurred and is reportable, the Data Champion must report the breach to the Data Protection Commission within 72 Hours. In the event that the Data Champion is unavailable, you should report the incident to the CEO immediately so that the CEO can report the breach to the Data Protection Commissioner within the prescribed timeline.

PROVIDING INFORMATION OVER THE TELEPHONE

Any employee dealing with telephone enquiries should be careful about disclosing any personal information held by An Cosán over the phone. In particular the employee should:

(a) Check the identity of the caller to ensure sure that information is only given to a person who is entitled to that information.

(b) Suggest that the caller put their request in writing if the employee is not sure about the identity of the caller and in circumstances where the identity of the caller cannot be verified.

REVIEW OF POLICY

An Cosán will continue to review the effectiveness of this policy to ensure it is achieving its stated objectives on at least an annual basis and more frequently if required taking into account changes in the law and organisational or security changes.

The Data Champion and CEO may review and amend these periods where necessary or may deviate from same subject to an overriding, justifiable reason for doing so – such reason shall be documented.

Other Relevant GDPR Policies and Procedures

All the documents listed below are available on the website, the Public Drive and in hard copy from the data champion’s office.

- Data Retention Policy
- Controller contract agreement
- Clean desk policy
- Subject Access Request Procedure
- Data Retention and Destruction Policy
- Data Loss Incident Log
- Loss/Breach Notification Policy

Approved By:

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF801 (b): General Data Protection Regulations (GDPR) Privacy Notice

Policy Title	An Cosán's General Data Protection Regulations Privacy Notice		QA Code	QAF801 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process



General Data Protection Regulations (GDPR) Privacy Notice

This notice extends to all your personal data as defined under Article 2(1) of the General Data Protection Regulations (GDPR) (EU) 2016/679.

1. Introduction

- We are committed to safeguarding the privacy of our website visitors and service users.
- This policy applies where we are acting as a data controller with respect to the personal data of our website visitors and service users; in other words, where we determine the purposes and means of the processing of that personal data.
- We use cookies on our website. Insofar as those cookies are not strictly necessary for the provision of our website and services, we will ask you to consent to our use of cookies when you first visit our website.
- In this policy, “we”, “us” and “our” refer to An Cosán (The Shanty Educational Project Ltd). For more information about us, see Section 13.

2. Credit

- This document was created using a template from SEQ Legal (<https://seqlegal.com>).

3. How we use your personal data

- In this Section 3 we have set out:
 - the general categories of personal data that we may process.
 - in the case of personal data that we did not obtain directly from you, the source and specific categories of that data.
 - the purposes for which we may process personal data, and the legal bases of the processing.
- We may process data about your use of our website and services (“usage data”). The usage data may include your IP address, geographical location, browser type and version, operating system, referral source, length of visit, page views and website navigation paths, as well as information about the timing, frequency and pattern of your service use. The source of the usage data is Google Analytics This usage data may be processed for the purposes of analysing the use of the website and services. The legal basis for this processing is our legitimate interests, namely monitoring and improving our website and services.
- We may process your account data (“account data”). The account data may include your name and email address. The source of the account data is you or your club. The account data may be processed for the purposes of operating our website, providing our services, ensuring the security of our website and

services, maintaining back-ups of our databases and communicating with you. The legal basis for this processing is consent.

- We may process your information included in your payment profile on our website (“**profile data**”). The profile data may include your name, address, telephone number, email address, gender, date of birth, club, allergies, and any additional notes you provide voluntarily. The profile data may be processed for the purposes of enabling and monitoring your use of our website and services. The legal basis for this processing is consent OR the performance of a contract between you and us and/or taking steps, at your request, to enter into such a contract.
- We may process information contained in any enquiry you submit to us regarding goods and/or services (“**enquiry data**”). The enquiry data may be processed for the purposes of offering, marketing and selling relevant goods and/or services to you. The legal basis for this processing is consent.
- We may process information relating to transactions, including purchases of goods and services, that you enter into with us and/or through our website (“**transaction data**”). The transaction data may include your contact details, your card details and the transaction details. The transaction data may be processed for the purpose of supplying the purchased goods and services and keeping proper records of those transactions. The legal basis for this processing is the performance of a contract between you and us and/or taking steps, at your request, to enter into such a contract and our legitimate interests, namely the proper administration of our website and business.
- We may process information that you provide to us for the purpose of subscribing to our email notifications and/or newsletters (“**notification data**”). The notification data may be processed for the purposes of sending you the relevant notifications and/or newsletters. The legal basis for this processing is consent.
- We may process information contained in or relating to any communication that you send to us (“**correspondence data**”). The correspondence data may include the communication content and metadata associated with the communication. Our website will generate the metadata associated with communications made using the website contact forms. The correspondence data may be processed for the purposes of communicating with you and record-keeping. The legal basis for this processing is our legitimate interests, namely the proper administration of our website and business and communications with users.
- We may process any of your personal data identified in this policy where necessary for the establishment, exercise or defence of legal claims, whether in court proceedings or in an administrative or out-of-court procedure. The legal basis for this processing is our legitimate interests, namely the protection and assertion of our legal rights, your legal rights and the legal rights of others.
- We may process any of your personal data identified in this policy where necessary for the purposes of obtaining or maintaining insurance coverage, managing risks, or obtaining professional advice. The legal basis for this processing is our legitimate interests, namely the proper protection of our business against risks.
- In addition to the specific purposes for which we may process your personal data set out in this Section 3, we may also process any of your personal data where such processing is necessary for compliance with a legal obligation to which we are subject, or in order to protect your vital interests or the vital interests of another natural person.
- Please do not supply any other person’s personal data to us, unless we prompt you to do so.

4. Providing your personal data to others

- We may disclose your personal data to any member of our technical insofar as reasonably necessary for the purposes, and on the legal bases, set out in this policy.
- We may disclose your personal data to our insurers and/or professional advisers insofar as reasonably necessary for the purposes of obtaining or maintaining insurance coverage, managing risks, obtaining professional advice, or the establishment, exercise or defence of legal claims, whether in court proceedings or in an administrative or out-of-court procedure.
- Financial transactions relating to our website and services handled by our payment services providers, *PayPal*. We will share transaction data with our payment services providers only to the extent necessary for the purposes of processing your payments, refunding such payments and dealing with complaints and queries relating to such payments and refunds. You can find information about the payment services providers' privacy policies and practices at stripe.com.
- In addition to the specific disclosures of personal data set out in this Section 4, we may disclose your personal data where such disclosure is necessary for compliance with a legal obligation to which we are subject, or in order to protect your vital interests or the vital interests of another natural person. We may also disclose your personal data where such disclosure is necessary for the establishment, exercise or defence of legal claims, whether in court proceedings or in an administrative or out-of-court procedure.

5. International transfers of your personal data

- We will not transfer your personal data to countries outside the European Economic Area (EEA).

6. Retaining and deleting personal data

- This Section 6 sets out our data retention policies and procedure, which are designed to help ensure that we comply with our legal obligations in relation to the retention and deletion of personal data.
- Personal data that we process for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
- We will retain your personal data as follows:
 - Your name, e-mail address, date of birth, allergies, and other notes that you provide voluntarily to us will be retained for a minimum period of *3 years* following registration, and for a maximum period of *5 years* following *registration*.
 - Notwithstanding the other provisions of this Section 6, we may retain your personal data where such retention is necessary for compliance with a legal obligation to which we are subject, or in order to protect your vital interests or the vital interests of another natural person.

7. Amendments

- We may update this policy from time to time by publishing a new version on our website.
- You should check this page occasionally to ensure you are happy with any changes to this policy.
- We will notify you of significant changes to this policy by email.

8. Your rights

- In this Section 8, we have summarised the rights that you have under data protection law. Some of the rights are complex, and not all of the details have been included in our summaries. Accordingly, you should read the relevant laws and guidance from the regulatory authorities for a full explanation of these rights.

- Your principal rights under data protection law are:
 - the right to access.
 - the right to rectification.
 - the right to erasure.
 - the right to restrict processing.
 - the right to object to processing.
 - the right to data portability.
 - the right to complain to a supervisory authority; and
 - the right to withdraw consent.

- You have the right to confirmation as to whether or not we process your personal data and, where we do, access to the personal data, together with certain additional information. That additional information includes details of the purposes of the processing, the categories of personal data concerned and the recipients of the personal data. Providing the rights and freedoms of others are not affected, we will supply to you a copy of your personal data. The first copy will be provided free of charge, but additional copies may be subject to a reasonable fee.

- You have the right to have any inaccurate personal data about you rectified and, taking into account the purposes of the processing, to have any incomplete personal data about you completed.

- In some circumstances you have the right to the erasure of your personal data without undue delay. Those circumstances include: the personal data are no longer necessary in relation to the purposes for which they were collected or otherwise processed; you withdraw consent to consent-based processing; you object to the processing under certain rules of applicable data protection law; the processing is for direct marketing purposes; and the personal data have been unlawfully processed. However, there are exclusions of the right to erasure. The general exclusions include where processing is necessary: for exercising the right of freedom of expression and information; for compliance with a legal obligation; or for the establishment, exercise or defence of legal claims.

- In some circumstances you have the right to restrict the processing of your personal data. Those circumstances are as follows:
 - You contest the accuracy of the personal data.
 - Processing is unlawful, but you oppose erasure.
 - We no longer need the personal data for the purposes of our processing, but you require personal data for the establishment, exercise or defence of legal claims.
 - You have objected to processing/pending the verification of that objection.

- Where processing has been restricted on this basis, we may continue to store your personal data. However, we will only otherwise process it with your consent for the establishment, exercise or defence of legal claims, for the protection of the rights of another natural or legal person, or for reasons of important public interest.

- You have the right to object to our processing of your personal data on grounds relating to your particular situation, but only to the extent that the legal basis for the processing is that the processing is necessary for: the performance of a task carried out in the public interest or in the exercise of any official authority vested in us; or the purposes of the legitimate interests pursued by us or by a third party. If you make such an objection, we will cease to process the personal information unless we can demonstrate compelling legitimate grounds for the processing which override your interests, rights and freedoms, or the processing is for the establishment, exercise or defence of legal claims.

- You have the right to object to our processing of your personal data for direct marketing purposes (including profiling for direct marketing purposes). If you make such an objection, we will cease to process your personal data for this purpose.
- You have the right to object to our processing of your personal data for scientific or historical research purposes or statistical purposes on grounds relating to your particular situation, unless the processing is necessary for the performance of a task carried out for reasons of public interest. To the extent that the legal basis for our processing of your personal data is:
 - consent; or
 - that the processing is necessary for the performance of a contract to which you are party or in order to take steps at your request prior to entering into a contract,
- and such processing is carried out by automated means, you have the right to receive your personal data from us in a structured, commonly used and machine-readable format. However, this right does not apply where it would adversely affect the rights and freedoms of others.
- If you consider that our processing of your personal information infringes data protection laws, you have a legal right to lodge a complaint with a supervisory authority responsible for data protection. You may do so in the EU member state of your habitual residence, your place of work or the place of the alleged infringement.
- To the extent that the legal basis for our processing of your personal information is consent, you have the right to withdraw that consent at any time. Withdrawal will not affect the lawfulness of processing before the withdrawal.
- You may exercise any of your rights in relation to your personal data by written notice to us, in addition to the other methods specified in this Section 8.

9. About cookies

- A cookie is a file containing an identifier (a string of letters and numbers) that is sent by a web server to a web browser and is stored by the browser. The identifier is then sent back to the server each time the browser requests a page from the server.
- Cookies may be either “persistent” cookies or “session” cookies: a persistent cookie will be stored by a web browser and will remain valid until its set expiry date, unless deleted by the user before the expiry date; a session cookie, on the other hand, will expire at the end of the user session, when the web browser is closed.
- Cookies do not typically contain any information that personally identifies a user, but personal information that we store about you may be linked to the information stored in and obtained from cookies.

10. Cookies that we use

- We use cookies for the following purposes:
 - analysis – we use cookies to help us to analyse the use and performance of our website and services (cookies used for this purpose are *Google Analytics GA*; and *_gid, _gat*)
 - cookie consent – we use cookies to store your preferences in relation to the use of cookies more generally (cookies used for this purpose are *viewed cookie policy*).

- viewing preference – we use cookies to store your preferences in relation to the viewing of video content on the site for YouTube and Vimeo (cookies used for this purpose are VISITOR_INFO1_LIVE, YSC, PREF, GPS, vuid)

11. Cookies used by our service providers

- Our service providers use cookies, and those cookies may be stored on your computer when you visit our website.
- We use Google Analytics to analyse the use of our website. Google Analytics gathers information about website use by means of cookies. The information gathered relating to our website is used to create reports about the use of our website. Google’s privacy policy is available at: <https://www.google.com/policies/privacy/>. [The relevant cookies are *Google Analytics GA*.]

12. Managing cookies

- Most browsers allow you to refuse to accept cookies and to delete cookies. The methods for doing so vary from browser to browser, and from version to version. You can however obtain up-to-date information about blocking and deleting cookies via these links:
 - [https://support.google.com/chrome/answer/95647?hl=en\(Chrome\);](https://support.google.com/chrome/answer/95647?hl=en(Chrome);)
 - [https://support.mozilla.org/en-US/kb/enable-and-disable-cookies-website-preferences\(Firefox\);](https://support.mozilla.org/en-US/kb/enable-and-disable-cookies-website-preferences(Firefox);)
 - [http://www.opera.com/help/tutorials/security/cookies/\(Opera\);](http://www.opera.com/help/tutorials/security/cookies/(Opera);)
 - [https://support.microsoft.com/en-gb/help/17442/windows-internet-explorer-delete-manage-cookies\(Internet Explorer\).](https://support.microsoft.com/en-gb/help/17442/windows-internet-explorer-delete-manage-cookies(Internet Explorer).)
 - [https://support.apple.com/kb/PH21411\(Safari\);](https://support.apple.com/kb/PH21411(Safari);) and
 - [https://privacy.microsoft.com/en-us/windows-10-microsoft-edge-and-privacy\(Edge\).](https://privacy.microsoft.com/en-us/windows-10-microsoft-edge-and-privacy(Edge).)
 - Blocking all cookies will have a negative impact upon the usability of many websites.
 - If you block cookies, you will not be able to use all the features on our website.

13. Our details

- This website is owned and operated by An Cosán (The Shanty Educational Project Ltd). We are registered in Ireland under Registered Charity No. 8659, Registered Company No. 131383, Charity Regulator Number 20021528, and our registered office is at Kiltalown Village Centre, Jobstown, Tallaght, Dublin 24.
- Our principal place of business is at **Kiltalown Village Centre, Jobstown, Tallaght, Dublin 24.**
- You can contact us:
 - using our website contact form.
 - by telephone, on (01) 462 8488; or
 - by email, using info@ancosan.ie.

14. Data protection Advisor

- Our Data Protection Advisor contact details are: *Bronagh Moore E-mail* b.moore@acosan.ie

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF801 (c): Access to Personal Data Request Form

Document Title	Access to Personal Data Request Form		QA Code	QAF801 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process



Access to Personal Request Form

Request for Access to Personal Data under the General Data Protection Regulation 2018. Please return the completed forms, together with a copy of proof of identity, by email to FAO Data Protection Advisor, An Cosán, Kiltalown Village Centre, Fortunestown Road, Jobstown, Dublin D24. The request will be processed within 30 days of receipt.

Name: _____ Phone: _____

Email: _____

Address: _____

Choose which of the following best describes your relationship with An Cosán:

Past/Current Learner

Past/Current Employee

Other (please provide details)

My preferred form of access is:
To receive photocopies by post

To receive soft copy by email

To receive photocopies by hand
Other (please provide details)

In accordance with the GDPR, I request access to the following personal data that An Cosán (The Shanty Education Project Company Ltd) holds about me:

A description of the data held

QAF801 (d): Learner Consent Form for Collecting & Retaining Data

Document Title	Learner Consent Form for Collecting & Retaining Data	QA Code	QAF801 (d)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Learner Consent Form

An Cosán require your permission to complete certain tasks. It is important that you read this form carefully.

Please tick below as appropriate:

An Cosán tutors and assessors are required to collect and retain digitally recorded evidence for the purposes of the assessment process. An Cosán have established the lawful purpose for processing this data is under Article 6 1(b) of the General Data Protection Regulation i.e., this recording is necessary for the completion of your assessments.

Recorded digital evidence includes any video and/or audio recordings. Assessment techniques that commonly require the use of video and audio include assessments that involve skills demonstrations and practical examinations.

This digital evidence will be securely retained on An Cosán’s protected IT system, and presented to the internal verification process, then the external authentication process, and, retained until after the appeals process has elapsed, after which all evidence will be securely disposed of.

1. I acknowledge and confirm that I have read and understand the above terms and conditions.
2. I permit An Cosán to take and use any videos/photographs/images of me for use in the production of marketing, competitions, promotional material for future courses, or any other document and use on social media.

Name: _____

Course: _____

Signed: _____

QAF801 (e): Permission for Photographs & Observations for Placement Form

Document Title	Permission Slip for Photographs & Observations		QA Code	QAF801 (e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Permission Slip for Photographs & Observations

I, _____ am currently studying for the QQI Level _____
 _____ (insert level of Course & Course title).

As part of my studies, I am required to observe, evaluate and reflect on the development of children and/or adults in the setting.

These observations and photographs form part of the academic requirements of the Learner and will only be used to meet the requirements of academic and professional experience purposes only

- Codes will be used to protect the identity of the person been observed
- The photographs used will protect the person’s identity
- All written and verbal information obtained will remain strictly confidential.

Name of Learner: _____ Date: ____/____/____

Consent Form

I _____ the parent/guardian/Supervisor/Manager of _____
 hereby give my permission for _____ Learner at An Cosán to use the
 child/children/adults _____ in their observations and or photographs.

Signed: _____ Date: ____ / ____ / ____
 Signature

 Role within the Setting

QAF801 (f): Permission for Assessments & Skills Demonstrations for Placement Form

Document Title	Permission Slip for Assessments & Skills Demo		QA Code	QAF801 (f)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Permission Slip for Assessments & Skills Demonstrations

I, _____ am currently studying for the QQI Level _____
 _____ (insert level of Course & Course title).

As part of my studies, I am required to develop, devise, and implement a number of assessment pieces and or skills demonstrations within my Workplace Setting.

These assessments and or skills demonstrations need to be recorded and these videos and or photographs form part of the academic requirements of the Learner and will only be used to meet the requirements of academic and professional experience purposes only

- Codes will be used to protect the identity of the person been observed
- The photographs used will protect the person’s identity.
- All written and verbal information obtained will remain strictly confidential.

Name of Learner: _____ Date: ____/____/____

Consent Form

I _____ the Supervisor/Manager of _____
 hereby give my permission for _____ Learner at An Cosán to carry out
 the required assessments and or skills demonstrations and record them as evidence to be used in their
 assessment portfolio.

Signed: _____ Date: ____ / ____ / ____
 Signature

QAF801 (g): Records & Data Retention Policy

Policy Title	Records & Data Retention Policy	QA Code	QAF801 (g)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Records & Data Retention Policy
Policy Statement	<p>This document sets out the data retention guidelines for retaining different types of personal data within our company. The policy applies to all personal data stored on company-owned, company-leased, and otherwise company-provided systems and media, regardless of location. These records may be created, received or maintained in hard copy or electronically.</p> <p>The retention of data by our company varies from piece of data to piece of data. The range of data retention can vary, and it is our objective that data is deleted as quickly as possible once the purpose for which it was collected has been served and expired.</p> <p>However, the company must comply with various statutory responsibilities and obligations and therefore immediate deletion is not always achievable. This Data Retention Policy provides guidelines to ensure that all applicable regulations and rules on personal data retention are consistently applied throughout the organisation.</p>
Scope	<p>An Cosán is committed to the proper and effective management of the records and the data it creates, receives, captures, maintains, or otherwise processes, in all formats, in the course of its operations, academic and administrative, in a manner which:</p> <ul style="list-style-type: none"> ▪ is transparent, consistent, and accountable. ▪ meets legal, regulatory, and audit requirements. ▪ supports the efficient conduct of its business. ▪ protects the security and integrity of Records and Data, including Personal Data. ▪ ensures the preservation of Archives documenting its history and development.
Policy Implementation	<p>Reasons for data retention</p> <p>Some personal data must be retained in order to protect the company's interests, comply with regulatory requirements, preserve evidence, and generally conform to good business practices. Personal data may be retained for one or several of the following reasons:</p> <ul style="list-style-type: none"> • Business requirements • Regulatory requirements • Possible litigation • Accident investigation • Security incident investigation • Intellectual property preservation <p>Retention periods</p> <p>The period of which the records are retained for see Retention Schedule QAF038 (h) for full list of retention periods.</p> <p>Retention of encrypted data</p> <p>Any information retained under this policy is stored in an encrypted format. Encryption keys are retained as long as the data that the keys decrypt is retained.</p>

Data duplication

We will endeavour to ensure that there is no duplication of data. In this regard, once candidate information is received by email, that information will be uploaded onto our Administration Management System and the originating email is deleted, this is supported in our Standard Operating Procedures. This will be the same for every instance in which that data is forwarded to an employer/client, the record of the processing will be kept in the Administration Management System, but the actual email will be deleted.

Data Destruction

When the retention timeframe expires, we will actively destroy the data covered by this policy. Exceptions will only be made where there is a written application which has been given consideration by the company Data Protection Officer. Destruction will be verified by our IT contractors where it is soft copy information and certified by our shredding company where it is hard copy information. A database of deleted data subjects is kept which will contain only the bare minimum of data in order to verify the identification of that individual and that date of destruction will be kept enabling confirmation in the event of a Data Subject Access Request.

Responsibilities**Compliance, monitoring and review**

The Data Protection Advisor has the overall responsibility for ensuring compliance with the requirements of the related legislation. All staff that deal with personal data are responsible for processing this data in full compliance with our relevant policies and procedures.

Reporting in case of a data breach

In the case of possible data breach, the staff member(s) who first identifies the breach or incident, must immediately report all details of the incident to the Data Protection Advisor.

The Data Protection Advisor is required to report a personal data breach to the competent Data Protection Authority not later than 72 hours after becoming aware of it. The notification must include at least:

- a description of the nature of the breach, including, where possible, the categories and approximate number of data subjects and personal data records concerned.
- the name and contact details of the relevant Data Protection Officer or contact point.
- the likely consequences of the data breach; and
- measures taken or proposed by the controller to address the breach and/or mitigate its effects.

Where a personal data breach is likely to result in a high risk to the rights and freedoms of a data subject, the Data Protection Officer must communicate the breach to the data subject(s) without undue delay. The communication must describe in clear and plain language, the nature of the breach and at least:

- the name and contact details of the relevant Data Protection Officer or contact point.
- the likely consequences of the data breach; and

- measures taken or proposed by the controller to address the breach and/or mitigate its effects.

Records management

Staff must maintain all records relevant to administering this policy and procedure in electronic form in the company Administration Management System. All records relevant to administering this policy and procedure will be maintained for a period of 5 years.

Terms And Definitions Relevant to this Policy:

General Data Protection Regulation (GDPR): the General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679) is a regulation by which the European Parliament, the Council of the European Union and the European Commission intend to strengthen and unify data protection for all individuals within the European Union (EU). It also addresses the export of personal data outside the EU.

Data Controller: the entity that determines the purposes, conditions and means of the processing of personal data

Data Protection Officer (DPO): an expert on data privacy who works independently to ensure that an entity is adhering to the policies and procedures set forth in the GDPR

Data Subject: a natural person whose personal data is processed by a controller or processor

Data Processor: means any person or third party (e.g., supplier) who is appointed by An Cosán to view, assess or otherwise use personal data.

Automated Data: means any data that is stored electronically

Personal Data: means any data which relates to a living individual who can be identified from that data (e.g., an individual's name, address, mobile phone number, or PPS number). Some types of Personal Data may be classified as **sensitive** (e.g., an individual's racial or ethnic background, health information, political opinions, sexual orientation, religious beliefs, or [alleged] commission of a crime and subsequent proceedings) and thus require a higher level of protection. An Cosán endeavours not to collect or process sensitive personal data, to the best of its ability, and to disclose it only with the explicit permission of the Data Subject or when legally obligated.

*Please note that additional conditions are required to be met for the processing of sensitive personal data to be legitimate and this will usually require the explicit consent of the person about whom the data relates

Processing: any operation performed on personal data, whether or not by automated means, including collection, use, recording, etc.

Data Backup: data copied to a second location, solely for the purpose of safe keeping of that data

Data Encryption: the process of encoding data with an algorithm so that it is unintelligible and secure without the key. Used to protect data during transmission or while stored.

	<p>Data Encryption Key: an alphanumeric series of characters that enables data to be encrypted and decrypted.</p>
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF801 (h): Records & Data Retention Schedule

Document Title	Records & Data Retention Schedule		QA Code	QAF801 (h)
Version Number	2	Name of Creator	GDPR Advisor	
Date Created	August 2022	Review Date:	September 2022	
Description of Changes	Amended Learner data Retention		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Under the Data Protection Act 2018 controllers of personal data must ensure that the personal data of individuals is only retained for as long as is necessary and for the purposes for which they were collected. Section 71 (7) (b) of the Data Protection Act 2018 requires controllers of personal data carry out periodic reviews of the need for the retention of that data. Retention periods are governed by a variety of factors, including but not limited to legislation, contract and best practice. Some records may be initially retained for a set period after which they may be either archived or destroyed. Records retention schedules provide a framework within which retention periods can be set and reviewed for individual classes of data.

In order to comply with its legislative obligations, An Cosán has devised the following records retention schedules which comprehend both personal and non-personal data. These are provided for the benefit of both the owners and managers of records and individual data subjects.

These schedules will be reviewed periodically in light of experience and legal or other relevant indications.

Governance and Administration Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Business Development Plans	Retain indefinitely	Aligns with administrative record retention in other areas Review retention as needed	Appropriate filing/archiving
Management System Procedures	Retain current until superseded	Aligns with administrative record retention in other areas Review retention as needed	Appropriate filing/archiving

Business Operating Procedures	Retain current until superseded	Aligns with administrative record retention in other areas Review retention as needed	Appropriate filing/archiving
Quality Assurance Policies and Procedures	Retain current until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Records of Board of Management, Quality Assurance Committee and Programme Development Committee Meetings e.g., agenda, minutes, documents relating to agenda items, voting records	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Records of Team Meetings which may contain learner details	Retain for 7 years after actions completed	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding/secure deletion of electronic records
Risk Register	Retain current until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding/secure deletion of electronic records
Organizational Structure	Retain current until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Circulars, memos re policy matters	Retain until policy to which they relate is superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving

Projections and statistical analyses	Retain for 7 years	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding/secure deletion of electronic records
General (non-HR) written Allegations/Complaints: records received/created as a result of investigating allegations/complaints	Retain for 7 years after resolution of complaint or from date of last correspondence	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding/secure deletion of electronic records
General (non-HR) written Allegations / Complaints: records received/created as a result of investigating allegations/complaints - significant cases which set precedents or result in changes to An Cosán provision of education or services	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Handwritten notes taken by recording secretary present at meetings	Retain until minutes have been agreed	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding
Routine administration records	Retain for current year, or until they cease to be of administrative use	Aligns with administrative record retention in other areas. Review retention as needed	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
General correspondence, including emails <i>(Where content of an email and/or its attachment(s) fall under another specific class of record in this Records Retention Schedule, it should be handled, retained, and disposed of appropriately as set out in in the relevant section of the Schedule)</i>	Retain for current year, or until they cease to be of administrative use	Aligns with administrative record retention in other areas. Review retention as needed	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
QQI Audit Reports	Retain indefinitely	Aligns with administrative record retention in other	Appropriate filing/archiving

		areas. Review retention as needed	
Quality Assurance Manual, Quality Reports, Quality Assurance Peer Reviews	Retain until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Training schedules	Retain until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
External liaison – e.g., correspondence with accreditation bodies	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Records of awards	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Legal cases, advice, and any correspondence	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Copyright records/trademark registrations	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Documentation relating to the disclosure status of records under FOI	7 years after the record is opened	Allows reasonable duration for FOI requests etc. In case of potential litigation, retain relevant extract in case file.	Confidential shredding/secure deletion of electronic records

		Review retention as needed. Review retention as needed	
Internal publications	When superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving

Learner & Assessment Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Learner Records			
Basic Student Registration details (electronic version)	Year of Graduation +3 years	No basis to retain indefinitely, review retention annually at end of academic year/as needed. In case of potential litigation, retain relevant extract in case file.	Secure deletion of electronic records
Records of Successful Applicants	Retain for duration of studies plus 1 year	Details moved to LMS and will be review retention annually at end of academic year/as needed. In case of potential litigation, retain relevant extract in case file.	Confidential shredding/secure deletion of electronic records
Records of Unsuccessful Applicants	12 months from year of application	No purpose for retention beyond 12 months. Review	Confidential shredding/secure deletion of electronic records

		retention annually at end of academic year/as needed	
Learner records including: Documentation relating to all applications for student assistance fund, personal details, financial income & expenditure details	10 Years or Year of graduation plus 7 years, whichever comes first	Information will be held on LMS and reviewed annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Waive of Fee application	Application details held for duration of the programme or reasonable duration of study period. Fee approval record held for 10 Years or Year of graduation plus 7 years, whichever comes first	Review retained data annually at end of academic year/as needed – held Taxes Acts, statute of limitations on contractual debt	Confidential shredding/secure deletion of electronic records
Correspondence with learners	Retain for duration of studies plus 1 year	Transfer any relevant data to LMS - Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Change of Name/Address Record	Duration of study or 3 year whichever is longer	Transfer any relevant data to LMS - Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Medical Cert/Absence record	1 academic year	Only retain most recent updated version. Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Learner discipline records – Minor Offences	Duration of study	Review retention annually at end of academic year/as needed – retain until graduation only if	Confidential shredding/secure deletion of electronic records

		relevant to pattern of behaviour	
Learner discipline records – Major Offences	Duration of study plus 7 years if the major offence is a matter of public importance, it may be necessary to keep these records for longer.	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Garda Vetting records for successful applicants	Retain record of outcome for duration of studies plus 1 year	Transfer outcome to LMS - Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Module Exemption Applications Register	Year of Graduation +3 years	Transfer outcome to LMS - Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Module Exemption Application Forms	Year of Graduation +3 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Learner Complaint Records	Depends on the nature of the complaint – Serious Complaints – Retain Indefinitely Minor Complaints – 7 years or Year of Graduation +3 years, whichever is longer	This gives ample time for learners to take action if they wish - Learners will have 6 years in which to take a claim, and 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Assessment & Examination Records			
Examination papers and related records i.e., recommended marking scheme, sample answers, where relevant. Records which contribute	6 months after exam board/QQI submission -	Where there are no appeals or disciplinary procedures,	Confidential shredding/secure deletion of electronic records

towards module grade, and which have not been returned to learners: e.g., examination scripts, assignments, projects, portfolios, skills demonstrations video/photographic evidence and written reflections, learner records	except where appeal or disciplinary process ongoing. In the case of programmes falling under professional or regulatory body approval, student material may be retained up to next date of panel visit.	review retained data following panel visit/as needed	
Assessments which undergo appeals procedure	2 years after the appeal unless litigation proceedings ensued, in which case retain for 7 years	This gives ample time for learners to take action if they wish - Learners will have 6 years in which to take a claim, and 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Internal verification reports	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
External authentication reports and all correspondence	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Results approval panel meeting minutes	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Tutor monitoring reports	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Internal Verifier cross-moderation forms	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records

Records of module grades	Duration of course plus 1 Year	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Exam Results – Broadsheets	Retain indefinitely	Review as needed	Appropriate filing/archiving
Applications to Progress and Carry or Repeat and Attend	Duration of study plus one year	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Programme development/accreditation records and reports	Retain indefinitely	Review as needed	Appropriate filing/archiving
Re-engagement records and reports	Retain indefinitely	Review as needed	Appropriate filing/archiving

Finance Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Accounts payable – batches of invoices; tax clearance certificates	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Accounts receivable – debtors ledgers; income listings; income control accounts; receipts reconciliation	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Bank records – paid cheques; bank reconciliation; bank statements	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Financial statements – annual financial statements; final budget reports	Retain indefinitely in original form	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving
Asset register	Retain indefinitely in original form	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving

Agreements – Rental; Lease; Use; Occupancy	Retain indefinitely	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving
Audit reports/records	Retain indefinitely in original form	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving
Internal financial policies, accounting standards, procedures	Retain until superseded	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Expenses/Travel claims forms, all supporting receipts	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Credit card statements	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Customer payment information, e.g., debit card details	Destroy immediately	Legislative requirement (Companies Acts, Taxes Acts)	Not recorded or stored
Receipt books	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
General correspondence	Retain for current year, or until they have ceased to be of administrative use	Legislative requirement (Companies Acts, Taxes Acts)	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records

Contracts for services	Following completion of contract, retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
Employee pension information	Retain indefinitely	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving
Payroll – Pay-sheets, authorisation to deduct tax details of staff, appointment details, pay slips	Retain on personnel file for duration of employment and for 5 years after last pension payment	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records

Human Resources Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Employment & Career			
Recruitment - Vacancy notification, Advertisement copies, Job description, Selection criteria	18 months from close of competition	12 months from close of competition + 6 months in case of Equality Tribunal	Appropriate filing/archiving

		claim. Review retention as needed against probability of legal action.	
Applications and CVs of candidates not qualified or short listed for interview; Applications and CVs of candidates shortlisted for interview but who do not attend; Applications and CVs of candidates shortlisted and who attended interview but who are not successful or who are successful but do not accept offer	18 months from close of competition	12 months from close of competition + 6 months in case of Equality Tribunal claim. Review retention as needed against probability of legal action	Confidential shredding/secure deletion of electronic records
Interview Board marking sheet, Interview Board notes, and recommendation by Interview Board	18 months from close of competition	12 months from close of competition + 6 months in case of Equality Tribunal claim. Review retention as needed against probability of legal action	Confidential shredding/secure deletion of electronic records
Personnel Files - May include such records as: Personal contact details Application form/CV/cover letter Contract of employment (Offer of appointment, Date appointed) Evidence of education qualifications References Questionnaire on Criminal Offences Probation forms Salary Completion of mandatory training (where relevant)	Until age 100	Retained as part of staff personnel file in case of litigation or queries during period of employment. In case of litigation/criminal investigation, retain relevant extract in case file. Review retention as needed against probability of legal action	Confidential shredding/secure deletion of electronic records

Termination notices Training and development records Safety Training Records Leave records relating to: Sick Leave, Shorter-working year/Term-time, Job-share scheme, Part-time Working records, Parental leave, Adoptive Leave, Maternity Leave, Force Majeure, Jury Leave, Bereavement Leave			
Annual Leave	Retain for 7 years	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Discipline records - Records relating to disciplinary actions taken against employees e.g., warnings, suspensions recorded, or copy warnings placed on an employee's personnel record etc.	Retain for 7 years	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
HR Allegations and Complaints – Written Allegations/Complaints: records received/created as a result of investigating allegations/complaints	Retain for 7 years	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Written Allegations and Complaints: records received/created as a result of investigating allegations/complaints – significant cases which set precedents or result in changes to An Cosán Provision of education or Services	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving
Safety policies	Retain until superseded	Review annually/as needed	Confidential shredding/secure deletion of electronic records
Safety Training Records	Retain on personnel file for duration of employment plus 2 years	Review annually/as needed	Confidential shredding/secure deletion of electronic records

Risk Assessments Records	Retain for 7 years after superseded or after activity ceases, whichever relevant	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Incident Reports	Retain for 7 years after date of incident	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Safety audits, investigations, and safety evaluation records where cases result in significant changes to policy	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving
Third Party recommendations e.g., Labour Court, Equality Tribunal, Labour Relations Commissions etc.	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving
Individual industrial relations issues	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving
Claims records (e.g., correspondence, status records etc.)	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving

Complaint Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Case Records			
Policy statements	When superseded	Review annually/as needed	Appropriate filing/archiving
System handbook/guide	When superseded	Review annually/as needed	Appropriate filing/archiving
Minutes of meetings of Complaints Committee, Service Standards Team and others	7 years	This gives ample time to take action if they	Confidential shredding/secure deletion of electronic records

		wish - 6 years in which to take a claim, and 1 year for proceedings to be served	
Surveys	3 years	Review annually/as needed	Appropriate filing/archiving
Enquiries	3 years	Review annually/as needed	Confidential shredding/secure deletion of electronic records
Investigations	7 years	This gives ample time to take action if they wish - 6 years in which to take a claim, and 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Statistical reports	7 years	For historical context and precedent	Appropriate filing/archiving
Reports on particular complaints or on categories of complaints	7 years	This gives ample time to take action if they wish - 6 years in which to take a claim, and 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Precedents	Review after ten years	Review annually/as needed	Appropriate filing/archiving
Register of complaints	Ten years	Review annually/as needed	Confidential shredding/secure deletion of electronic records
Reviews		Review annually/as needed	

Correspondence and papers	Date of correspondence + 7 years	Legal Requirement. In case of litigation/criminal investigation, retain relevant extract in case file. Review retention as needed	Confidential shredding/secure deletion of electronic records
Reports	Date of correspondence + 7 years	Legal Requirement. In case of litigation/criminal investigation, retain relevant extract in case file. Review retention as needed	Confidential shredding/secure deletion of electronic records
Accident & Incident forms	10 Years	6 years in which to take a claim against the ETB, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records Or Do n destroy

Approved By:

QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF802: Email Policy

Policy Title	An Cosán Email Policy	QA Code	QAF802
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	An Cosán Email Policy
Policy Statement	<p>Electronic mail enables An Cosán staff to communicate promptly and efficiently with colleagues internally within the organisation and enables a prompt and efficient service from An Cosán to its clients / customers / suppliers. E-mail can also be used to communicate with other individuals and organisations, with whom An Cosán staff interact in the course of their day-to-day work.</p> <p>Every employee has a responsibility to maintain the company's image, to use these electronic resources in a productive manner and to avoid placing the company at risk for legal liability based on their use.</p>
Scope	The purpose of this policy is to define the way in which electronic communications are managed in An Cosán, and the rights and responsibilities of Managers and employees.
Policy Implementation	<p><u>Use of E-mail</u></p> <ol style="list-style-type: none"> 1. E-mail is a personal computerised and efficient communication system, which enables the sending and receiving of messages between staff and between An Cosán and its clients / customers / suppliers. Documents and materials can be attached to E-mails, and this can effectively bypass typewritten documents, faxes and the need to post documents. There are, however, risks attached to the sending of E-mails, and they are: 2. Your message may go to persons other than the intended recipient and if confidential or commercially sensitive, this could be damaging to An Cosán and / or its clients. 3. E-mail messages can carry computer viruses, which are particularly dangerous to An Cosán and its clients' computer operations generally. 4. Letters, files and other documents attached to E-mails may belong to others and there may be copyright implications in sending or receiving them without permission. This includes multimedia products, images, sound and video. 5. E-mail is speedy and, as such, messages written in haste or written carelessly are sent simultaneously and without the opportunity to check or rephrase. This could give rise to legal liability on An Cosán's and / or its clients' part such as claims for defamation, etc. 6. An E-mail message may legally bind An Cosán contractually in certain instances without the proper authority being obtained internally. 7. It should be remembered that all personal data contained in E-mails may be accessible under Data Protection legislation and, furthermore, a substantial

portion of E-mails to Government and other public bodies may be accessible under Freedom of Information legislation.

8. E-mails should be regarded as potentially public information, which carry a heightened risk of legal liability for the sender, the recipient and the organisations for whom they work.

Rules for E-mail use

A great percentage of our work is E-mail based, which forms part of our files. In order to avoid or reduce the risks inherent in the use of E-mail within An Cosán, the following rules are necessary and applicable to all employees: -

- 1) E-mail messages must be appropriate and professional and must reflect An Cosán's image and reputation.
- 2) Emails should be filed in the appropriate file and then deleted from your Inbox.
- 3) E-mail is to be used for the purpose of furthering the aims and policies of An Cosán and as part of the normal execution of staff's job responsibilities. E-mail should predominantly be used for organisational related communications. Particular care should be taken when sending confidential or commercially sensitive information. If in doubt, please consult your Manager. The sending of personal emails should be limited. An Cosán accepts that email will be used for personal reasons but expects that it will be reasonable and minimal in extent and must not include attachments.
- 4) Great care should also be taken when attaching documents as the ease with which employees can download files from the Internet or 'cut and paste' materials from electronic sources increases the risks of infringement of the rights of others particularly the intellectual property and other proprietary rights. Also attaching documents may give rise to the release of information not intended, hence the importance of vetting attachments. Again, if in doubt please consult your manager.
- 5) Extra caution needs to be taken with E-mail messages in respect of any disparaging remarks that may be contained therein. An E-mail should be regarded as a written formal letter, the recipients of which may be much wider than the sender intended, hence any defamatory or careless remarks can have very serious consequences as can any indirect innuendo. The use of indecent, obscene, discriminatory, sexist, racist or other inappropriate remarks whether in written form, in cartoon form or otherwise is not permitted and staff found guilty of such behaviour will be subject to the company disciplinary action up to and including summary dismissal. Using upper case letters (referred to as flaming) in an email is tantamount to shouting and is considered to be rude in an internet context, hence should not be occurring.
- 6) Staff may not subscribe to electronic services or other contracts on behalf of An Cosán unless you have the express authority to do so. Authority for subscriptions including electronic subscriptions such as these rest with your manager, and unless you are one of those delegated persons you have no authority to enter into any binding commitment on An Cosán via the E-mail or the internet. An Cosán employs a SPAM filtering system which reduces this

type of email significantly. Inadvertent subscriptions may occur, and these should be brought to the attention of your manager.

- 7) If you receive any offensive, unpleasant, harassing, discriminatory or intimidating messages via E-mail you are requested to bring it to the attention of your manager. It is important that we trace such E-mails as quickly as possible. These mails must be deleted after its origin has been traced and must not be forwarded on to others. If a staff member from An Cosán sends any offensive, unpleasant, harassing, discriminatory or intimidating messages via E-mail, they will be subject to investigation under An Cosán's bullying and harassment policy and may be subject to disciplinary action. All incidences will be treated seriously.
- 8) Any important or potentially contentious communication, which you have received through E-mail, should be printed and a hard copy kept (e.g., contract agreements etc.). Where important to do so you should obtain confirmation that the recipient has received your E-mail.
- 9) Authorised documents prepared by An Cosán for customers/clients/users of our services may be attached via the E-mail. However, excerpts from reports other than our own if substantial may be in breach of copyright. The author's consent ought to be obtained where the information has been taken out of its original context - if in doubt consult your manager.
- 10) Chain mails, if received, must be deleted immediately and not forwarded on to others. A user's address that has become contaminated by SPAM can be altered slightly to deflect unwanted mail. However, when circulating the modified address to approved interlocutors, the user should inform them to use the address appropriately, otherwise, the new address will soon become contaminated.
- 11) Receiving jokes, junk, chain letters etc. has the potential to collect the contents of one's address book and feed it back to where it may be used to perpetrate fraud. The user has the obligation not to participate in such activity as they may unwittingly compromise their own and their colleagues email addresses.

Monitoring of E-mail

E-mail is a corporate asset and is a critical component of our communications system. The e-mail system is provided by An Cosán for employees to facilitate the performance of organisational work. The contents of all electronic communications using Company equipment and resources may be periodically audited and may be used in any investigations undertaken by or on behalf of the Company. This will be at the request of management or internal or external auditors. Even when a message is erased it is still possible to retrieve and read that message.

Abuse and disciplinary procedure

Any employee found to be abusing the company electronic communication system, including E-mail and Internet use, or not operating in line with this policy, may be subject to the company disciplinary action up to and including summary dismissal. This includes any attempt to circumvent system security, including firewalls, put in

	place to protect the company. All employees must immediately report any suspicion or evidence of abuse.
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Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF803: Internet & PC Policy

Policy Title	An Cosán Internet & PC Policy	QA Code	QAF803
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Internet & PC Policy- permissible use and breaches of policy.
Policy Statement	
Policy Implementation	<p><u>Internet and PC Rules</u> An Cosán’s internet connections are intended for activities that either support An Cosán’s business or the professional development of employees (subject to Manager’s approval). Web surfing unrelated to these activities (including accessing chat rooms and bulletin boards) is strictly forbidden. Staff members whom in the opinion of management have abused this will be subject to the Company’s disciplinary procedures.</p> <ol style="list-style-type: none"> 1) All employees have a unique username and password for their pc. The username is provided by An Cosán; however, you are responsible for the security of your password. You must not disclose your password to any other person, attempt to discover the password of any other person, or use any computer system or transaction for which you have not been granted authority of for any purpose other than that authorised. You are required to register your password(s) with your manager to enable him/her, during any planned/unplanned absences, to recover relevant information from your PC if required. 2) You will be given access as appropriate to data on the company shared drive. 3) No unauthorised software is to be loaded onto company pc’s for security and licensing purposes. 4) Employees using home pcs to carry out work related to An Cosán should ensure that they have virus protection and firewalls. No organisational information should be stored on home pcs. 5) Internet usage is monitored on a systematic basis by the organisation through its IT Provider. 6) Where accidental access to an inappropriate site has occurred, the staff member should note down the address of the site and inform their manager. 7) The accessing, downloading, or sending of any indecent, obscene, pornographic, sexist, racist or defamatory or other inappropriate materials as

well as the circulation of such materials will mean staff will be subject to the company disciplinary action up to and including summary dismissal. This rule will be strictly enforced and is viewed as very serious with potential criminal liabilities arising there from. The Gardaí or other appropriate authority will be informed where appropriate.

- 8) Staff are not permitted to copy material onto company computers, from company computers or to use company computers for the purposes of copying materials.
- 9) Organisational data is the property of the organisation and may not be copied or transmitted to third parties apart from where the transmission of such data is part of an employee's job or with express permission of the organisation. No Organisational data may be taken by an employee either whilst in the organisation's employment or when an employee leaves the Organisation.
- 10) Attaching devices to the company's equipment, including memory sticks, camera's, iPod, DVD copiers etc is not permitted without prior company approval.

Summary

The Internet should not be used for

- Personal use.
- Personal gain or profit.
- To post or download messages that contain political views or inappropriate, obscene, inflammatory, intimidatory, discriminatory, harassing, defamatory, disruptive or otherwise offensive language and anything that will reflect poorly on An Cosán and/or its service user's name and professional reputation.
- To advertise or otherwise support unauthorised or illegal activities.
- To provide lists or information about An Cosán employees to others and / or to send classified information without approval.
- Any purpose that will interfere with job responsibilities. This includes spending unreasonable and unwarranted time on the internet.
- Infringement - Breach of Internet Rules
- Any breaches of these rules will be treated seriously and could result in disciplinary action up to and including summary dismissal.

Staff should note that there is no right to privacy on the company's equipment. Consequently, no employee should store any material that they consider personal or private.

Social Media

Social networking and social media are communication tools which can have significant impact on organisational and professional reputations. Examples of social media may include blogs, twitter, Facebook, linked in, YouTube, wikis etc. Employees are personally responsible for the content they publish online.

Personal usage of social media

You must not disclose your Organisation's name or details on your own personal social media platform. Your work e-mail address should not be used as your primary means of identification on your personal social media platform. The Organisation

	<p>may impose the disciplinary process up to and including dismissal for posting inappropriate material, on social networking sites in</p>
	<p>circumstances where the posts breach confidentiality, internal policy or bring the organisation into disrepute.</p> <p>Respect your audience. Employees should refrain from engaging in the use of inappropriate slurs and personal insults referring to work colleagues, clients and/or the Organisation, as this may lead to disciplinary action.</p> <p>The Organisation’s IT equipment, where provided, should not be used for personal purposes. The use of social media for personal purposes is prohibited on the Organisation’s systems.</p> <p><u>Using social media for work purposes</u></p> <p>Any contact details or business information acquired and maintained on the organisation’s systems remains the property of the Organisation. This includes any uploaded information (including personal contacts) brought by an Employee from a previous employment.</p> <p>Where it is a requirement as part of your role to engage in social media, the following guidelines must be adhered to:</p> <ol style="list-style-type: none"> 1. Respect copyright, fair use and data protection 2. Do not provide the Organisation or another’s confidential or other proprietary information and never discuss the Organisation’s business performance or other sensitive matters publicly. 3. Do not cite or reference clients, partners or suppliers without their approval. When you do make a reference, link back to the source. Don’t publish anything that might allow inferences to be drawn which could embarrass or damage a client. 4. Refrain from the inappropriate use of ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the workplace. Employees should also show proper consideration for others’ privacy and for topics that may be considered objectionable or inflammatory. 5. Refrain from using the Organisation’s logos or trademarks unless approved to do so. 6. Do not post material that could be deemed to be threatening, harassing, illegal, obscene, defamatory, slanderous or hostile towards an individual or entity 7. Ensure that the content you are posting is accurate and reviewed for grammatical and spelling errors.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

Section 9: Public Information and Communication

QAF901: Communications Policy and Procedure

Policy Title	Communication Policy and Procedure		QA Code	QAF901
Version Number	1	Name of Creator	Sam Whelan-Curtin / Communications Consultant	
Date Created	15 April 2021	Review Date:	5 October 2022	
Description of Changes	Several updates made, including adding our most recent promotional materials		Reason for Changes	Annual Review

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7. Involving our stakeholders in planning, decision-making and review processes
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Introduction

An Cosán believes in upholding the highest standards and principles in relation to how we communicate with and about our stakeholders, to ensure their dignity and to treat them with respect, fairness and justice. All material we produce and communicate across all our channels, embraces these principles, and we hold ourselves to the highest ethical standards in relation to accuracy, consent, fair representation, and dignity.

An Cosán prides itself on being open and transparent in all its dealings in order to ensure that we build and maintain the confidence of our stakeholders. Identifying all stakeholders and having a plan in place to ensure we communicate with them fully is an important function of our good governance.

We have taken steps to ensure excellent communication processes and procedures by:

1. Identifying who communicates on behalf of An Cosán
2. Identifying target audience/stakeholders
3. Stating communications objectives

4. Identifying key messages to consider
5. Defining ways to communicate
6. Identifying how our stakeholders can communicate with us
7. Involving our stakeholders in planning, decision-making and review processes
8. Communications with/about people under 18 or adults who are vulnerable
9. Having a complaints policy and procedure
10. Knowing how to communicate in a crisis
11. Social media
12. Copyright

1. Identifying who communicates on behalf of An Cosán

The CEO is the main spokesperson for An Cosán. The CEO may delegate some of these duties to other employees or charity trustees and will ensure that everyone is clear about what these duties are, what the core messages are, and what they are or are not able to say on behalf of An Cosán.

All individuals communicating on behalf of An Cosán need to be able to do so in a manner which is informed and reflects well on us, and this is informed by staff and stakeholder communication training.

2. Identifying target audience/stakeholders

An Cosán' stakeholders are any individuals or groups of people who have a legitimate interest in the work of the charity. Identifying who they are is very important before An Cosán considers how we might communicate with them and how they might communicate with us. An Cosán's broad range of stakeholders includes:

- Current, potential and past learners in adult education programmes
- Children, parents and families in Early Years services
- Community and collaborative partners
- Funders and supporters
- Government and policymakers
- Staff, Board and volunteers of An Cosán
- The general public

3. Stating communications objectives

- Improving communications with all stakeholders
- Raising awareness of An Cosán and what it does
- Increasing transparency and ensuring greater accountability of the charity
- Ensuring that all stakeholders can communicate easily with An Cosán

4. Identifying key messages to consider

It is important that our message is clear, appropriate and relevant to our audience. Stakeholders should understand what we do, how we do it and know our objectives and values. Our legal status and governing form should be clear as well as our sources of funding. We also highlight the impact and difference we make to our stakeholders. Key messages are considered within our Communications Strategy.

5. Defining ways to communicate

When considering which way to communicate with a particular stakeholder, An Cosán thinks about who they are, where they are and what might be the best way to communicate with them. There are advantages and disadvantages to using different channels of communication with different stakeholders and we give careful consideration to this, taking into account our objectives and the resources available to us.

Communication tools are a very important method to communicate with stakeholders and include the following:

Communication Tools and Channels	Description
Direct Email communications	Our team communicate with learners and prospective learners and provide up to date information in relation to course enquiries and other information as required.
An Cosán Website	Learners can find out about our full range of courses and programmes , can download An Cosán's Adult Education Calendar and An Cosán's Brochure directly on our website. The website includes a contact form where learners can send enquiries on specific courses.
An Cosán Social Media Platforms	We encourage learners to keep in touch by following An Cosán on our social media channels on these links: Twitter Facebook LinkedIn YouTube Instagram
An Cosán's bi-monthly e-zine	Learners can view and subscribe to An Cosán's bi-monthly e-Zine "Pathways" .
An Cosán Promotional Materials and Reports	Includes Brochures, Programme Prospectus, Information Leaflets, Promotional Posters, Annual Reports, Research Reports. We ensure the RCN (Registered Charity Number) is available on all materials where possible.
External online platforms	We promote our work with other external online platforms (e.g., Qualifax website, South East Technological University website, Aontas, OneStepup.ie, EPAL Platform, Activelink, Courses.ie, nightcourses.com, Careersportal.com).
Community Partner Network and wider Stakeholders	An Cosán's Community Partner Network comprises of community education organisations around Ireland with whom we provide access to online programmes. These centres or hubs provide a space where learners can access the technology they need and create peer-learning communities. We are continually expanding our reach and delivery of our adult community education programmes for marginalised communities with a total of 220+ Community Partners now.
Direct Contact with Team	Full contact details are included on all materials and communications. For More Information To register or receive further information on any of our Programmes, please contact

	<p>our team on: Tel: 01 - 462 8488 Email: courses@ancosan.ie Visit our website: www.ancosan.ie</p> <p>All enquiries received via phone, email and this online form are logged onto a Courses Enquiries Master sheet. All enquiries are then forwarded to the relevant Administrator for follow up. An Administrator has responsibility for all general enquires from learners in both Access and Further Education Programmes and Higher Education Programmes.</p>
Open Day Information Sessions	<p>We host weekly online information sessions every Friday at 11am. These provide an accessible open space for learners to meet members of the team, other learners and find out about our full range of courses and programmes across all levels, the supports available, learner progression paths and employability options. They are given space to ask questions in a friendly and welcoming space. We encourage discussion about the challenges and barriers that can prevent learners from accessing education e.g., access to technology, digital literacy, funding and explain ways we can help them to overcome these barriers. Following the Open Day, Learners receive an Applicant Support Pack which includes the Introduction Presentation outlining An Cosán, our programmes, and the application process.</p>
Outreach	<p>An Cosán Events: The general public is invited to events hosted by An Cosán e.g., public meetings, workshops, training sessions, online webinars, Community Partner Forum Events.</p> <p>Third Party Partner Events: An Cosán staff attend conferences, exhibitions, community workshops and events where we regularly host a stand to showcase our work e.g., Aontas Annual Conference, Social Enterprise Annual Conference.</p>
Publication of Quality Assurance Evaluation Reports	<p>Key, formal, provider-owned, quality evaluations result in the production of a written report and, where appropriate, a quality improvement plan is published in pdf format on the An Cosán website as soon as practicable after the evaluation event and made easily accessible.</p>

6. Identifying how our stakeholders can communicate with us

Our stakeholders communicate with us directly through face-to-face and digital communication with our staff, through offline and online workshops and open days, through events we hold, through classes and in our centres. Also, via our website and social media. We develop ongoing relationships with our stakeholders and are cognisant of storing information confidentially under Government guidelines. Our contact details are available on all media.

Stakeholders communicate in a variety of ways and again we are cognisant of GDPR when storing data. We endeavor to communicate openly with all stakeholders and members of the public enquiring about our work.

7. Involving our stakeholders in planning, decision-making and review processes

An Cosán considers if and how we involve our stakeholders in our planning, decision-making and review processes. This involvement is regular and integrated on all levels in the organisation, from Board to management to programme delivery.

Examples of such activities in which we involve stakeholders are:

- Multi-annual strategy: Consult with stakeholders as part of review and planning process
- Service improvement: Ongoing stakeholder feedback to inform programme review and design

Very often, stakeholders come from different backgrounds and so they look at issues from differing perspectives. This provides valuable input to allow us to maximize the impact of our work.

8. Communications with/about people under 18 or adults who are vulnerable

We uphold the highest standards of safeguarding in relation to those under 18 and/or vulnerable adults.

All media, including or portraying children or vulnerable adults, will adhere to the following:

- We will have fully explained the ways in which their image will be used, and we will have full consent from both the individual and, if under 18, their parent/guardian
- We will not misrepresent, misidentify or attempt to inaccurately portray any individual or their circumstances. In certain circumstances, we may use stock imagery or composite stories, but this will be indicated
- Individuals have the right to withdraw their consent and seek the removal of their image at any time
- Learner Ambassadors who have accepted a place on our Media Panel will be offered media training at least once a year to give them the skills and confidence required to speak to media

Communication aimed at those under 18 and/or vulnerable adults will be held to our safeguarding standards and will be age/circumstance appropriate, provide clear context, and be for the purposes of informing and supporting.

9. Having a complaints policy and procedure

An Cosán does our utmost to work as effectively with our stakeholders as possible. However, there are times when stakeholders may be unhappy with some aspect of our work, and they may wish to make a complaint. This is seen as constructive feedback and something that An Cosán encourages and wants to hear about. For this reason, An Cosán facilitates the making of a complaint, if appropriate, so that it can be done easily and responded to efficiently.

An Cosán will have complaints form available that is easily accessed for partners with whom we are engaged. The complaints form will request the following information:

- What is the person concerned about?
- Who was involved?
- What happened and when?
- Has the person done anything else to resolve the matter?
- What does the person want to happen now?
- Is there any extra information and/or copies of other relevant documents that the person could attach to their written complaint that would help the charity to deal with it?

The form will also set out the process that the charity has in place for dealing with complaints.

10. **Knowing how to communicate in a crisis**

An Cosán understand a crisis to be any situation concerning An Cosán that is threatening or could threaten to harm people or property, seriously interrupt the work of the charity, significantly damage the charity's reputation and/or negatively impact the financial viability of the charity.

Examples of a crisis would be:

- financial wrongdoing
- inappropriate behaviour on the part of an employee or a volunteer
- a scandal involving a member of the Board
- a child safeguarding issue
- a sudden dramatic loss of funding as a result of a perceived problem
- or an investigation into An Cosán by a regulator or other public body e.g., on foot of a complaint.

An Cosán policy in mitigating risk due to crisis is to:

- Anticipate crises through our Risk Management Policy and Procedures
- The CEO and Chair of the Board are the key spokespeople to communicate at the time of a crisis (the choice between the two depends on what the crisis is and who is available at the time)
- These chosen spokespeople are effective communicators and participate in ongoing training to hone their skills in this area
- Establish who needs to be notified about the crisis
- Monitor if there is discussion in the public domain and decide whether or not to respond
- We will have in place basic holding statements that are ready to use if and when a crisis occurs and before we had a chance to formulate the charity's response.

11. **Social media**

An Cosán encourages participation by our partners and other stakeholders on our social media accounts. We welcome healthy debate and criticism and understand that the organisation's viewpoints may not correspond with all those who engage with us.

However, we note that we do not tolerate the following on our social media channels:

- Discriminatory, inappropriate, bullying or harmful language or any form of hate speech
- Comments that target individuals or the publication of any individual's personal details
- Comments that are intended as harmful to groups or organisations
- Encouragement of illegal actions
- Any posts that would violate our organisation policies on Child Protection, and any other key policies.

We moderate our social media channels regularly, and we will remove offending posts / seek their removal.

12. **Copyright**

An Cosán retains the copyright of images/materials collected by or on behalf of the organisation (including staff and external contractors). We recognise the copyright of images/material provided to us by external / third party organisations/individuals and will only use these in accordance with usage agreements.

Consent may be withdrawn by any individual at any time regarding the use of images / other materials that feature them.

13. Non-endorsement of products

An Cosán does not make endorsements of unaffiliated organisations, brands or products within our marketing, communications or instructional materials. While we may make reference and provide links to works and products from third parties, these are for the purpose of further information, review, and/or example and are not an endorsement of the subject in question.

14. An Cosán's brand and identity

The brand and identity of An Cosán is a reflection of our core values, messages, history and our purpose as an organisation. The name, brand materials (logo, tagline, imagery, etc.) and other assets affiliated with our brand are held in the highest regard and treated with integrity in presenting our organisation. Any use of our brand and identity in third party materials is subject to permission by An Cosán and must be sought in advance with approval of any final materials.

15. Logos and acknowledgments

An Cosán works with a wide range of partners in the delivery of our mission and goals, and we ensure the acknowledgement of them, as appropriate, in internal and external communications. Where appropriate, we include the logos of partners on materials, or alternatively include names and links where it is not possible to include a logo credit.

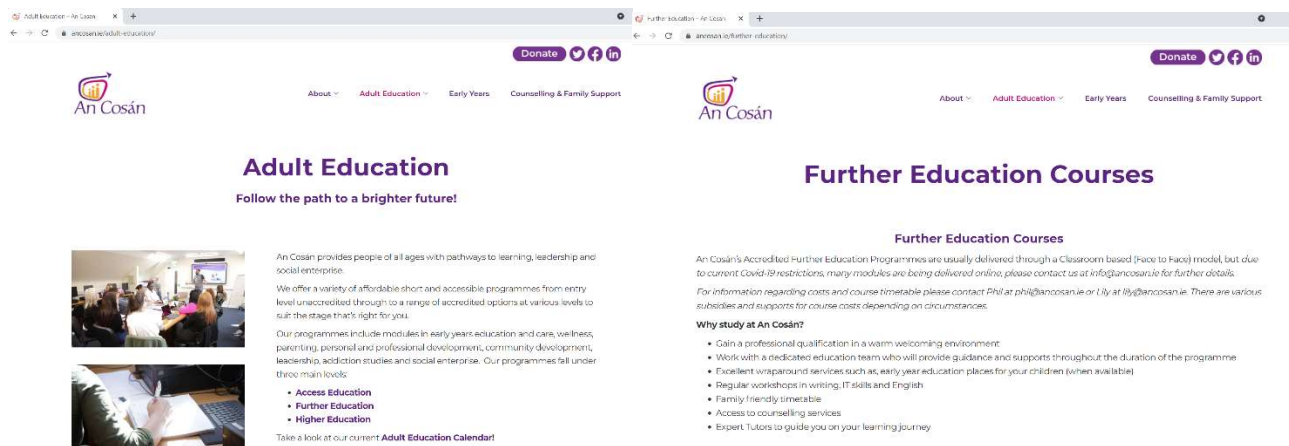
16. Use of Registered Charity Number on our materials

An Cosán is proud of its status as a charitable organisation and upholds the highest values in relation to the execution of governance, transparency and accountability required by this status. In accordance, we ensure the inclusion of our Registered Charity Number on all communication materials, where possible.

17. Examples of An Cosán's public information and communication channels

An Cosán communicates with our audience i.e., our learning community, supporters and other stakeholders through a number of communications channels. Examples are provided below:

An Cosán Website www.ancosan.ie



An Cosán E-zine

Learners and supporters can stay up to date with all the news from An Cosán by subscribing to our bi-monthly e-zine on this [link](#).



Dear Fiona

Did you hear one of our learners on RTE's Ryan Tubridy Show recently describing An Cosán as 'a diamond'?

Sarah Jane Deegan, who recently completed our six-week Return To Learning course, was expressing her gratitude for the way An Cosán is helping turn her life around after she fell through



There is a great deal of work to be done to achieve this target, given that one in two

An Cosán Social Media Platforms

An Cosán posts regularly on our social media channels on the following links:

[Twitter](#) | [Facebook](#) | [LinkedIn](#) | [YouTube](#) | [Instagram](#)

An Cosán Promotional Material

Brochure / Leaflet

LEARNER STORIES

"Attending classes at An Cosán has literally changed my life, I learned so much about myself and was able to overcome so many obstacles, so much so that I applied and have been accepted onto a course this year with a goal to return to work full time next year."

"Giving myself the time to learn new skills and meet new people was so beneficial, it was the best decision I ever made."

Suzin, Learner, Access Education



"With the support I've had from An Cosán, I know that I can achieve anything, I know my kids won't have the life that I had, I'm breaking that cycle now."

"The person I am now, I can fight for my community too, I'm going to make a change in this country."

Lauren, Learner, Further Education

"Studying at An Cosán has helped me to build my confidence, courage and empowered me to use my voice. It has offered me the unique opportunity to address some of the inequalities in my community."

"Empowered through education" is my experience with An Cosán"

Rosemary, Learner, Higher Education

STUDENT SUPPORTS

An Cosán provides a range of personal and educational supports, including child care, counselling/psychotherapy, one-to-one study support, IT skills development, career guidance and financial supports. All our therapists are fully qualified and accredited with IACP. A limited number of Bursaries and phased payment options are available for individual learners on a case by case basis.



EARLY YEARS

An Cosán's Early Years Education Centres offer programmes for children ranging in age from 3 months to 12 years, integrating the best practice of early childhood education with high quality care provision. The HighScope curriculum is used in all our early years' services, ensuring all children receive a high quality programme based on their interests and strengths.

An Cosán offers early years' education programmes in Tallaght, Whitehall and Cabra. We also reserve places for children – both in our early years and out of school – to support parents returning to education.

WITH SUPPORT FROM



ABOUT US

An Cosán's holistic, learner centered approach puts the learner at the heart of all we do. Our hospitality is integral to our ethos, providing 'a place of hearth and home' and recognises that learners' basic needs must be met, before they can excel in their studies. Everyone who comes through the door of An Cosán speaks of the warmth, welcome and visible spirit of care that is present.

An Cosán is here to help you succeed through our innovative model of Community Education. We provide people of all ages with pathways to learning, leadership and social enterprise. We offer a variety of affordable short programmes through to a range of options in Community, Further and Higher Education programmes, including early years' education and care, wellness, parenting, community development, leadership, addiction studies and social enterprise.

Our accredited programmes offer progression paths towards Certificate, Higher Certificate and BA Degree awards and all our Higher Education programmes are accredited through South East Technological University, our collaborative partner.

Our programmes aim to support you, the learner, to develop your own capacities and experience a sense of empowerment in your life and community. You can attend face-to-face classes in An Cosán Tallaght or access programmes through our blended online learning model from anywhere in Ireland. An Cosán is now working with 220+ community partner organisations across Ireland to bring our programmes and holistic approach to address barriers and challenges at a local level.

An Cosán, Kiltalown Village Centre,
Jobstown, Tallaght, Dublin 24, D24 R3PN.
Tel: 01 4628488 | Email: info@ancosan.ie
Website: www.ancosan.ie





An Cosán

Follow the path to a brighter future!



GUIDE TO CLASSES AND PROGRAMMES

2022 - 2023

OUR COURSES

ACCESS EDUCATION

FIRST STEPS BACK TO EDUCATION

- Adult Key Skills 1 - literacy, numeracy & digital skills
- Adult Key Skills 2 - literacy, numeracy & digital skills
- English for Speakers of Other Languages (ESOL)
- Irish
- University of the Third Age (USA)

HEALTH AND WELLBEING

- Personal Development
- Women and Wellness
- Wellbeing for Staying Well
- Mindful Movement

COMPUTERS AND TECHNOLOGY

- Return To Learning - digital skills & personal development
- Computers for the Terrified - basic computers & smartphone technology



DIGITAL INCLUSION FOR EDUCATORS

For community educators and trainers, we also run free online and face-to-face training workshops on our free digital inclusion tools.

- Digital Stepping Stones assessment tool
- Accenture Skills To Succeed Academy

You will learn how to use and embed our digital inclusion tools into your practice to empower and encourage staff and learners to develop their digital literacy skills.

To book a place on one of our Digital Inclusion training workshops, email digitalinclusion@ancosan.ie



HIGHER EDUCATION

HIGHER EDUCATION PROGRAMMES

MINOR AWARDS | 10 WEEK | NFQ LEVEL 6

- Learning to Learn at Third Level
- Citizenship and Social Action
- Community Leadership
- Group Work and Facilitation Skills
- Introduction to Sustainable Community Development
- Social Analysis
- The Nature and Context of Substance Use and Dependence
- Drug Prevention, Education and Awareness
- Community Development Practical Approaches
- Understanding and Managing Conflict in a Community Development Context
- Reflective Practice, Knowledge, Skills and Attitude
- Social Policy
- Equality and Diversity
- Leadership and Organisational Development
- Introduction to Counselling and Motivational Interviewing
- Approaches to Treatment and Rehabilitation
- Learning to Collaborate
- Communications
- Critical and Ethical Thinking in a Changing World

MINOR AWARDS | 10 WEEK | NFQ LEVEL 7

- Project Cycle Management in the Community and Voluntary Sector
- Community Development and Technology
- Research Methods and Practice
- Drugs and Crime in a Global Context
- Community Drug Work and Leadership in Practice
- Leadership in Practice
- Leadership and Social Change

SPECIAL PURPOSE AWARD | CPD | 10 WEEK | NFQ LEVEL 7

- Transformative Community Education
- Technology Enhanced Learning

PROGRESSION PATHS IN HIGHER EDUCATION

CERTIFICATE MINOR AWARDS | 1 YEAR | NFQ LEVEL 6

- Certificate in Applied Addiction Studies and Community Development*
- Certificate in Leadership and Community Development*
- Certificate in Leadership and Social Enterprise Development*
- Certificate in Personal and Professional Development

*Note: Certificate programmes marked with * have progression onto higher certificate (Stage 2) and BA Degree (Stage 3).

BA DEGREE MAJOR AWARDS | 3 YEARS | NFQ LEVEL 7

- BA Degree in Leadership and Community Development
NFQ Level 7 Major Award
- BA Degree in Applied Addiction Studies and Community Development
NFQ Level 7 Major Award

See our website www.ancosan.ie for further details on all programmes or email courses@ancosan.ie

OUR COURSES

ACCESS EDUCATION

FURTHER EDUCATION

- Early Childhood Care and Education
QQI Level 5 Major Award
- Special Needs Assistant
QQI Level 6 Major Award
- Early Childhood Care and Education
QQI Level 5 Major Award
- Business Administration with Digital Skills
QQI Level 5 Major Award
- Community Development
QQI Level 5 Major Award




CONTINUING PROFESSIONAL DEVELOPMENT

We run occasional webinars, workshops and courses aimed at community educators. Topics in the past have included: Community Development, Community Leadership, Technology Enhanced Learning, and the Sustainable Development Goals.



Promotional Posters and Flyers



Join us for a brighter future!

ADULT EDUCATION

Daytime & evening courses

Access & Further Education



Enhance your wellbeing

Boost your skills & confidence

We offer additional supports, including FREE Early Years' education and care, IT support, laptop loans, financial support, parenting support, and 1:1 tutoring, mentoring and counselling

An Cosán, Kiltalown Village Centre, Jobstown, D24 R3PN
 Email: courses@ancosan.ie Tel: 01 462 8488

[f](https://www.facebook.com/ancosan)
[i](https://www.instagram.com/ancosan)
[t](https://www.tiktok.com/@ancosan)
www.ancosan.ie
[in](https://www.linkedin.com/company/ancosan)
[y](https://www.youtube.com/channel/UC...)
[s](https://www.spotify.com/artist/ancosan)



Now enrolling!

Thinking of returning to education? Or upskilling for the workplace?

Start your
ADULT EDUCATION
journey with us!

First steps back to education:

- Key Skills - Literacy, Numeracy & Digital Skills
- Return To Learning (digital skills & personal development)
- Computers for the Terrified (basic computers & smartphone technology)
- English for Speakers of Other Languages (ESOL)
- University of the Third Age (USA)
- Irish

Wellbeing courses:

- Personal Development
- Women and Wellness
- Wellbeing for Staying Well
- Mindful Movement


Further Education:

- QQ Level 5 Minor Award in Word Processing
- QQ Level 5 Business Administration with Digital Skills

An Cosán, Kiltalown Village Centre, Jobstown, Tallaght, D24 R3PN



www.ancosan.ie





An Cosán Annual Reports



Annual Report 2021

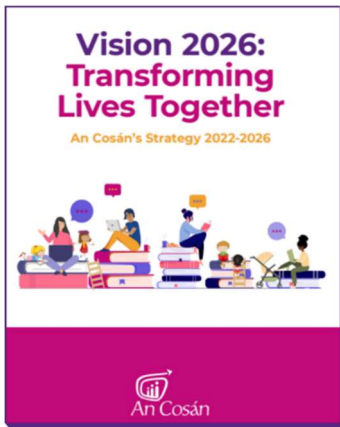
TRANSFORMING LIVES



Transforming Lives across Ireland 2021

An Cosán Strategy 2022 - 2026

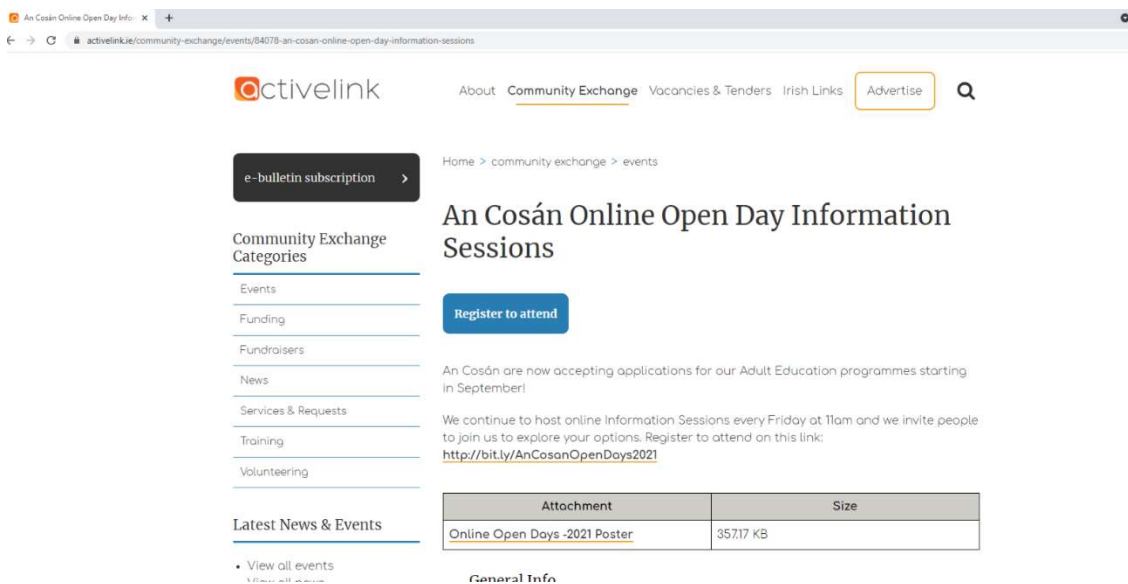
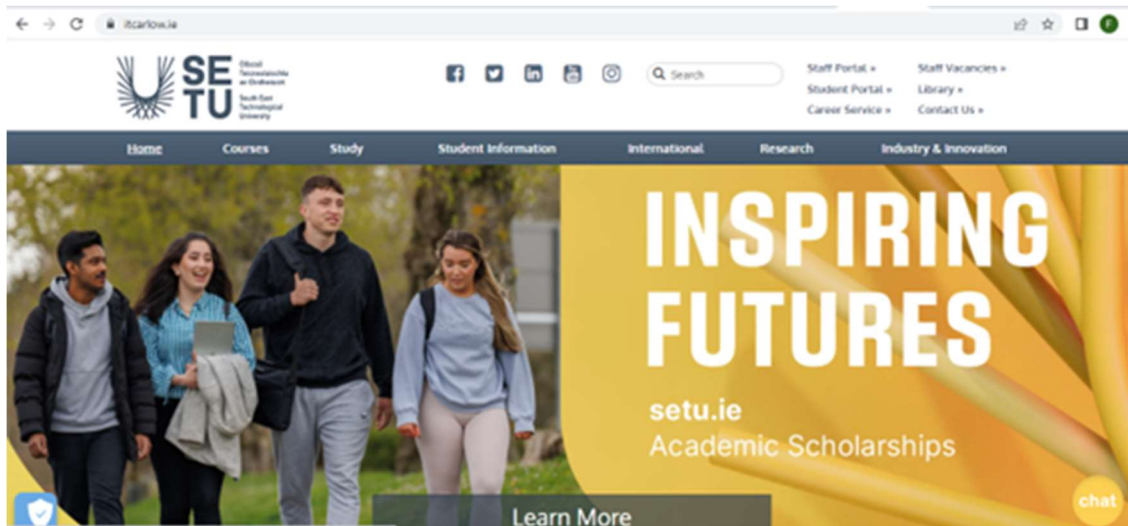


External platforms

We promote our programmes on a number of external websites and platforms, including the following:

The screenshot shows the Qualifax website interface. The main heading is "Search All Courses Results" for "Course Provider: An Cosán". It displays a table of search results with columns for Course, Tag, Code, Course, Course Provider, NQF Level, and NQF Classification. The results include various Access Education Foundation Level courses and Applied Addition & Community Development courses.

Course	Tag	Code	Course	Course Provider	NQF Level	NQF Classification
<input type="checkbox"/>	Tag	101527	Access Education Foundation Level - Basic Computing	An Cosán		
<input type="checkbox"/>	Tag	111291	Access Education Foundation Level - Digital Pathways	An Cosán		
<input type="checkbox"/>	Tag	111293	Access Education Foundation Level - First Steps Back to Education	An Cosán		
<input type="checkbox"/>	Tag	111292	Access Education Foundation Level - Health & Wellbeing	An Cosán		
<input type="checkbox"/>	Tag	111290	Access Education Foundation Level - Women's Technology	An Cosán		
<input type="checkbox"/>	Tag	111303	Applied Addition & Community Development	An Cosán and Institute of Technology Carlow - Wicklow Campus	Level 6 NQF	Major
<input type="checkbox"/>	Tag	111305	Applied Addition & Community Development	An Cosán and Institute of Technology Carlow - Carlow Campus	Level 7 NQF	Major



CareersPortal x + careersportal.ie/courses/simple_search.php?default=1&txt=Bcolc_in=2341

Home

Course Finder

Use our CourseFinder to search for Further & Higher Education courses in Ireland. Use the filters to narrow down your preferences. Click on the star to add a course to your favourites. Your favourites will be saved to your Career File if you are logged in.

CourseFinder Help Progression Routes Search Fetchcourses.ie

Filter by: [Clear All](#) Found 14 courses Sort by: [Course Title](#) [Print](#)

Course Name or Code

Example: 'ani' will find animal and mechanical.

My favourites

Course Type

PLC (Further Education)
 CAO (Higher Education)
 Northern Ireland (Higher Education)
 Direct Entry (Higher Education)
 Apprenticeship Courses
 Employment Courses
 Intellectual Disability Programmes

NFQ Level (or equivalent)

Level 9
 Level 8
 Level 7
 Level 6
 Level 5
 Level 4 or less

Career Sectors

Code	Course Title	College	Level	Points 2021	QQI Link?	Years
<input type="checkbox"/> Direct Entry AC-ACD	Applied Addiction Studies and Community Development	An Cosán	6			1 Year
<input type="checkbox"/> Direct Entry AC-BAACD	Applied Addiction Studies and Community Development	An Cosán	7			3 Years
<input type="checkbox"/> PLC SM2459	Business Administration with Digital Skills for Work	An Cosán	5			1 Year
<input type="checkbox"/> PLC SMZ796	Community Care	An Cosán	5			1 Year
<input type="checkbox"/> PLC SM3050	Community Development	An Cosán	5			1 Year
<input type="checkbox"/> Employment AC-CTC	Computers and Technology Courses	An Cosán				27 weeks
<input type="checkbox"/> PLC SM2009	Early Childhood Education & Care	An Cosán	5			1 Year
<input type="checkbox"/> PLC SM2007	Early Childhood Education & Care	An Cosán	6			1 Year
<input type="checkbox"/> Employment AC-FSBE	First Steps Back to Education	An Cosán				27 weeks
<input type="checkbox"/> Employment AC-19W	Health and Wellbeing	An Cosán				27 weeks
<input type="checkbox"/> Direct Entry AC-LCD	Leadership and Community Development	An Cosán	6			1 Year
<input type="checkbox"/> Direct Entry AC	Leadership and	An Cosán	7			3 Years

An Cosán, Tallaght, Dublin x + courses.ie/colleges/an-cosan/ COURSES.IE Facebook Twitter LinkedIn User Login

College Details

An Cosán

6 xk 1.4k

[Visit Website](#)

[Twitter](#)

[Facebook](#)

[LinkedIn](#)

[View Phone Number](#)

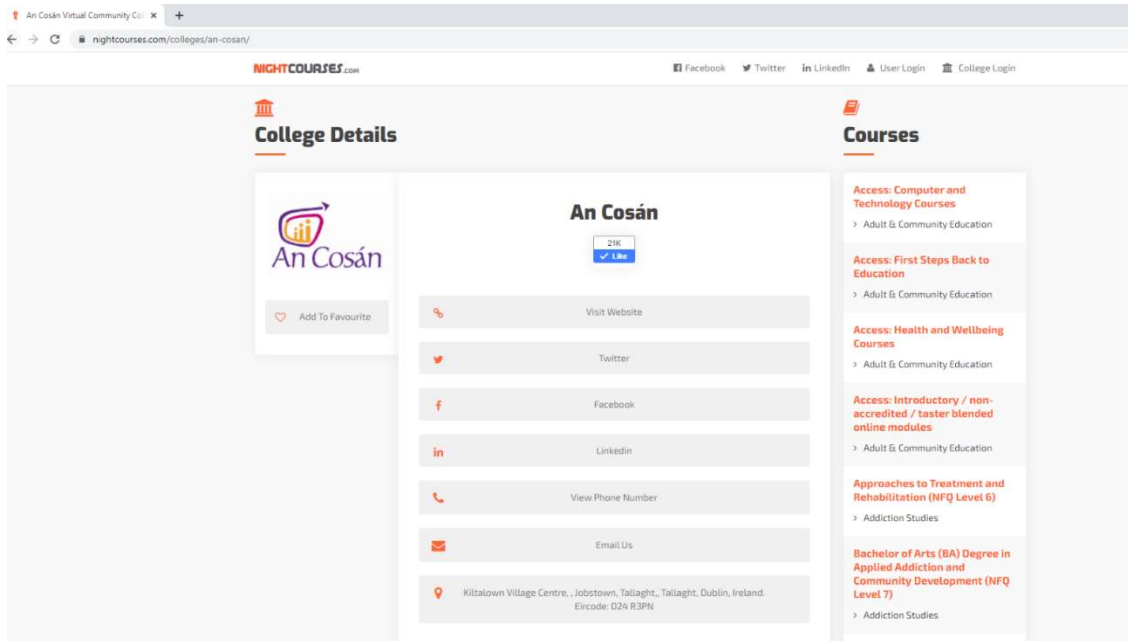
[Email Us](#)

Kittskown Village Centre, Jobstown, Tallaght, Tallaght, Dublin, Ireland. Eircode: D24 R3FN

Courses

- Community Care (QQI Level 5)
- Community Development (QQI Level 5)
- Certificate Leadership and Social Enterprise (NFQ Level 6)
- Transformative Community Education (NFQ Level 7)
- Reflective Practice, Knowledge, Skills & Attitude (NFQ Level 6)

[VIEW ALL COURSES](#)



Enquiries

For any enquiries in relation to this Communication Policy, or in relation to our communications channels, output or platforms please contact An Cosán at info@ancosan.ie with FAO Communications Department in the subject line.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

Section 10: Other Parties involved in Education and Training

10.1 Differential Validation

An Cosán has applied to QQI for differential validation for the delivery of the Early Learning and Care 5M21476 and 6M21471 awards. An Cosán is committed to ensuring that all criteria for staffing and management of these awards is as per our Curriculum Sharing Agreement with Dublin Dun Laoghaire Education and Training Board (DDLETB) and have updated our procedures accordingly.

Section 11: Self-Evaluation, Monitoring & Review

QAF1101: The Evaluation and Monitoring Process

Template Title	The Evaluation and Monitoring Process		QA Code	QAF1101
Version Number	1	Name of Creator	Community Education Lead	
Date Created	April 2021	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

11.1 Monitoring the Quality and Standards of Delivery, Facilities and Learner Feedback

An Cosán has procedures in place to monitor the quality and standard of programmes in the context of current demands of industry the learner's needs and the learning outcomes of the programmes. The standards being achieved by learners in the context of the level of the award and the knowledge progression path are monitored as are the delivery by Tutors, facilities of An Cosán, appropriateness of content and assessment of programme.

Programmes are evaluated through feedback from the following:

- Learner evaluation of the programme
- Learner evaluation of the assessments
- External Authenticator's report
- Internal Verifier's report
- Results Approval Panel report
- Programme evaluation survey
- Tutor Feedback Form
- Tutor reports on subject/module appraisals by learners
- Staff survey
- Community Education Lead Monitoring Report

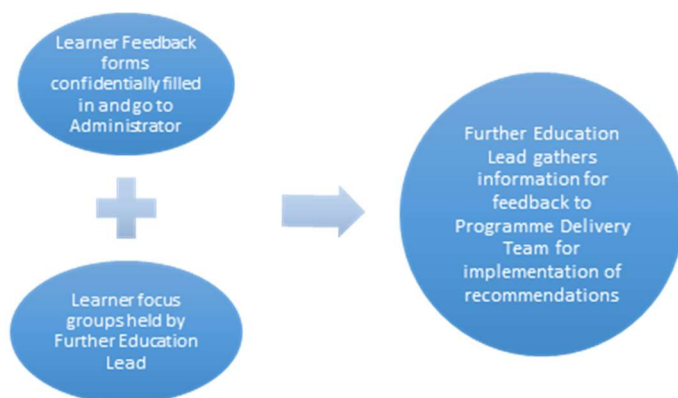
The Community Education Lead has the responsibility for the day-to-day management of the programme and on-going evaluation of the programme, the delivery of same and any operational issues, which may arise. This is achieved through regular consultations with Learners and Tutors.

11.2 Learner evaluation of the programme:

- Learner feedback forms QAF1101 (a) - Learners are requested to complete a Learner Feedback Form at the end of each module. This can be done via paper collection (evaluation forms can be posted into a designated box in Reception to which only the designated administrator will have access) or online (via MS Forms).
- The quantitative and qualitative data obtained from these forms is reported by the designated Administrator to the Community Education Lead and to the Administration, Information and Quality Assurance Lead, who reviews the results and brings them to the designated committee for review.
- The Community Education Lead meets focus groups of learners once per term and provides a platform for open discussion on the quality of the programme including content, assessment methods, delivery methods, facilities, learner supports and services. The Administration, Information and Quality Assurance Lead collates the information arising from learner appraisals and focus group consultation reports from the Community Education Lead for review at the relevant committee.
- A record is retained in the programme records of appraisals, consultations and subsequent feedback discussions.

- Outcomes of appraisals and consultation meetings are discussed during programme team meetings held once per term. Minutes of these meetings and programme records are retained and are available for review by External Authenticators and for inclusion in the annual Evaluation process.
- An improvement plan is put in place. Short term issues are addressed immediately and monitored for effectiveness. Long term issues such as curriculum development are discussed with a longer ranging improvement plan put in place and the item placed on the agenda for the programme review meeting held at the end of the programme.
- The Community Education Lead monitors the outcomes to ensure intended short-term adjustments occur and are effective.
- The Community Education Lead is responsible for ensuring longer term issues are addressed and resolved.

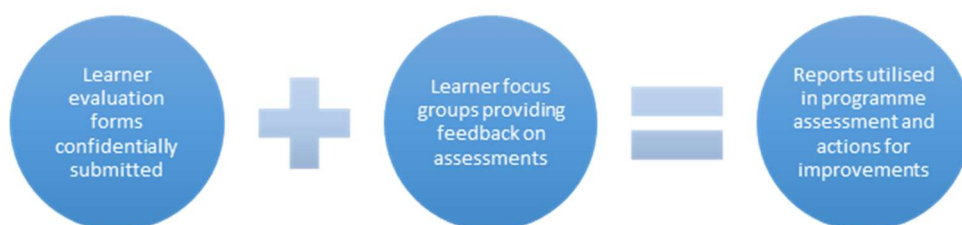
Learner programme evaluation structure



11.2.1 Learner evaluation of assessments

- Learners are invited to evaluate assessments immediately after they have taken place and towards the end of the programme
- Post assessment evaluation takes the form of a short open-ended questionnaire providing the learners with the opportunity to comment on the strengths and weaknesses of the assessment.
- These forms are circulated at the conclusion of the course and submitted to the designated Administrator via the confidential drop box in Reception.
- Collected data is discussed at Results Approval Panel meetings and assists with decisions on the validity of the assessment. This is recorded as an attachment with minutes of the Results Approval Panel meeting.

Life cycle for assessment evaluation:



11.3 External Authenticator's Report

The External Authenticator is appointed in accordance with the marks and standards and is required to submit a report following any assessment he/she has been involved with. Further details of this report are available under section 5.14.3. This report is used for on-going monitoring of assessments and the effectiveness of internal moderation systems, standard of programme and identification of any issues relating to the development of the teaching, learning and assessment of learners. This report is discussed at the Results Approval Panel meeting.

11.4 Internal Verifier's Report

The Internal Verifier (Peer Tutor), upon completion of marking a set of assessments, compiles a report that is submitted to the Community Education Lead confirming that the assessment was valid, reliable and manageable. Proposed changes should be included with a rationale for the change. Learner feedback should be taken into consideration when drafting the report. This report is discussed at the Results Approval Panel meeting.

11.5 Results Approval Panel Report

This report is presented at the appropriate QAOC and Senior Management Team meeting following the Results Approval Panel (which will be twice yearly) and consists of recommendations made by the Results Approvals Board in relation to the proposed changes to the programme's assignments, policies and procedures. These recommendations occur as a result of discussions on the alignment of assessments with intended learning outcomes, the extent to which different assessors award the same marks and the extent to which the assessment provided useful feedback to the learner. The Internal Verifier's Report, the External Authenticator's Report and Learner feedback are all considered while compiling this report. Deviations from the intended learning outcomes are identified with suggested corrective actions.

11.6 Tutor reports on subject/module appraisals by learners

Tutors complete an end of module report demonstrating how feedback from learners was considered and acted upon. This report is submitted to the Community Education Lead and makes up part of the Community Education Lead's end of programme report. Specific information may be used as a rationale for curriculum changes for the following year.

11.7 Monitoring of Programme Schedules

The procedures for monitoring programme schedules are as follows:

- Tutors liaise with the Community Education Lead on the progress of the programme. Discussions are held on the average standard being achieved by the specified group, the scheme of work completed to date, assessments completed to date, any resource requirements or recommendations and any critical issues requiring attention.
- The Community Education Lead amends the programme schedules based on the feedback received and to ensure the completion of the learning outcomes and knowledge progression paths are on target.
- The Community Education Lead can identify recommendations made for any learner requiring extra support and put arrangements in place, as required. Any possible critical issues can be pre-empted, and a proactive approach taken to resolve any difficulties that either Tutors or Learners are experiencing.
- The Community Education Lead is required to report any critical issues or deviations from planned schedules to the Administration, Information and Quality Assurance Lead.

11.7.1 Procedures for Evaluation of each Programme at regular intervals

It is the responsibility of the Community Education Lead to conduct and report on the findings of the evaluation of programmes to the Adult Community Education Manager for discussion with the Administration, Information and Quality Assurance Lead and the Community Education Lead and ultimately with the Senior Management Team & Board of Directors. This report is prepared as follows:

- Programme Tutors, Learners, Graduates, Community Partners, industry representatives and other relevant stakeholders are invited to participate in the process through participation in online and paper surveys. Learners are requested to complete a questionnaire relating to their programme, An Cosán facilities, support services, quality assurance methods used etc. This information is collated by the Further Education, Access & Community Education and Higher Education Leads for discussion. The parameters of these surveys are set by the Adult Community Education Manager in conjunction with the Senior Management Team.
- Tutors, administrative and ancillary staff are invited to Education Team Meetings where all aspects of the programmes, their content, delivery methods, learning outcomes, practical support services and the quality assurance methods used are discussed.

- International best practice is also discussed and recommendations from all elements of the workshop are noted. The workshop is conducted with the Community Education Lead and the Administration, Information and Quality Assurance Lead.
- The industry representatives are asked for feedback in relation to international best practice, programmes, content, delivery and appropriateness for industry demands. A report is compiled with findings from these discussions and issued to the Community Education Lead by the Administration, Information and Quality Assurance Lead.
- External Evaluation Consultant is invited to review and make recommendations on the basis of the survey reports from employers, Learners and Tutors.
- Copies of survey results, feedback reports, minutes of relevant meetings etc. are submitted to the Evaluation Committee for discussion and review.
- The Evaluation Committee, with the aid of all of the feedback reports, surveys etc., evaluates the programme taking the following into consideration:
 - Review of the programme content – what is still valid and what needs to be updated in light of developments over the one/three-year period?
 - Review of the delivery of the programme – was the programme well delivered; could any improvements be made in this area?
 - Review of the assessment methods used in the programme – did they provide fair and consistent evaluation of the learners; are any changes needed to provide a more accurate assessment of the learners?
 - Review of the learning outcomes – how have the learning outcomes met the requirements of the learners over the five years; do the learning outcomes need to be adjusted in light of the current marketplace needs?
 - Review of facilities used and required for the programme – were there any deficiencies in the facilities required for the successful delivery of the programme; are any new facilities required to deliver the updated programme?
 - Review of staff involved in the delivery of the programme – were there any shortcomings involving the staff on the programme; will there be any different staffing requirements for the new programme?
 - Review of the demand for the programme over the five-year period – did the demand go up or down; what was the cause of this; what changes need to be made to ensure a growth in demand over the next five-year period?
 - Review of links with business and industry – what links were established over the last five years; what changes to the programme are needed, if any, to further expand and improve these links?
 - Review of all Quality Assurance procedures in relation to the programme – where there any shortcomings in relation to the programme over the five years; what improvements are needed for the successful delivery of the new programme?
- Having considered all of the above, the evaluation committee draws up a revised programme.
- The revised programme is submitted to the Adult Community Education Manager, who evaluates the submission on the basis of the needs of industry, international best practice, and the learning outcomes of the programme and the level of award being issued. The Adult Community Education Manager will also consider if there has been any significant divergence in the new proposals from the programme as validated by QQI.
- Following ratification from the Adult Community Education Manager, the revised programme is submitted to QQI for approval if deemed required.
- Once approval has been granted, an action plan is developed, and implementation of this action plan is the responsibility of the Community Education Lead. Any changes made are highlighted for Tutors to monitor and report on during on-going monitoring of the next programme.
- The Community Education Lead reports back to the Adult Community Education Manager at the monthly meetings on the effectiveness of the changes made to a programme.

11.8 Procedures for evaluating Premises, Equipment and Facilities

Procedures are in place to ensure that the necessary resources and requirements needed for the successful delivery and achievement of the learning outcomes by Tutoring staff and Learners are available.

The procedures in place for the coordinated planning of resources are as follows:

- Budgets are allocated on an annual basis with due regard to categories for facilities refurbishment and upgrade, and equipment replacement and upgrade.
- The Community Education Lead takes responsibility for ensuring materials and resources directly related to programmes are available for the effective delivery of the programme.
- The resources, rooms and equipment are allocated through time tabling carried out by the Adult Community Education Manager in conjunction with the Administration, Information and Quality Assurance Lead and Community Education Lead. Every room is inspected on a daily basis to ensure that the resources, standards and equipment therein are maintained in safe and good working order
- When we collaborate with an external Community Partner who will host learners, the Community Partner Lead and the Education Technologist assess the venue in advance to ensure its suitability. The Community Partner Lead will send a Technology Specification requirement document outlining the required technology and internet requirements and request the Community Partner to complete and return a Technology Questionnaire.
- Where an issue arises as to working order or state of the premises, the person to whom the responsibility for the daily room check has been given will immediately advise the Community Education Lead who will then organise an alternative room to be available until such time as a repair or replacement has been carried out and use of the original room can resume.

[For more information, see the following in the QUALITY ASSURANCE POLICY & TEMPLATE MASTER DOCUMENT]

- **“QAF010: Health & Safety Policy”**
- **“QAF010 (c): Health & Safety Checklist”**
- **“QAF501 (b): Community Partner Hub Technology Specification Requirements”**
- **“QAF501 (c): Community Partner Technology Hub Questionnaire”**

11.8.1 Procedures for Evaluation of Premises, Equipment and Facilities

An Cosán is committed to obtaining feedback in all areas including the evaluation of premises equipment and facilities. The procedures for doing this are as follows:

11.8.1.1 Premises, Physical Environment and Maintenance:

- Learner and Tutor appraisals are completed during a programme. These seek information on the suitability of the environment for the provision of lectures on the programme. Cleanliness, temperature, canteen facilities etc. are evaluated during these appraisals.
- Outcomes and recommendations of appraisals are reviewed by the Quality Assurance Oversight Committee and, where appropriate and where budgets allow extra resources may be procured and an improvement plan put in place, where necessary. All additional spend will first be sanctioned by the Board of Directors on the recommendations of the Senior Management Team.
- Daily and Weekly maintenance audits are carried out by the An Cosán Health & Safety Rep, reporting to An Cosán Health and Safety Officer to ensure all premises, equipment and facilities meet the day-to-day operational requirements.
- Monthly health and safety audits are carried out by An Cosán Health and Safety Officer in conjunction with the Administration, Information and Quality Assurance Lead to ensure all premises, equipment and facilities meet the requirements of the health and safety statement.
- The Health and Safety Statement are reviewed by an external expert on an annual basis and all fire equipment is inspected and upgraded as per the requirements of the health and safety statement. This is the responsibility of the Administration, Information and Quality Assurance Lead in conjunction with An Cosán Health and Safety Officer.

- The Administration, Information and Quality Assurance Lead reports to the Quality Assurance Oversight Committee at the end of the academic year on the suitability of the premises, effectiveness of the facilities and services available to staff and learners. Recommendations for improvements are made within this report and the Quality Assurance Oversight Committee have responsibility for deciding to implement or defer implementation of these recommendations and will make representations to the Board of Directors. These decisions will be made in the context of the importance of the proposed improvement to the effective delivery of the programme and experience of the learner and of budgetary restrictions.

11.8.1.2 Information Technology

- A local external IT Support company (Right Click) is responsible for the oversight of on-going maintenance on computers and servers to ensure that optimum performance of these services is available to staff and learners. Any critical issues are reported to the Administration, Information and Quality Assurance Lead.
- Learner and Lecturer appraisals are completed during week 4 and at end of programme. These seek information on the availability and suitability of IT services both from the learner's and the Tutor's perspective.
- Staff are surveyed on an annual basis for their opinion of An Cosán Student Information System (SIS). They are asked for feedback on the suitability of and suggestions for improvements to the SIS.
- Outcomes and recommendations of appraisals are discussed with the Administration, Information and Quality Assurance Lead and at Programme Team meetings at the end of term and, where appropriate, extra resources may be procured.
- Recommendations for improvement to computer equipment, website services, alternative software, etc. are made in a report to the Academic Quality Council. The Quality Assurance Oversight Committee will decide whether to put forward the options outlined to the Board of Directors or not.

11.8.1.3 Course Specific Equipment

- The Community Education Lead conducts an end of year review with the Administration, Information and Quality Assurance Lead of the effectiveness and availability of resources, equipment and services available.
- A review of course material including learner information handbooks, An Cosán's website, brochures and other learner services is also carried out at this time by the Administration, Information and Quality Assurance Lead
- Learner and Tutor appraisals and consultations carried out during the academic year form the basis of establishing the effectiveness of all department and An Cosán resources, equipment and services.
- This is reported to the Quality Assurance Oversight Committee at the end of the academic year and the Quality Assurance Oversight Committee will decide on and allocate budgets for any proposed improvements or additions to resources, equipment and services.

11.8.1.4 Library

- An Cosán will operate a very small library service through the Reception Administration Team.
- The Senior Administrator will conduct an end of year review of availability and suitability of books and services available in An Cosán's library.

11.8.1.5 Administration Procedures

- The Community Education Lead with the Administration, Information and Quality Assurance Lead and Adult Community Education Manager conduct a review meeting of the effectiveness of administration procedures including the maintenance of Learner records, processing examinations and results, non-academic administrative support such as processing receipts etc.
- Learner and Tutor appraisal and consultations carried out during the academic year form the basis of establishing the effectiveness of the administration service.
-
- During this meeting, learner and Tutor inductions are discussed, the effectiveness of communication processes with learners such as email, web text, phone etc. and the availability, suitability and effectiveness of support services such as the library, canteen facility and other programme specific supports are reviewed.

- A report is compiled with comments and recommendations, and this is presented to the Academic Council at the end of academic year meeting.
- An annual review of the software used to operate the administrative services and computer services available is carried out by An Cosán IT Department and reported to the Quality Assurance Oversight Committee at the end of the year. Recommendations for improvements to computer equipment, website services, alternative software, etc. are made in this report and the Quality Assurance Oversight Committee decide whether to pursue the options outlined in the report.

Approved By:					
QA Oversight Committee	Yes	No	N/A	Reason if Not Approved	
Senior Management Team	Yes	No	N/A	Reason if Not Approved	
Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF1101 (a): Learner Evaluation Form

Template Title	Learner Evaluation Form	QA Code	QAF1101 (a)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Learner Evaluation Form

The survey will take approximately 6 minutes to complete.

This questionnaire will allow you to describe your experience with this module. It is important to respond to every item. Your answers will be confidential, and the results will help us in reviewing the module and provide valuable input to future course design at An Cosán.

1. Do you give permission for An Cosán to publish your testimonial anonymously in our publications?

Yes

No

2. Including class time, how much time (on average) did you dedicate to this module every week?

Choose ONE option only.

0-2hrs

2-3hrs

3-4hrs

4hrs+

3. Teaching and Learning

Think about your experience of this particular module and answer the following questions as honestly as you can, indicating how strongly you agree with each of the statements.

	Strongly Agree	Agree	Neutral/Not Applicable	Disagree	Strongly disagree
My module was relevant and engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My module was well-organised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had access to sufficient materials to support my learning (e.g., Handouts, library, Blackboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sessions were well prepared and easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor was approachable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coursework and assessments were fair and accurately tested my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What suggestions can you offer concerning the module's topics and learning materials?

5. What suggestions can you offer concerning An Cosán's approach to teaching, learning, and community education?

6. Technology

Think about your experience of this particular module and answer the following questions as honestly as you can, indicating how strongly you agree with each of the statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
The tech induction class adequately prepared me to engage in my programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had access to the required equipment to participate. (Laptop, headset etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology support was approachable and supportive if required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Virtual Learning Environment (Blackboard/Moodle) was easy to use and navigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classroom sessions (virtual or face-to-face) were engaging and enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What suggestions can you offer concerning the use of Technology in your programme?

8. Student Supports, Administration and Hospitality

Think about your experience of this particular module and answer the following questions as honestly as you can, indicating how strongly you agree with each of the statements.

	Strongly Agree	Agree	Neutral/Not Applicable	Disagree	Strongly disagree
An Cosán staff members were helpful and approachable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop venues were accessible and of a Good standard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An Cosán's hospitality / food / refreshments were of a good standard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received my student card / accessed Blackboard in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had access to the student support services if needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How might we improve the supports available to our learners?

10. Final Thoughts

What did you like about this module?

11. What suggestions can you offer that would help make this module a more valuable learning experience for you?

12. Testimonial

We love to read learners' overall thoughts and personal experience upon completing our programmes. What would you most like to say about taking part in this programme?

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

QAF1101 (b): Tutor Evaluation Form

Template Title	Tutor Evaluation Form	QA Code	QAF1101 (b)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process



Tutor feedback for course review

Course Title:

Date:

Tutor's Name:

Class/Group:

Please complete this course evaluation to help us improve our programme. You can complete it online, save it as a different name and return it as an attachment. Alternatively, you may prefer to return a hard copy. Feel free to attach additional separate sheets if you need them.

What module/s did you deliver?

Are you satisfied that the programme modules adequately meet the industry/market needs for this skill area?

Were the programme modules adequate to meet the needs of the participants?

What additional or alternative modules/skills would enhance the programme?

What challenges, if any, did you experience in delivering these modules?

Were you satisfied with the level of support you received from An Cosán?

Yes * No * Could have been better * N/A *

How did you find the teaching resources/environment?

Excellent * V. Good * OK * Room for improvement *

Please provide suggestions for improvement:

Was all module learning objectives achieved?

Yes * No * If not, please outline reasons for this: [use separate sheet if necessary]

What teaching methodologies did you use/which did you find the most useful?

If you were delivering this course again, what would you do differently?

What recommendations do you have for improving this program?

What type of *Continuous Professional Development Workshops* would support you in your work?

Signed: _____ **Date:** _____

QAF1101 (c): Community Education Lead – End of Academic Year Report

Template Title	Community Education Lead End of Academic Year Report	QA Code	QAF1101 (c)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Further Education – End of Academic Year Report

Details of Academic Year been reported:			
--	--	--	--

Which year of the Programme is this	Year One		Year Two	
--	-----------------	--	-----------------	--

Details of Courses Delivered in the Academic Year

Programme Title & List of Modules Delivered	No Learners Registered	No of Learners Completed	Difference & Reason
--	-------------------------------	---------------------------------	--------------------------------

Early Childhood Care & Ed. (L.5)

Early Childhood Care & Ed. (L.6)

Community Care (L.5)

Community Development (L.5)

Business Administration with Digital Skills for Work (L.5)

DETAILS OF ASSESSMENTS

Were Assessments carried out for each of the following course

	Yes/No	No of Learners Submitted	No of Deferral or Extensions	Reasons if there is a difference
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
COMM Care (L.5)				
COMM DEV (L.5)				
Business Admin with Digital Skills				

<ul style="list-style-type: none"> • Tallaght • City • Mná na hEireann 				
Learner & Tutor Evaluations Process				
Did the learners & Tutors Complete evaluation forms for each module that was delivered and completed	Yes		No	
Were there any issues of Concern raised or noted during the process				
If so, what were they:				
Internal Verification Process				
Was the Internal Verification Process Completed	Yes		No	
Were there any issues of Concern raised or noted during the IV process	Yes		No	
If the answer is yes, please give details and actions taken				
Was an Internal Verification Report Compiled for the External Authenticator	Yes		No	
If the Answer is no, please give reasons why:				
External Authentication Process				
Was the External Authentication Process Completed	Yes		No	
Did the External Authenticator submit a report for review	Yes		No	
Were there any issues of Concern raised or areas of Recommendations made or noted during the EA process	Yes		No	
If the answer is yes, please give details:				
QQI Certification Submission				
Programme Title	No of Learners submitted for Certification	No of Minor Awards	No of Major Awards	
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
Community Care (L.5)				
Community Development (L.5)				
Business Administration with Digital Skills for Work (L.5)				
Overall Review of the Programme				
<p>Having Completed the Academic Year and delivered all the necessary modules and completed each of the different stages of the Evaluation Process is there any areas of concern or issues that arose that need to be considered and reviewed before the start of the next Academic Year, is there anything that needs to be changed or that you would do differently/</p> <p>If so, please give details and what actions or recommendations that need to be address</p>				

Signature: _____
Community Education Lead

Date: ___ / ___ / 20__

QAF1102: The Monitoring Process

QAF1102 (a): Administration, Information & Quality Assurance Report

Template Title	Administration, Information & Quality Assurance Report to Adult Education Manager	QA Code	QAF1102 (a)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Administration, Information and Quality Assurance Lead – Weekly Quality Report		
Engagement	Name	Description
Details of staff engaged with concerning Quality		
Details of external persons or bodies engaged with concerning Quality		
Key areas where any issues identified		
Governance and Management of Quality	Details	Recommendations if any
Documented Approach to Quality Assurance		
Programmes of Education and Training		
Staff Recruitment, Management and Development		
Teaching and Learning		
Assessment of Learners		
Supports for Learners		
Information and Data Management		
Public Information and Communication		
Other Parties Involved in Education and Training		
Self-Evaluation, Monitoring and Review		
Weekly Update		
Planned/Future Update		

Signature: _____
AIQA Lead

Date: ___ / ___ / 20__

QAF1102 (b): Community Education Lead – End of Academic Term Report

Template Title	Community Education Lead – End of Academic Year Report	QA Code	QAF1102 (b)
Version Number	1	Name of Creator	Community Education Lead
Date Created	June 2019	Review Date:	December 2022
Description of Changes	None	Reason for Changes	Reviewed as Part of Re-engagement Process

Further Education – End of Academic Term Report				
Details of Term been reported:				
Details of Courses Delivered				
	No of Learners Required	No Learners Registered	No of Learners Completed	Difference & Reason
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
COMM Care (L.5)				
COMM DEV (L.5)				
Business Admin with Digital Skills				
<ul style="list-style-type: none"> • Tallaght • City • Mná na hEireann 				
DETAILS OF ASSESSMENTS				
Were Assessments carried out for each of the following course				
	Yes/No	No of Learners Submitted	No of Deferral or Extensions	Reasons if there is a difference
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
COMM Care (L.5)				
COMM DEV (L.5)				
Business Admin with Digital Skills				
<ul style="list-style-type: none"> • Tallaght • City • Mná na hEireann 				
Areas of Concerns or Issues Arising				
<p>From the Evaluation Forms or Weekly Reports detail any anears of concern or issues that arose during the academic term and what actions needs to be taken to resolve them if any.</p>				

Signature: _____
Community Education Lead

Date: ___ / ___ / 20__

QAF1103: The Review Process

QAF1103 (a): Programme Review Report

Template Title	An Cosán Programme Review Report		QA Code	QAF1103 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

An Cosán Education Programme Review Report

Date Programme Review is taking Place	
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Programme Title		QQI Code	
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List of Modules Involved in this Programme & QQI Codes

Module Title	QQI Code	Mandatory Module	Elective Module

ASSESSMENTS INVOLVED IN THIS PROGRAMME

Detail the different Types of Assessments for Each Module

Module Title	Assignment	Collection of Work	Skills Demo	Examination

Are these forms of assessments still fit for purpose	Yes		No	
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If no which, would you change and what would you replace it with

Module	Assessment Type
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CORE COURSE CONTENT

Is the Course Content Still Relevant to the Sector & does any changes need to be considered and completed	Yes		No	
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If so, what changes need to be completed	
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COURSE LITERATURE				
Was the course Literature reviewed as part of this process	Yes		No	
Are Changes to be made to the literature	Yes		No	
If the answer is yes, please give details of the changes to be made and plan of action				
LEARNER & TUTOR EVALUATION FORMS				
Were there any issues of Concern raised or noted during the process				
If so, what were they:				
What action was taken to rectify the issue or concern				
EXTERNAL AUTHENTICATION PROCESS				
Were there any issues of Concern raised or areas of Recommendations made or noted during the EA process	Yes		No	
If the answer is yes, please give details:				
What action was taken to rectify the issue or concern or implement the recommendation				
LEARNER COMPLETION & CERTIFICATION				
Programme Title Learners Registered	No of Learners Registered	No of Learners submitted for certification	No of Minor Awards	No of Major Awards
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
Community Care (L.5)				
Community Development (L.5)				
Business Administration with Digital Skills for Work (L.5)				
OVERALL GRADES ACHIEVED				
Overall Grade	No of Learners	Achieved this Grade in Minor Award	Achieved this Grade in Major Award	
Distinction				
Merit				
Pass				
Unsuccessful				
FEEDBACK FROM QQI				
Did An Cosán receive feedback from QQI on this programme		Yes		No
If the answer is yes, please give details of the feedback received				
PROGRAMME SUITABILITY				

Does this programme still fit within the Ethos of An Cosán and its provision of Education Programmes to the Community	Yes		No	
If the answer is no, please give details of the reason for your answer				
Will this programme be replaced with another programme	Yes		No	
Please give details of the alternative programme				
NEW DEVELOPMENTS IN THE ADULT EDUCATION SECTOR				
Are there any new developments, techniques, methodologies that need to be considered for the delivery of education programmes	Yes		No	
If so, please give details and how these need to be taken into consideration				
Are there any new pieces of legislation that need to be considered	Yes		No	
If so, please give details and how these need to be taken into consideration				
Any Other Comments				

Signature: _____
Adult Education Manager

Date: ___ / ___ / 20__

Signature: _____
Administration, Information & QA Lead

Date: ___ / ___ / 20__

Signature: _____
Chairperson of Programme Review Committee

Date: ___ / ___ / 20__



SUPPLEMENTARY DOCUMENTS: HANDBOOKS AND INFORMATION PACKS FOLDER

In this Section the handbooks and information's Packs that are used in the Day-to-Day operations and functions within An Cosán. The documents are attachments.

- An Cosán Tutor Information Packs
- An Cosán Further Education Learner Handbook
- An Cosán Tutor Handbook
- An Cosán Safety Statement
- An Cosán Staff Handbook
- An Cosán Board of Directors Handbook
- An Cosán Strategic Plan 2022-2026