QUALITY ASSURANCE MANUAL

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All Policies and procedures referenced in An Cosán's QA Manual
can be found in An Cosan's Policy and Procedure Master Document

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Document Version Control

Version	Date	Notes
v.1.0	November 2016	Document Created
v.1.1	6th May 2019	Revised and in process of updating in line with QQI Validation Application for Blended Learning Programme
V.2.0.	30 August 2021	Document Updated as part of QQI Re-engagement Application & Review Process (Aug 2021)
V.2.1.	October 2022	Document Updated as part of QQI Re-engagement Application & Review Process – overseen by Adult Community Education Manager.

Adult Community Education Manager Signature: _____ Date: __ / __ / 2023
Adelaide Nic Chárthaigh

Chief Executive Officer Signature _____ Date: __ / __ / 2023
Heydi Foster

Chairperson of the Board of Directors: _____ Date: __ / __ / 2023
Anna Durkin

This Quality Assurance Manual is a draft document which will be reviewed by Senior Management and submitted to Board of Directors for final approval at the Board meeting in April 2023.

The Shanty Educational Project Company Ltd is a Registered Charity (Number 20021528). An Cosán is a business name owned by The Shanty Educational Project Company Ltd.   All reference to An Cosán in the following document refers to the legal entity that is The Shanty Educational Project Company Ltd.

Purpose of An Cosán's Quality Assurance Manual

The purpose of this Quality Assurance (QA) Manual is to set out in a systematic way An Cosán's Quality Assurance Framework and Policy and Procedures for our Adult Community Education Programmes.

The ethos of An Cosán is at the heart of all we do and aspire to do. It is the ideals, beliefs, values and principles that underpin all our work, our culture and our philosophy. We often state that it is not so much what we do but how we do things that makes the difference, that supports individuals and communities to change and develop. In An Cosán we are passionate about our ethos, it informs all we do and we are challenged daily to meet the high standards it sets for us.

The aim of the manual is to support staff to constantly learn and improve on how we provide education services that work in a spirit of mutual respect and dialogue with all our stakeholders but especially with our learners. Equally, it allows all staff members involved in the provision of our Adult Community Education programmes to take responsibility to ensure quality is at the forefront of everything they do.

All providers offering programmes leading to QQI awards must comply with QQI Core Statutory QA Guidelines. The following QA areas underpin An Cosán's quality assurance framework:

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

An Cosán has developed and implemented a QA Framework / quality management system in order to document the organisation's best practices, to satisfy the requirements and expectations of our stakeholders and to improve the overall operational management of the organisation. An Cosán's QA Framework is designed to take account of:

- [Core Statutory Quality Assurance Guidelines - developed by QQI for use by all Providers April 2016/QG1-V2](#)
- [Sector Specific Statutory Quality Assurance Guidelines - developed for Independent Private Providers coming to QQI on a Voluntary Basis April 2016/QG2-V2](#)

An Cosán is committed to providing high quality education and training. This document sets out a robust policy and practice which it is envisaged will, when applied, demonstrate a transparent, comprehensive system of measuring the performance of every programme provided by An Cosán, its tutors and staff, thereby ensuring that a qualification awarded by An Cosán is worthy and worthwhile to the career, hopes and reputation of our learners. Our objective is to instil confidence in those who accredit us. We also have the objective to instil confidence, credibility and integrity in the competence and capability of those who present an award from An Cosán as a statement of their individual achievement.

This document is a template for An Cosán to:
- Document and continually review its Quality Assurance;
- Reflect, evaluate, report and feedback;
- Implement the learning from the Review Process.

The Quality Assurance procedures described in this document are in accordance with the provisions of the
- Qualifications and Quality Assurance (Education and Training) Act 2012
- QQI Topic Specific QA Guidelines for Providers of Blending Learning Programmes 2018.

Brief Overview of An Cosán

An Cosán is a social enterprise, registered charity based in Kiltalown, Jobstown, Tallaght, Dublin 24 and is one of the largest providers of community education in the Republic of Ireland.

An Cosán was established with the belief that education could be instrumental in bringing about a transformation in society, including tackling poverty. Since then, we have grown to become a national organisation working with over 200 community organisations throughout the country through our Community Partner Network.

Our approach is based on our focus on the whole person, and those who are furthest behind. An Cosán's distinctive model includes:

- welcoming the most marginalised to our programmes (i.e. those left furthest behind)
- providing wraparound holistic support, including financial support, Early Years' education and care, digital support, and one-to-one tutoring, mentoring and counselling
- being inclusive and providing a supportive learning environment

An Cosán's model was developed with the belief that:

- Education is a human right.
- Education is central to the provision of advocacy for human rights, dignity and equality for all.
- Education facilitates access to sustainable employment which benefits, not only the individual, but their families, the wider community and society as a whole.
- Education is a lifelong pursuit and can be accessed at any stage in life.

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. An Cosán is here to help learners succeed through our innovative model of community education. We provide people of all ages with pathways to learning, leadership and social enterprise.

1.1 An Cosán's Mission, Vision and Values

Vision: A world where anyone can access education to achieve their full potential.

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

Our Values: Our values underpin all we do, shape who we are and how we work with one another, within our organisation and within the communities we serve**.** The values that guide our ethos include**:**

- Connected – meeting the needs of our community in an inclusive way
- Compassionate – being kind, supportive and loving
- Courageous – ambitious and resilient

1.2 An Cosán's Core Services

An Cosán provides three core services which are:
- Adult Community Education
- Early Childhood Education and Care
- Counselling and Family Support

1.3 An Cosán's Strategic Plan 2022-2026

An Cosán's new Strategic Plan 2022-2026 "Vision 2026: Transforming Lives Together" sets out our mission, vision and values. This strategy sets out how we are continuing to champion and empower communities to achieve a better life, to lift themselves up through their own education, and to lift up their families. It explains how we are further strengthening our three core services: Early Years Education and Care, Counselling and Family Support, and Adult Community Education. In parallel, we are increasing our emphasis on promoting inclusivity and influencing systemic change. An Cosán is a learning community where all involved, board, staff, learners, and other stakeholders work collaboratively together to reimagine our world, co-creating new knowledge and bringing about social change nationally.

The organisation's strategic review was informed by:
- An Educational Review in 2021 involving an extensive review of our education services involved 40 semi-structured interviews with a wide range of stakeholders of all our education services
- Stakeholder conversations with individuals from our network of Community Partners, Tusla, The Department of Further, Higher Education, Research, Innovation and Science, the National Adult Learning Agency, Microsoft, Pobal, Rethink Ireland, SOLAS, Progressive Change, the National Centre for Guidance in Education and AONTAS, Ireland's National Adult Learning Organisation.
- Consultations with Staff and Board Members
- An external analysis which combined a PESTLE framework with a SWOT analysis.

Our three Strategic Goals are:

Goal 1	• Strengthen Our Core Services
Goal 2	• Promote Inclusivity
Goal 3	• Influence Systemic Change

Section 1: Governance and Management of Quality

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- Governance and Management of Quality (QQI Core Statutory QA,Guideline 1)

1.1   Corporate Governance

The Shanty Educational Project CLG is a Registered Charity (CHY Number 8659).

An Cosán is the trading name of The Shanty Educational Project CLG.

The following management structures are responsible for Corporate Governance in An Cosán:

- The **Company Secretary** is responsible for corporate governance compliance of the organisation. Corporate Governance Compliance is overseen by the Finance and Risk Committee of the Board. The Company Secretary is the chair of The Finance and Risk Committee.

- An Cosán's **Finance function** ensures compliance with legal and financial requirements and with An Cosán's Financial policies and procedures. The Finance and Risk Committee (FRC) oversees, supports and guides the financial structures and sustainability of An Cosán, helping to ensure that risk is identified, considered and managed.

- The **Senior Management Team** ensures the delivery of An Cosán's mission and charitable purpose in as efficient and effective a manner as possible while meeting all legal and stakeholder requirements and building financial sustainability.

- The **Board of Directors** are the fiduciaries who steer the organisation towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the Organisation has adequate resources to advance its mission.

1.2   QA Management Structures (i.e. Working Groups / Committees / Panels)

The following QA Management Structures are responsible for the oversight of education and training in An Cosán:
- Education Advisory Group to the Board
- Quality Assurance Oversight Committee (QAOC)
- Programme Development Working Group
- Programme Review Committee
- Results Approval Panel (RAP)

The Terms of Reference for the management of each of the above structures are outlined in An Cosan's Policy and Procedure Master Document. **See Section 1 QAF101.**
In addition, a Map outlining the structures above is included in a table format to show the various roles represented on each of the structures. **See QAF101 (j): Map of Working Groups/Committees/Panels**.

1.3 Management of Quality Assurance in An Cosán

1.3.1 An Cosán's Organisational Chart

An Cosán Organisation Chart

Education Advisory Group to the Board → **Board** ← **CEO**

CEO

Deputy CEO

Corporate Services Manager
- Administration
- Reception, Hospitality & Cleaning
- Communication & Information
- HR & GDPR
- IT & CRM

Counselling
- Early Years Curriculum Lead
- An Cosán Early Years Jobstown
- Community Employment Scheme
- Life Start

Early Years Project Manager
- An Cosán EY St. Annes (Fettercairn)
- An Cosán EY (Whitehall)
- An Cosán EY Colaiste Eanna
- An Cosán EY Youthreach (Cabra)
- An Cosán EY Kiltipper (Tallaght)
- An Cosán EY St. Catherines (Cabra)

Adult Community Education Manager
- Quality Assurance
- Digital Inclusion
- Community Education (Access and Further Education)
- Higher Education
- Community Partners

Finance Manager
- Grants & Funding
- Accounting
- Debtors HR Admin\Payroll
- Creditors

1.3.2 An Cosán's Organisational Roles and Responsibilities

An Cosán employs more than 125 staff across our three core services:
- Adult Community Education
- Early Childhood Education and Care
- Counselling and Family Support

There are four main divisions in the organisation:
- Finance
- Adult Community Education
- Early Years
- Corporate Services
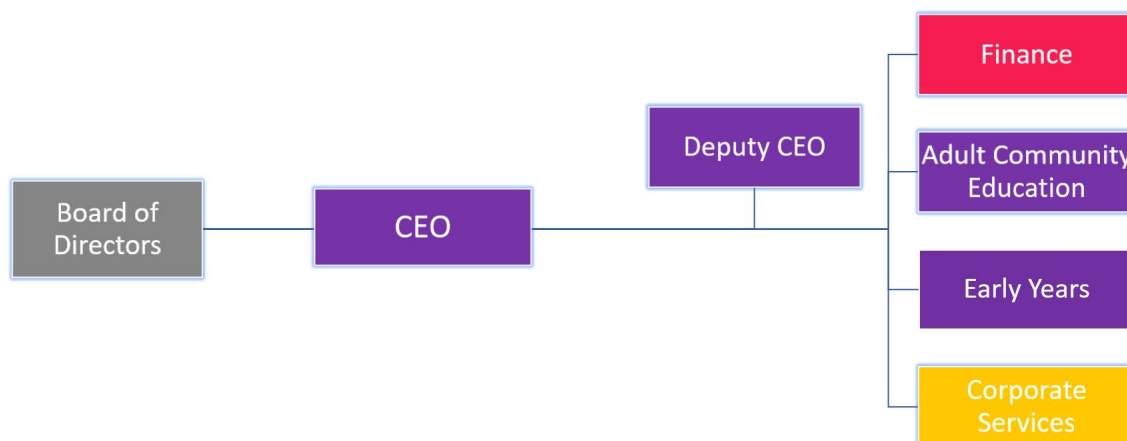
1.3.2 Board of Directors (BOD)

An Cosán's Board of Directors is the governing body of the organisation and has overall legal responsibility for its activities. It is comprised of 7 non-executive directors with higher education, early childhood education, legal, marketing, and accounting experience as well as Board level experience with other organisations.

An Cosán's Board Members include:

- Anna Durkan (Chair)
- Conal Henry (Vice Chair)
- Mairéad Butler (Secretary)
- Geraldine French
- Bill Roche
- Dee Kehoe
- Siobhan Wall

1.3.3 Senior Management Team (SMT)

The organisation is guided by An Cosán's Senior Management Team (SMT).

- Chief Executive - Heydi Foster-Breslin
- Deputy Chief Executive - Anne Genockey
- Finance Manager - Carole Byrne (Appointed June 2021)
- Corporate Services Manager – (Post Vacant)
- Adult Community Education Manager - Adelaide Nic Chárthaigh (Appointed July 2021)

1.3.4 Quality Assurance (QA) Key Roles and Responsibilities

An Cosán's staff and tutors are responsible for proactive participation in, and the promotion of quality assurance within the organisation. Members of the team who have key roles in ensuring that Quality Assurance is implemented in An Cosán include:

1.3.4.1 Adult Community Education Manager

The Adult Community Education (ACE) Manager is a member of the Senior Management Team and reports directly to the CEO. The Adult Community Education Manager is the designated person with overall responsibility for Quality Assurance in An Cosán. The Adult Community Education Manager's has responsibility for the overall management of Adult Community Education in An Cosán and responsibilities include:

- Lead, develop, motivate, support and direct the Adult Community Education team
- Implementation of An Cosán's Adult Community Education Strategy across all learning streams, including face-to-face, blended and online.
- Overall operational responsibility for Quality Assurance of academic provision and the implementation of An Cosán's Quality Assurance Framework.
- Ensuring that the mission, values, and strategic management are reflected in the Quality Assurance system
- Ensuring that all relevant aspects of the providers functions and operations, which impact on the standard and quality of its education programmes e.g. teaching, learner support, academic support, equipment and facilities, management and administration, community service and collaboration with industry are in place
- Ensuring compliance with funding and validating bodies to include QQI/SETU, and ensuring CPD is integrated into the academic activities of An Cosán
- Implementation, monitoring and reviewing of the key elements of An Cosán's Quality Assurance System
- Reporting on quality compliance/non-compliance to SMT
- Liaising with Accreditation Bodies and Quality Auditors
- Chair of the Quality Assurance Oversight Committee (QAOC) and is an ex-officio member of the Results Approval Panel (RAP) of An Cosán.

1.3.4.2 Administration, Information and Quality Assurance Lead

The Administration, Information and Quality Assurance (AIQA) Lead is a member of the Adult Community Education Team in An Cosán and reports directly to the Adult Community Education Manager. The AIQA Lead is expected to work closely with the Adult Community Education Manager, spot checking standards and adherence to quality assurance policies and procedures, provides a AIQA monthly Quality Report to the Adult Community Education Manager and responsibilities include:
- Administration, collation, and safe storage of data in the areas of Learner Admission, Registration, Assessment / Examinations and results
- Ensuring that Quality Assurance policies, procedures and regulations are formulated clearly to inform and guide the provision of quality education.
- Oversight of the assessment process and internal verification process
- Oversight of assessment submissions to External Authenticators
- General management of examination to include registration, invigilation induction and arrangements, learner queries, liaising with examination bodies, ensuring security of exam papers and scripts, despatch of scripts
- Learners' requests for information and official records
- Study Services
- Liaising with the Community Education Lead

- Member of Quality Assurance Oversight Committee (QAOC), Programme Review Committee and Results Appeal Panel (RAP).

The Administration, Information and Quality Assurance Lead will assist the Adult Community Education Manager to ensure that:
- Quality Assurance procedures are embedded in all educational activities in An Cosán.
- Staff, learners and other relevant stakeholders are informed of innovations and new developments in policy and procedural requirements of the validation body as they are implemented
- Assessment of learning is fair, consistent and in compliance with the standards of the validating body and in the context of the national framework of qualifications.
- Quality Assurance Manual is updated to reflect improvements, innovations and developments in line with recommendations of the QQI.

1.3.4.3 Corporate Services Manager

The Corporate Services Manager is a member of the Senior Management Team and reports directly to the CEO. The Corporate Services Manager's responsibilities include:
- Lead, develop, motivate, support and direct the organisational support teams, setting high standards and ensuring resources are appropriately planned and allocated to support organisational goals and the delivery of quality services
- Ensure the smooth running of all areas of corporate services covering administration, HR, procurement, facilities management, event management, learner recruitment, communications, grant writing and business development and IT.
- Work with the teams in service areas to streamline and improve processes, ensuring efficiency and optimum learner and staff satisfaction.
- Lead the organisational adherence to GDPR requirements.
- Management of the Administration staff
- Oversee course marketing and learner recruitment.
- Through open communication, facilitate and encourage high performance and a culture of collaboration, whilst developing capability and capacity.
- Member of the Quality Assurance Oversight Committee (QAOC).

1.3.4.4 Community Education Lead (Access & Further Education)

The Community Education Lead reports directly to the Adult Community Education Manager and has responsibility for the overall management of the Access and Further Education Programme in An Cosán. A member of the Adult Community Education Team, CE responsibilities include:
- team and course management,
- curriculum development and course delivery
- liaising with relevant stakeholders including QQI
- collaborative teaching and learning practices
- Access and Further Education tutor and student support
- Reporting, feedback, and evaluation
- Chair of Programme Development Working Group and member of the Programme Review Committee and Internal Verification.

Working closely with the Administration, Information & Quality Assurance Lead the Community Education Lead ensures:
- Programmes are delivered to a high standard in terms of learning outcomes, curricula content, quality of learning opportunities, maintenance and enhancement of standards and quality

- Co-ordination of the annual Education Calendar and ongoing monitoring of programmes, and the evaluation process of Access and Further Education programmes.

1.3.4.5 Learning Support Coordinator

The Learning Support Coordinator is a member of the Adult Community Education Team in An Cosán and reports directly to the Community Education Lead.
The Learning Support Co-ordinator's role, as a member of the Adult Community Education Team, is to be an advocate for learners needs and requirements within the organisation and to provide high quality learning support when required. Responsibilities include:

- Working closely with Learners and Tutors to enhance the Learning and Teaching for all, and ensure that Learner Support provision is an integral part of An Cosán
- Liaise with the Community Education Lead, tutors, and Digital Inclusion Team, where necessary, to track and report on supporting learners' needs and progress.
- Liaise and work with Tutors, Adult Community Education Team, and the Digital Inclusion Team to ensure the required learning supports and other wrap around supports are in place for each learner
- Maintain a professional standard, adhering to statutory requirements for Health and Safety, Risk Assessment and Vulnerable Adult Protection
- Work in accordance with and respect for An Cosán ethos and values, read and adhere to all policies, and carry out key tasks, such as devising and communicating term timetables
- Provide support for learners with additional needs
- Plan and Deliver Workshops such as study skills, essay writing, referencing and exam preparation as required
- Member of the Programme Review Committee

1.3.4.6 Employment Outreach Officer

The Employment Outreach Officer is a member of the Adult Community Education Team in An Cosán and reports directly to the Community Education Lead.

The Employment Outreach Officer's role, as a member of the Adult Community Education Team, plays a key part in building, managing, and supporting our relationship with potential employers both locally and nationwide. Responsibilities include:
- Identify potential employers whose businesses align with the potential progression routes of An Cosán learners both locally and nationally
- Research the current skills gaps employers are currently facing both locally & nationally and identify where An Cosán's learners may fill those gaps
- Present An Cosán's vision, mission and values to both employers & community-based organisations locally and nationally
- Build pathways to work experience, work placement and sustainable employment through employer/community-based relationships
- Build and support relationships between An Cosán and potential employers
- Build and support relationships between An Cosán and other community-based organisations whose focus is on employability and employment
- Member of the Programme Development Working Group

1.3.4.7 Community Partner Lead

The Community Partner Lead is a member of the Adult Education Team and reports directly to the Adult Community Education Manager.   The Community Partner Lead has responsibility for the overall management of Community Partners in An Cosán and responsibilities include:

- Manage An Cosán's National Network of over 200 Community and Collaborative Partners
- Develop and foster new relationships with potential partners from the community education and community sector across Ireland, to ensure we are supporting those furthest behind.
- Conduct local needs analysis, develop and design tailored Programmes in collaboration with Community Partners
- Bring the needs and voice of the community at grassroots level back to the Adult Education Team when developing new programmes
- Seek funding opportunities to deliver programmes in collaboration with Community Partners.
- Seek out opportunities for additional access supports (e.g. Laptops, financial supports) for learners and community partners to ensure they can access educational opportunities.
- Develop connections and opportunities for external engagement at public facing events to promote, showcase and spread awareness of our model to specific target groups and potential adult learners, potential and existing Community Partners, Corporate Partners, Community and Adult Education organisations.
- Manage An Cosán's Erasmus funded projects (e.g. Fatherhood Project) and develop collaborations with European Partners.
- Member of Programme Development Working Group

1.3.4.8 Education Technologist

The Education Technologist is a member of the Digital Inclusion team and reports directly to the Adult Community Education Manager and responsibilities include:

- Ensure all learners have access to supportive tools and methodologies.
- Ensure learners are appropriately inducted and supported throughout their engagement with online/blended learning education programmes.
- Support and train teaching staff to deliver effective technology-enhanced learning across the continuum of methodologies.
- Train and support Technology Moderators in programme support.
- Oversee the effective design, implementation and management of the blended learning programmes including the Virtual Learning Environment, Live Classroom and all supporting tools.
- Support community-led programmes in delivery of programmes in their technology hubs.
- Member of Programme Development Working Group (as required)

1.3.4.9 Senior Further Education Administrator

The Senior Further Education Administrator is a member of the Adult Community Education Team in An Cosán and reports directly to the Community Education Lead.

Senior Further Education Administrator works closely with the Community Education Lead and is responsible for administration and collation of data/information for all Further and Access Education Programmes under Adult Community Education. Responsibilities include:

- Administration, collation, and safe storage of data in the areas of Learner Admission, Registration, Assessment / Examinations and results

- General management of examination to include registration, invigilation induction and arrangements, learner queries, liaising with examination bodies, ensuring security of exam papers and scripts, despatch of scripts
- Learners' requests for information and official records
- Oversight of the assessment process and internal verification process
- Oversight of assessment submissions to External Authenticators
- Member of the Internal Verification and Results Appeal Panel.

1.3.4.10 Higher Education Lead

The Higher Education Lead is a member of the Adult Community Education Team and reports directly to the Adult Community Education Manager. The Higher Education Lead has responsibility for the overall management of the Higher Education Programme in An Cosán and responsibilities include:
- team and course management
- curriculum development and course delivery
- liaising with relevant stakeholders including SETU
- collaborative teaching and learning practices
- Higher Education tutor and student support
- Reporting, feedback, and evaluation
- Member of the Quality Assurance Oversight Committee (QAOC) (as required)

Working closely with the Administration, Information & Quality Assurance Lead the Higher Education Lead ensures:
- Programmes are delivered to a high standard in terms of learning outcomes, curricula content, quality of learning opportunities, maintenance and enhancement of standards and quality
- Co-ordination of the annual Education Calendar and ongoing monitoring of programmes, and the evaluation process of Higher Education programmes.

1.3.4.11 Internal Verifier

The Internal Verifier is a member of the Adult Community Education Team in An Cosán and reports directly to the Community Education Lead. Responsibilities include:
- Checking if the results on Learner marking sheet are added up correctly
- Checking if the results on the Candidate Details & Results Summary Sheet match the results in the individual Learner marking sheets
- Noting any changes/discrepancies on the Candidate Details & Results Summary Sheet and the Learner Front Cover Sheet
- Checking whether the tutor has provided comprehensive feedback on the Learner feedback form
- Checking if the Candidate Details & Results Summary Sheet is accurate, confirmed and signed by the FE Lead and then signing it.
- Informing the tutor for any changes in the results
- Member of the Internal Verification and Results Appeals Panel (RAP)

1.3.4.12 External Authenticator

The External Authenticator is selected from our list of External Authenticators.   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.
The EA has experience on the subject, comes from the panel of external authenticators and is responsible for:

- Reviewing the process, reviewing assessment samples
- Recommending changes about the process
- Producing a report to the Results Approval Panel with recommendations/ changes to results
- Member of the External Authentication and Results Appeals Panel (RAP)

1.3.4.13 Learner Representative

In each academic year, a Panel of Learners is compiled. Learner representatives are selected from the Panel to represent the views of the learner on committees and panels to ensure that:

- The views of learners are represented and articulated
- Their input is valued as an integral element in the quality assurance process
- Learner feedback is represented in the annual review and monitoring process
- Feedback regarding quality assurance is provided to the learners
- Member of the Quality Assurance Oversight Committee (QAOC), Programme Development Working Group and the Programme Review Committee

1.3.4.14 Tutor Representative

The Tutor Representative is selected from our Tutor panel. Tutor representatives are selected from the panel to represent the views of the tutors on committees and panels to ensure that:
- The views of tutors are represented and articulated
- Their input is valued as an integral element in the quality assurance process
- Tutor feedback is represented in the annual review and monitoring process
- Feedback regarding quality assurance is provided to the tutors
- Member of the Quality Assurance Oversight Committee (QAOC), Programme Development Working Group and the Programme Review Committee

1.3 Embedding a quality culture

An Cosán Quality Assurance Statement

An Cosán is committed to the active development of a culture that recognises the importance of quality, quality assurance, quality improvement and enhancement.

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.

An Cosan'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.

See An Cosán's Quality Assurance Statement QAF201.

For more Information see Related Documents in the QA Policy & Procedure Master Document:
- QAF101: Terms of Reference for Management / Working Group Structures

- QAF101 (a): QA Process Flowchart
- QAF101 (b): Board of Directors Terms of Reference
- QAF101 (c): Senior Management Team (SMT) Terms of Reference
- QAF101 (d): Quality Assurance Oversight Committee Terms of Reference
- QAF101 (e): Programme Development Working Group Terms of Reference
- QAF101 (f): Programme Review Committee Terms of Reference
- QAF101 (g): Results Approval Panel (RAP) Terms of Reference
- QAF101 (h): Results Approval Panel Report
- QAF101 (i): Education Advisory Group Terms of Reference
- QAF101 (j): Map of Working Groups/Committees/Panels
- QAF102: Committee Agenda Template
- QAF103: Committee Minutes Template
- QAF104: Board Report Template
- QAF105: Health & Safety Policy
- QAF105 (a): Health & Safety Training Record
- QAF105 (b): Risk Assessment Template
- QAF105 (c): Health & Safety Checklist
- QAF106: Fire Safety Policy
- QAF106 (a): Fire Drill / Emergency Evacuation Record
- QAF106 (b): General Emergency Procedures
- QAF107: Accident & Incident Policy
- QAF107 (a): Accident & Incident Report Form
- QAF201: Quality Assurance Statement

Section 2: Documented Approach to Quality Assurance

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- Documented Approach to Quality Assurance (QQI Core Statutory QA, Guideline 2)

2.1 Documenting Quality Assurance: An Cosán's Quality Assurance (QA) Framework

The purpose of An Cosán's QA framework is to enable us to deliver our education and training programmes to the highest standards, while also conforming to national and international best practice, policies, procedures, guidelines and statutory regulations.

An Cosán's QA framework is fully documented and consists of:

- **Quality Assurance (QA) Manual**
- **Quality Assurance (QA) Policy and Procedure Master Document** (this document controls all our policies and procedures)

An Cosán's QA framework documents our quality assurance system and sets out our commitment to quality in terms of Governance and Management of Quality, programme provision, staff recruitment, management and development, teaching and learning, assessments, supports, data management, communications with staff and stakeholders, internal evaluation, and review. It also refers to management of the continuous improvement of the policies and procedures governing our services.

An Cosán's QA framework is designed and documented as a comprehensive transparent system to direct and describe our practices and behaviours. The Adult Community Education Manager is responsible for QA within the organisation and reports monthly to the Senior Management Team who are accountable for ensuring compliance and a process of continuous improvement.

An Cosán's QA framework is embedded into all aspects of An Cosán's operations including:
- **Corporate Services:** Finance, health and safety, human resources, and business operations
- **Academic:** Teaching, assessment, curriculum, evaluation, learning environments (which includes both delivery models: classroom-based and online virtual learning environments), education technologies, and learner supports.

An Cosán's staff with specific roles relating to quality assurance are allocated relevant roles and responsibilities in the implementation of quality assurance policy and procedures. (Roles are outlined in Section 1). The Board of Management ensures overall accountability.

An Cosán's programmes are subjected 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.

2.2 Integrated Approach to Quality Assurance

All quality assurance policies are informed by the QQI Statutory Quality Assurance Guidelines and are grounded in our core culture of openness, diversity and continuous improvement. Our aim is to promote a culture of quality, facilitate diversity, support innovation and demonstrate accountability.

Quality Assurance in An Cosán is managed by the Adult Community Education (ACE) Manager and supported by the Administration, Information and Quality Assurance (AIQA) Lead who are the Quality Assurance Team and together they ensure adherence to An Cosán's Quality Assurance Manual, Policy and Procedures.

The Adult Community Education Manager reports monthly to the Senior Management Team to ensure compliance with the aims and objectives of An Cosán in accordance with its founding documents, statutory requirements and best practice.

An annual QA Compliance Report will be provided to the Board of Directors and will also be published on the An Cosán website.

2.3 QA Document Control

- An Cosán implement a strict document control and ownership system. Policies and procedures are version controlled and date marked. This monitoring and control process ensures that policies continue to meet the needs of the organisation, learners and stakeholders.
- All QA documents are owned and controlled by the Adult Community Education Manager
- The ACE and AIQA Lead (QAT) are responsible for documenting the QA framework (QA Manual, Policy and Procedures) within the organisation and ensuring that they are fit for purpose.
- The QA Manual and QA Policy & Procedure Master Document will be updated regularly, as required.
- The Policy template includes:
  - Policy Title
  - Date
  - Version Number
  - Name of Creator
  - Description of change
  - Policy details and review date
- As a controlled document, the current version of all policies and procedures are logged in An Cosán's operations manual i.e. **Quality Assurance Policy and Procedure Master Document**.
- An Cosán's QA framework is reviewed every three years or in line with current legislation and regulation as required. An annual audit of policies is carried out by a subgroup of the QAOC, to be appointed by the QAOC. The last Audit took place as part of our QQI reengagement in June 2021. An Cosán have annual and also a five-year cyclical review with QQI.

2.4 Dissemination of QA framework

An Cosan's QA framework will be disseminated to staff and learners through a range of channels including: staff and learner inductions, staff meetings, learner's workshops, and CPD workshops for tutors. Handbooks are available for staff, tutors, learners and Board of Directors.

We are currently updating specific policies and procedures included in An Cosán's QA framework incorporating the QQI Core Statutory QA Guidelines (2016).

On completion of the current QQI Reengagement process 2021-22, An Cosan's QA framework will be:
- Documented and disseminated through the channels outlined above and easily accessible on our internal Sharepoint to staff, learners and relevant stakeholders
- All staff will be trained and informed about the procedures involved in implementing the policies in the QA framework to ensure staff and line managers are clear about their roles and responsibilities.

2.5 QA Framework Review Process and Lifecycle

ACE Manager implements Review in conjunction with the AIQA Lead

QAOC monitors and reviews all quality related reports

The Learner

SMT & BOD notified, discuss and authorise implementation of changes required

ACE Manager Reports on findings of the QAOC to the SMT and then to the BOD
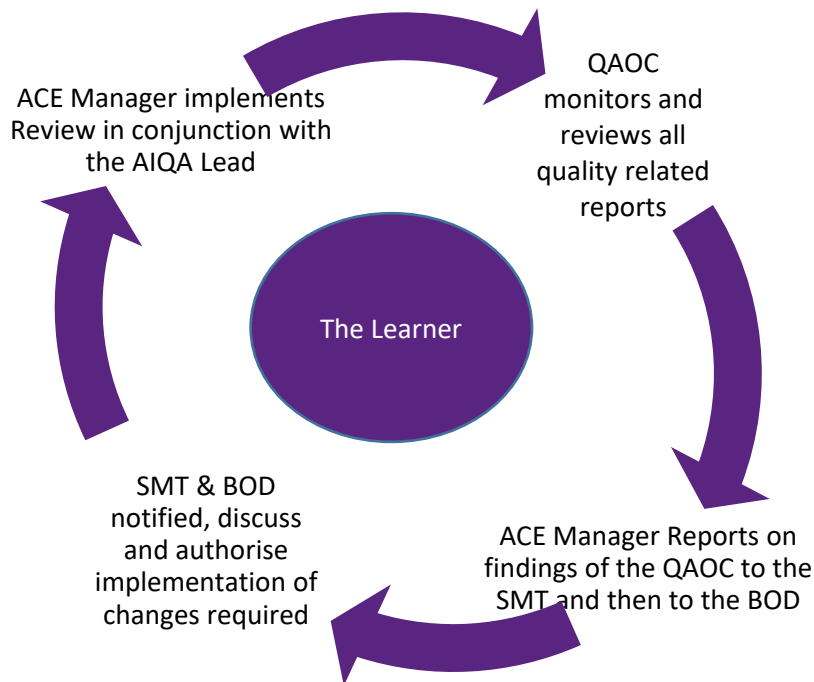
QA Framework Review process

Examination of action plans, modifications to the quality assurance system and implementation of new policies and procedures form part of the review undertaken by the Quality Assurance Oversight Committee (QAOC). Identifying and reviewing will also highlight weaknesses in processes and the requirement for improvement to protect against future repeat occurrences.

Learners will be placed at the centre of review considerations and quality assurance policies will be reviewed to ensure relevance to any changes in industry, trends or legislation. External Authenticators and external awarding body audit reports are reviewed for the period and any recommendations implemented or discounted are reviewed for significance on quality assurance policies and procedures.

Some of the questions asked during the QA Review include the following:
- Is there a quality ethos imbedded in all policies and procedures throughout An Cosán? If not, what needs to be done to rectify this?
- Are all policies and procedures in keeping with national and international standards?
- Are accurate records kept of the implementation of all policies and procedures?
- How successful has the ongoing monitoring of quality assurance been?
- Where deficiencies have been found, what corrective action has been taken?
- What follow-up takes place when corrective action is implemented?
- Is relevant information passed on to stakeholders? Is this done in a timely fashion?

A Quality Assurance Policies and Procedures Review Report is issued by the Adult Community Education Manager in conjunction with the external evaluations consultant and brought before the Senior Management Team & Board of Directors for discussion and implementation of recommendations. This report will be published on an annual basis on the An Cosán website.

The Adult Community Education Manager has overall responsibility for the oversight of the implementation of the evaluation outcomes and will oversee their adherence in conjunction with the Administration, Information and Quality Assurance Lead and the Corporate Services Manager. Where necessary, training days/workshops will be held to inform and train staff on the implementation of new/amended policies and procedures.

Any divergence from original Quality Assurance Procedures will first be notified to QQI prior to their implementation.

2.6 Evaluation of An Cosán's QA framework

The effectiveness of An Cosán's QA framework is measured by:
- Ongoing Internal QA Audits
- Programme Review
- Accreditation Body Review

2.7.1 Internal QA Audits
Our audit schedule is developed at the beginning of each year. An Cosán will ensure that all policies and procedures are evaluated at least once in a 24-month period.

An Cosán operates an organisation-wide audit programme that serves the following purposes:
- Determination of effective implementation of organisation policies, procedures and systems
- Identification of non-conformance
- Verification of effective correction of identified non-conformance

The QAT will conduct internal audits at planned intervals to provide information on whether the quality management system:
- Conforms to the organisation's scope and meets its requirements
- Is effectively implemented and maintained

AIQA Lead documents the findings of internal audits and reviews and reports to the ACE Manager who reports to the SMT.

Undertaking internal audits and reviews the QAT will ensure the following guidelines are followed:
- Plan, establish, implement, and maintain the audit programme taking into considerationthe importance of the processes and changes affecting the organisation and the results of previous audits.
- Define audit criteria and scope for each audit.
- Select auditors and conduct audits to ensure impartial and objective audit process.
- Ensure results of audits are reported to relevant management.
- Take necessary correction and corrective actions without undue delay.
- Retain evidence of audit programme implementation and audit results

2.7.2 An Cosán Programme Review
An Cosán undertakes a Education review of each QQI programme (suite of programmes) on a 5-year interval Programmatic review. It is the responsibility of the Senior Management Team and is managed by the Adult Community Education Manager.

A Programmatic Review includes:

- Analysis of the efficiency and effectiveness of each validated programme (to include learner numbers, retention, pass rates, and progression)
- Review of the programme development in the context of the requirements of employers, industry, professional bodies and the Irish economy

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- Evaluate formal links with stakeholders in industry, businesses and community partners.
- 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 the programme.
- Review any research activities and their impact on teaching and learning.
- Evaluate projections for the following 5 years.

2.7.3 Accreditation Body Review

All providers offering QQI awards are subject to external quality assurance review of their institutions. Such reviews are carried out by QQI at 5-year intervals.

The Adult Community Education Manager is responsible for the review process and it consists of the following:
- Accrediting body sets terms of reference
- Self-evaluation by An Cosán
- Visit by expert panel/member appointed by accrediting body.
- Implementation plan and response by An Cosán
- Panel report and published, where applicable
- Follow up report submitted by An Cosán

2.7 Risk Management

In line with good governance practise the CEO has delegated leadership for the Risk agenda to the Senior Management Team from an organisational perspective and to the Quality Assurance Oversight Committee in relation to the provision of education and training to ensure quality.

2.7.1 Actions to Address Risks and Opportunities in Training and Education

- Matters arising during ongoing monitoring will provide an opportunity to assess programme-related risks. Areas of concern identified during ongoing monitoring and programme review will trigger appropriate intervention to ensure the achievement of all An Cosán programme objectives.
- End-of-programme surveys will acknowledge programme strengths and highlight potential development and improvement before the next scheduled iteration of the programme.
- All recommendations from programme reviews and ongoing monitoring will be presented to the Quality Assurance Oversight Committee and Board of Directors.

2.7.2 Actions to Address Risks and Opportunities in Training and Education

- An Cosán's Senior Management Team have completed a full risk assessment of the business taking into consideration the context (internal and external factors and conditions) of the organisation, along with the relevant requirements of the organisation's main stakeholdersand how this may impact on our Quality Management System (QMS).
- The Risk Register outlines the potential threats to the ongoing operation of the organisation, and what mitigation measures are in place to minimise the likely occurrence of these threats.The methodology of how the organisation identifies both its risks and opportunities related to the QMS are addressed according to the procedure for addressing risks and opportunities.
- High risks identified in the risk register will also be discussed during the annual Board of Directors review.
- The results of the risk assessments are documented in An Cosán's Risk Register.

For more Information see Related Documents in the QA Policy & Procedure Master Document:
- "QAF201: Quality Assurance Statement"

See more information in the Supplementary Attachments Folder:
- An Cosán Risk Register

Section 3: Programmes of Education and Training

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- Programmes of Education and Training (QQI Core Statutory QA Guideline 3)

3.1 Adult Community Education Scope of Provision

Our Adult Community Education programmes aim to support learners to develop their own capacities and experience a sense of empowerment in their life and community. An Cosán is now working with local Community Partners across Ireland to bring our programmes and holistic approach to address the barriers and challenges experienced at a local level.

An Cosán provides adult learners with pathways to learning, leadership and social enterprise.
This includes:

- The provision of affordable short and accessible programmes from access (entry-level) non-accredited modules through to a range of accredited options at various levels to meet the needs of our learners.
  Programmes fall under three levels:

  - <u>Access and Community Education</u>
  - <u>Further Education</u>
  - <u>Higher Education</u>

- Learners can attend face to face classes in An Cosán, Tallaght or access programmes through our blended online learning model from anywhere in Ireland.

- Programmes include modules in early years education and care, wellness, parenting, business administration and digital skills, personal and professional development, community development, community leadership, addiction studies and social enterprise

- Programmes are delivered by tutors who are subject matter experts in their field

An Cosán supports learners from some of the most underserved communities in Ireland including: those experiencing socio-economic disadvantage, lone parents and refugees and asylum-seekers, many of whom live in Direct Provision.

An Cosán is a provider of QQI Awards (QQI Level 5 & 6) and is a Linked Provider of South East Technological University (SETU) Carlow Campus Awards (NFQ Level 6 & 7). Our accredited Higher Education provision offers pathways to Certificate, Higher Certificate, and BA Degree awards.

3.1.1 Programme Options: Access and Community Education
An Cosán's Access and Community Education offers non-accredited introduction courses to our learners. It's primary objective is to build skills and confidence to promote personal and professional development. The courses are designed to support learners at any stage of the learner journey. Non-accredited modules provide options for entry or re-entry to learning in an informal setting, without pressure of formal assessment, for learners who have been away from learning for some time.

The Access Level provision in An Cosán is divided into specific strands with a range of non-accredited courses offered under the following headings:

Computers and Technology	• Computer for the terrified! •
Health and well-being	• Personal Development • Wellbeing for staying well • Mindful Movement • University of the Third Age (U3A) • Women & Wellness • Guest Workshops
First Steps back to Education	• English for Speakers of Other Languages (ESOL) • Key Skills (NALA – Adult Literacy & Numeracy) • Cúpla Focal - Introduction to Irish • Return to Learning • Discover your Path

For further details visit our website: https://www.ancosan.ie/access-education/

3.1.2 Programme Options: Further Education

Further Education (QQI accredited programmes) provide the opportunity for access, transfer and progression on the National Framework of Qualifications (NFQ) through the accumulation of certified modules of learning leading to Minor, Special Purpose Awards and/or Major Awards of Further and Higher Education.

An Cosán currently delivers the following programmes at QQI Levels 5 & 6:
- Community Care (5M2786) | QQI Level 5 Major Award
- Community Development (5M3050) | QQI Level 5 Major Award
- Business Administration with Digital Skills for Work (5M2468) | QQI Level 5 Major Award
- Early Childhood Care and Education (5M2009) | QQI Level 5 Major Award
- Early Childhood Care and Education (6M2007) | QQI Level 6 Major Award
- Early Childhood Care and Education | QQI Level 6 Component Award

For further details visit our website: https://www.ancosan.ie/further-education/

3.1.3 Programme Options: Higher Education

An Cosán provides a range of third level Higher Education part time BA Degrees, Higher Certificates, Certificates and Minor Awards validated by SETU under delegated authority from Quality and Qualifications Ireland (QQI) - formally HETAC. These programmes are developed in the context of community adult education and lifelong learning and are intended for mature students. Entry requirements apply. The following Programmes are available:

- BA Degree Leadership and Community Development |NFQ Level 7| 180 ECTS)
- BA Degree Applied Addiction Studies and Community Development |NFQ Level 7| 180 ECTS)
- Certificate Leadership and Community Development |NFQ Level 6| 60 ECTS)
- Certificate Applied Addiction Studies and Community Development |NFQ Level 6| 60 ECTS)
- Certificate Leadership and Social Enterprise |NFQ Level 6| 60 ECTS)
- Certificate Personal and Professional Development |NFQ Level 6| 60 ECTS)
- Plus over 30 Minor Awards / Special Purpose Awards |NFQ Level 6 and 7 | 10 ECTS credits

For further details visit our website: https://www.ancosan.ie/higher-education/

3.2 Delivery Models

An Cosán provides professional training and support in a diverse, welcoming and inclusive environment. An Cosán offers two main delivery options:
- Classroom-Based Model – classroom-based programmes delivered from An Cosán's Centre in Tallaght.
- Blended Online Model – blended online programmes which consist of face-to-face workshops combined with weekly online sessions in the Virtual Learning Environment (VLE).

When the Covid-19 Pandemic Public Health Guidelines were announced in March 2020, An Cosán paused all face-to face classes, induction and midway workshops and continued delivering programmes fully online. Programmes commencing in September 2022 will be in adherence with public health advice in place at that time.

Learners can access programmes through either of the following routes:
- An Cosán's inhouse Adult Education Calendar
- Community Partner led Programmes
  There are Tailored programmes delivered in collaboration with a Community Partner through our blended online model. These programmes are tailored to the needs of the local community and can be delivered at a day and time that best suits the learners. Community Partners provide a space in the local area which is most convenient for learners to access the technology and internet they need to join an online class.   Face to Face workshops may also be held in the Community Partner's centre.

3.3 Accreditation of Services

Accreditation of An Cosán programmes is provided by the following bodies:

- **Quality and Qualifications Ireland (QQI)**
  An Cosán has been an approved provider of Quality and Qualifications Ireland (QQI) accredited programmes since 2007. An Cosán is committed to providing a quality of services in line with all required quality guidelines.

- **South East Technological University (Designated Awarding Body)**
  An Cosán has been a linked provider to the South East Technological University (SETU) since 2008, delivering Higher Education programmes leading to South East Technological University (SETU) Awards.

3.4 Learner Supports

Learners who study with An Cosán can expect their experience to include:
- Professional, efficient and courteous service from our staff
- Excellent Customer Service with fast response and feedback
- An Cosán offers a Bursary Fund for learners where finance is a barrier to accessing education
- An Cosán have payment plan options available for individual learners who are self-funding their programmes
- Support and advice when applying for external funding or completing applications
- One to one tutor support (in both classroom-based / Online models)
- Additional targeted support for learners with individual learning needs
- Community Partner Led-Programmes can be tailored to meet the needs of learners from specific target groups / geographical areas
- All course material provided is continually updated to reflect current legislation and new research
- A range of training courses taught by experts in the chosen area
- Learner diversity is acknowledged and respected
- Accreditation of all programmes by professional bodies (QQI, SETU)
- Professional and up-to-date website
- Programme brochure provides list of all programmes
- Tutor support provided in a timely response

- Wrap around supports (e.g. counselling and family supports) if required

3.5 Programme Development and Approval of New Programmes

An Cosán is committed to ensuring that all programmes (course content, delivery methods, and learning environments):
- create participative, active and meaningful learning for all our leaners
- are developed in line with national best practice and An Cosán QA Policies and Procedures
- are delivered to the highest standard in a professional, safe and consistent manner.
- are reviewed on an ongoing basis

An Cosán welcomes and actively seeks feedback to help us achieve the above and to ensure An Cosán continues to:
- identify opportunities for improving the quality of the programmes and the service delivered
- meet the specific needs of learners in our community
- deliver programmes in a flexible accessible way that supports the greatest access for learners.

An Cosán seeks feedback through internal and external consultations with learners, tutors, staff, Community Partners and other relevant stakeholders.

An Cosán ensures that all programmes are developed in line with:
- An Cosán's relevant QA Guidelines, Policies and Procedures (listed below)
- Required QQI Core Statutory QA Guidelines
- National Framework of Qualifications (NFQ)
- An Cosán's Strategic Plan 2022-2026
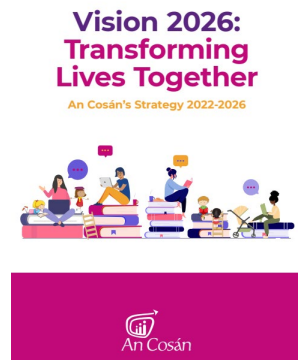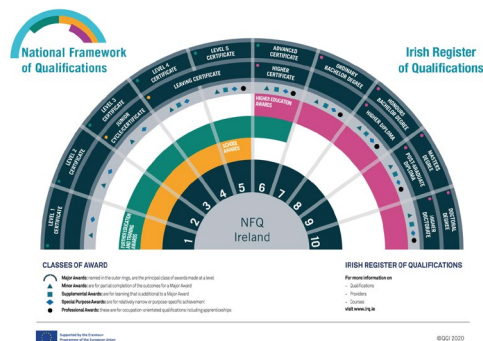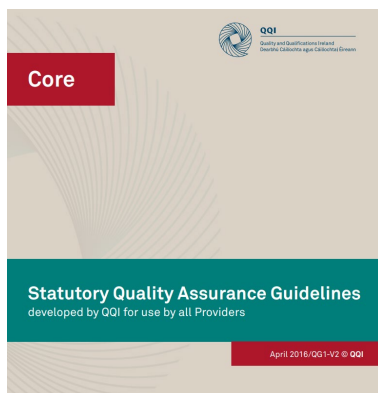
3.6 Learner Admission, Access, Transfer and Progression, Recognition of Prior Learning, Work Placement.

An Cosán's QA policies and procedures cover all areas related to learner admission, access, transfer and progression, recognition of prior learning, Work placement and certification of awards. An Cosán will ensure we:
- Provide clear fair and consistent information relating to admission, certification and progression procedures.
- Comply with statutory equality legislation in respect of equality of access, transfer and progression.
- Provide Learner inductions for our Learners registered on a programme with An Cosán.
- Collect and monitor information securely on learner attendance, certification, progression and completion rates and ensure follow up on non-completion or drop-outs
- Fair recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning.
- Run a well-structured work placement to provide students with an opportunity to take part in work experience and gain employment opportunities.

An Cosán will continue our strong commitment to the provision of high quality, progressive, and inclusive community education which reflects community need and international best practice.

Some of the Strategies, Policies and Reports which inform our Adult Community Education work include:

- An Cosán's Strategy 2022-2026 "Vision 2026: Transforming Lives Together"
- National Plan for Equity of Access to Higher Education 2015-2019 and National Access Plan 2022-2028
- Sustainable, Inclusive and Empowered Communities: A five-year strategy to support the community and voluntary sector in Ireland: 2019-2024.
- Reducing Harm, Supporting Recovery: A health-led response to drug and alcohol use in Ireland 2017-2025.
- Department of Further and Higher Education. Statement of Strategy 2021–2023.
- National Digital Strategy "Harnessing Digital – The Digital Ireland Framework" February 2022
- European Skills Agenda 2022-2025
- UN Sustainable Development Goals. Goal 4 Quality Education calls for 'inclusive and equitable quality education and Lifelong Learning opportunities for all'.
- National Strategy for Higher Education 2030
- HEA Study of Mature Student Participation in Higher Education, June 2021

For more Information see Related Documents in Policy and Procedure Master Document:
- QAF301: Development & Evaluation of New Programme Guidelines
- QAF301 (a): Proposal Form for the Development of New Programmes
- QAF302: Learner Admission Policy
- QAF303: An Cosán Application Forms
- QAF304: Course Overviews for An Cosán Courses
- QAF304 (a): Course Overview Community Care 5M2768
- QAF304 (b): Course Overview Community Development 5M3050
- QAF304 (c): Course Overview Early Childhood Care & Education 5M2007
- QAF304 (d): Course Overview Early Childhood Care & Education 6M2009
- QAF304 (e): Course Overview Business Administration with Digital Skills for Work 5M2468
- QAF305: Learner Induction Forms
- QAF306: Recognised Prior Learning Policy (RPL)
- QAF306 (a): Recognised Prior Learning (RPL) Application Form
- QAF307: Access, Transfer and Progression Policy
- QAF308: Work Placement Policy
- QAF308 (a): Cover Letter to Work Placement Pack
- QAF309: Work Placement Agreement
- QAF310: Learner Profiles for Work Placement Supervisors
- QAF310 (a): Learner Profile for Work Placement Supervisors for ECCE 5M2009
- QAF310 (b): Learner Profile for Work Placement Supervisors for Community Care 5M2786
- QAF310 (c): Learner Profile for Work Placement Supervisors for Comm. Develop. 5M3050
- QAF310 (d): Learner Profile for Work Placement Supervisors for BADS 5M2468
- QAF310 (e): Learner Profile for Work Placement Supervisors for ECCE 6M2007
- QAF311: Work Placement Confidentiality Statement
- QAF312: Work Placement Confirmation Form
- QAF313: Learner Code of Conduct on Placement
- QAF314: Completion of Work Placement Hours
- QAF315: Work Placement Attendance Hours
- QAF316: Work Experience Placement Supervisors Reports
- QAF316 (a): Placement Report – Community Development 5M3050

- QAF316 (b): Placement Report – Community Care 5M2786
- QAF316 (c): Placement Report – Business Administration with Digital Skills 5M2486
- QAF316 (d): Placement Report – Early Childhood Care & Education 5M2009
- QAF316 (e): Placement Report – Early Childhood Care & Education 6M2007

Section 4: Staff Recruitment and Development

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

▪ Staff Recruitment, Management and Development (QQI Core Statutory Q A Guideline 4)

4.1 An Cosán Staff Handbook

An Cosán has a comprehensive Staff Handbook which includes a recruitment policy providing the policy and procedures by which An Cosán is bound in the recruitment of its staff. All employees of An Cosán are subject to a probationary period, during which time, a progress review is carried out by their Line Manager. On at least an annual basis there is a performance appraisal of each staff member during which both the employee and the Line Manager discuss the employee's performance, the matters which contribute to that performance and the matters which inhibit it, and both set an action list and targets as to how any requirement for change is dealt with.

At An Cosán we pride ourselves on a unique ethos where there is a sense of "belonging". We believe that everyone who either uses our services or contributes to them should be and feel valued and supported. This relational model is at the core of everything that we do and seeks to encourage relationships that are positive, supportive, loving and affirmative with all users and providers of our services. Within your work environment, we invite you to embrace and contribute actively to this positive atmosphere and to respect and support your fellow colleagues. As an organisation that co-creates value for individuals and the community in which we work, An Cosán believes its employees are its most valuable asset. Through our staff's individualities, skills and experiences, An Cosán will continue to contribute to real social change within our community and the wider community. In our organisation, leadership, education and enterprise are the particular tools with which we seek to effect personal and social change. These tools enable us to strive for excellence at all times.

4.2 Employee Charter

Our Employee Charter lays out An Cosán's commitment to you, the employee, the individual. This Charter includes the following principles:
▪ You are entitled to be treated fairly, with dignity and respect.
▪ You are entitled to protection against discrimination of any sort.
▪ You are entitled to discuss your training and development needs.
▪ You are entitled to a safe and healthy working environment.
▪ You are entitled to supportive leadership.
▪ You are entitled to work in an environment that fosters and nurtures employee development at all levels and through its people management practice.

The Employee Charter is included in the Staff Handbook (page 10).

4.3 Staff Communications

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. Communications with various stakeholders in An Cosán (including Staff) is outlined in QAF901: Communications Policy and Procedure.

4.4 Staff Continuous Professional Development

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.

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.

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.

4.5 Performance Management & Review

The purpose of procedures in this area is to ensure that staff receive constructive feedback on their performance in order to allow them to identify key strengths and areas for improvement and agree action plans where necessary.

4.6 Monitoring Effectiveness of Tutors

A number of feedback mechanisms are used in the monitoring of effectiveness of tutors:
- Learner end of course evaluation forms
- Tutor end of course evaluation form
- Attendance/retention rates
- Internal verification reports
- External authenticator reports

Tutors are asked to review learner course assessments during the programme and at the end of each programme. This affords the tutor the opportunity to reflect on and review the effectiveness of his/her work and seek improvement, as well as providing ongoing review of the programme content.

4.7 Review of Human Resources Policies and Staff Handbook

Human Resources Policies and the Staff Handbook, as with all policies and procedures in An Cosán are subject to an annual review. This is conducted by the Corporate Services Manager and approved by the Senior Management Team. The key objective of this review is to ensure that the policies and procedures continue to ensure best practice, that they reflect the latest developments in legislation and case law and that they are at their most effective and efficient. This is done as follows:
- Evidence is sought through review of staff and Tutor feedback, questionnaires, appraisal meetings, review of training plans and effectiveness of same
- This is conducted during June of each year and reported to the Senior Management Team where improvements are discussed and Board of Directors for final authorisation.

For more Information see Related Documents in the QA Policy & Procedure Master Document:

- QAF401: Staff & Tutor Recruitment Policy
- QAF401 (a): Job Application Form
- QAF401 (b): Job Advertisement Template
- QAF401 (c): Interview Record Sheet
- QAF401 (d): Contract of Employment – Non-Teaching Staff
- QAF401 (e): Contract of Employment – Tutor Contract
- QAF401 (f): New Employee Forms
- QAF401 (g): Tutor Employee Forms
- QAF401 (h): Tutor Invoice Form
- QAF401 (i): Tutor Monthly Report
- QAF402: Staff Induction Policy
- QAF402 (a): Staff Induction Checklist
- QAF403 (b): Tutor Induction Checklist
- QAF402 (c): Staff Handbook Confirmation Form
- QAF402 (d): Tutor Handbook Confirmation Form
- QAF403: Leave Records
- QAF403 (a): Annual Leave Record
- QAF403 (b): Time in Lieu Record
- QAF404: Staff Development Policy
- QAF405: Dignity at Work Policy
- QAF405 (a): Discrimination Report Form
- QAF406: Grievance Policy & Procedure
- QAF407: Discipline Policy & Procedure
- QAF408: Staff Continuous Professional Development
- QAF901: Communications Policy and Procedure

See the following related documents in the Supplementary Attachments Folder:

- An Cosán Staff Handbook

Section 5: Teaching and Learning

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- ▪ Teaching and Learning (QQI Core Statutory Quality Assurance Guideline 5)

5.1 An Cosán's Teaching and Learning model

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.

5.2 An Cosán's Blended Learning model

Technological advance has driven the evolution of new instructional models. Blended learning offers new and unique pedagogical opportunities and challenges. It is widely accepted that materials and instruction developed for face-to-face instruction are often unsuitable for blended learning and that high-quality blended learning experiences require a structured, learner-centred approach.

An Cosán maintains its strong ethos while embracing the educational opportunities afforded by blended learning. These guidelines are constructed to support An Cosán's blended learning programmes by providing references, checklists, resources and guidance to stakeholders involved in the design, development, delivery and evaluation of An Cosán's blended learning programmes. The aim is to ensure consistency across all of An Cosán's blended learning programmes and the quality assurance and enhancement of An Cosán's blended learning models and to provide a forum for stakeholders to co-create best practice.

An Cosán has devised a set of guidelines that the tutors and programme developers will use when developing programmes to be delivered through the Blended Learning approach. An Cosán ensures that these guidelines follow the Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes March 2018/QG8-V1.

In this section of the manual, we include in the An Cosán guidelines for developing a Blended Learning Programme a Blended Learning Instructional Design Template for Tutors to complete as part of the development stage of programmes.

All Learners are issued with a Learner Handbook incorporating detailed Policies and Procedures at the start of each academic year.

5.3 An Cosán Accessible Technology Policy

An Cosán strives to ensure that people with different abilities have access to the same services and content that are available to people without disabilities, including services and content made available through our programmes. For further information on An Cosan's Accessible Technology Policy see QAF 503.

For more Information see Related Documents in the QA Policy & Procedure Master Document:

- QAF501: An Cosán Teaching and Learning Policy
- QAF502: An Cosán's Instructional Design and Programme Design for Blended Learning programmes
- QAF502 (a): Blended Learning Instructional Design Template
- QAF502 (b): Community Partner Hub Technology Specification Requirements
- QAF502 (c): Community Partner Hub Technology Questionnaire
- QAF503: An Cosán Accessible Technology Policy
- QAF503 (a): Accessible Technology Consultation Form

See the following related documents in the Supplementary Attachments Folder:
- An Cosán Learner Handbook
- An Cosán Tutor Handbook

Section 6: Assessment of Learning

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- Assessment of Learning (QQI Core Statutory Quality Assurance Guideline 6)

As part of this An Cosán has in place the Policies and Procedures relating to the following processes:
- QAF601: The Assessment Process
- QAF602: The Authentication Process
- QAF603: The Results Approval Process
- QAF604: The Appeals Process

6.1 The Assessment Process

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.

An Cosán have in place specific policies and procedures to ensure the fair and consistent assessment of learners. In addition, a Reasonable Accommodation Policy is in place to ensure all learners have access to fair and reliable assessment. These policies will be supported with best practices and guidelines which are in line with the QQI Quality Assurance Guidelines 2013.

6.2 The Authentication Process

The Authentication process is to ensure fairness, consistency and validity of assessment and the outcome of the assessment across each award. This process ensures that An Cosán submits accurate and quality assured results to QQI for Certification and involves two stages which are:
- Internal Authentication Process (IV)
- External Authentication Process (EA)

The following Guidelines, Policies and Procedures are in place to ensure the IV and EA process is in line with QQI Core guidelines.

6.3 The Results Approval Process

See policies listed below.

6.4 The Appeals Process

See policies listed below.

For more Information see Related Documents in the QA Policy & Procedure Master Document:
- QAF601: The Assessment Process
- QAF601 (a): Fair & Consistent Assessment of Learners Policy
- QAF601 (b): Assessment Methods & Assessment Techniques – Summary
- QAF601 (c): QQI Grading Classifications & Criteria

- QAF601 (d): Co-ordinated Planning of Assessments
- QAF601 (e): Security of Assessment Policy
- QAF601 (f): Assessment (Examination) Regulations for Learners
- QAF601 (g): Assessment (Examination) Regulations for Invigilators
- QAF601 (h): Invigilator Certificate for Examinations
- QAF601 (i): QQI Portfolio Collection Form
- QAF601 (j): Request for Extension/Deferral of Assessment
- QAF601 (k): Consistency of Marking Assessments Policy
- QAF601 (l): Policy on Assessment Performed during Placement
- QAF601 (m): An Cosán Plagiarism Policy
- QAF602: The Authentication Process
- QAF602 (a): Guidelines for Internal Assessors
- QAF602 (b): Feedback to Learners Policy
- QAF602 (c): Learner Feedback Form
- QAF602 (d): Tutor Assessment Guidelines
- QAF602 (e): Internal Assessor & Internal Verifier Checklist
- QAF602 (f): QQI Candidate Details & Results Summary Sheet
- QAF602 (g): Internal Verification Policy
- QAF602 (h): Internal Verification – Guidelines for Internal Verifiers
- QAF602 (i): Cross Moderation Form
- QAF602 (j): Internal Verification Report
- QAF602 (k): External Authentication Policy
- QAF602 (l): Guidelines for External Authenticator
- QAF602 (m): External Authenticator Contract
- QAF602 (n): External Authentication Report
- QAF603: Results Approval Process
- QAF604 (a): Appeals Policy - Review of an Assessment Policy
- QAF604 (b): Appeals Application Form

See the following related documents in the Supplementary Attachments Folder:
- An Cosán Learner Handbook
- An Cosán Tutor Handbook

Section 7: Learner Supports

This section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- Supports for Learners (QQI Core Statutory Quality Assurance Guideline 7)

An Cosán are committed to ensuring that all Learners are given every opportunity to complete their passage of knowledge and learning. In this section of the Manual, we have outlined the supports that we have in place for learners who are undertaking a course in An Cosán. As part of this commitment An Cosán has put into place provisions to facilitate learners requiring Reasonable Accommodations.
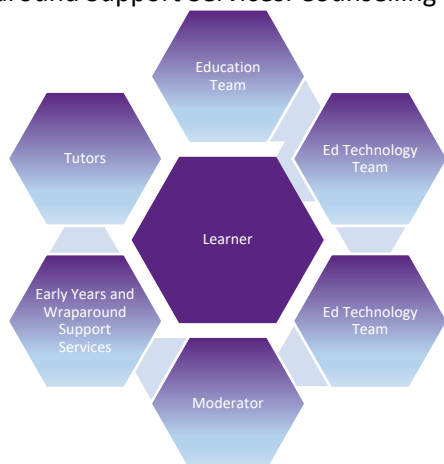
7.1 Reasonable Accommodation

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.

All learners registered with An Cosán must be able to meet the learning outcomes of their programme. Reasonable and appropriate accommodations (adjustments and supports) and/or auxiliary aids are determined on a case-by-case basis and in accord with the individual's certified disability/significant medical condition/specific learning difficulty. Reasonable accommodations are intended to support learners to become more independent in their learning.

7.2 Multi-Disciplinary Team

An Cosán has a multi-disciplinary and diverse team of passionate professionals who put the learner at the heart of everything we do.
- Education Team and Tutor: Facilitates Learning, Develops and delivers content, Supports the learning process, Supports, Learner-Centred
- Education Technology Team and Technology Moderator: Live Classroom Support, Technology Support, Understands learners needs, Encourages learners to engage, Learner-Centred
- Community Partner Lead: provides vital links to our Community Partner organisations nationally
- Other Learners: Peer to Peer, Supporting each other, Motivating each other, Sharing with each other
- Wraparound Support Services: Counselling and Early Years Education and Care

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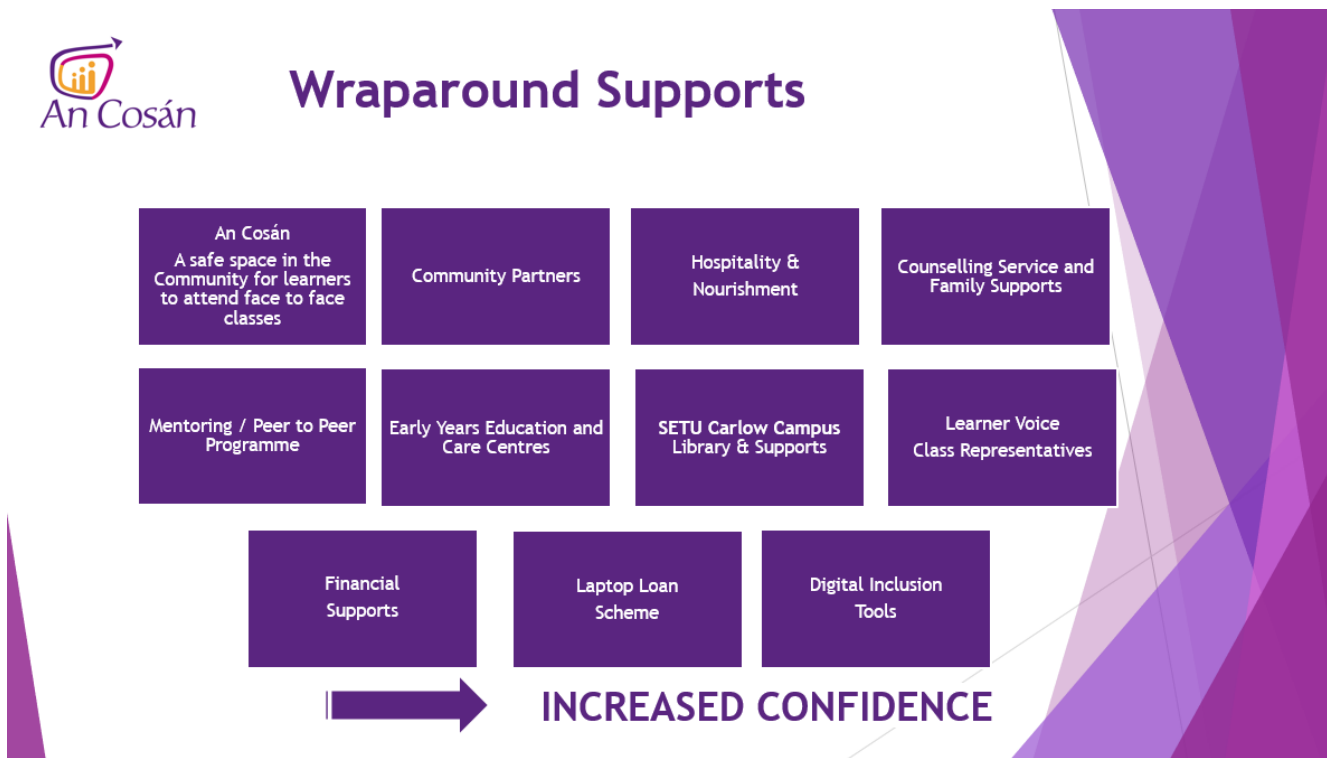
An Cosán offer a range of wrap around supports including counselling, family supports, mentoring, digital skills and financial supports to participants of An Cosán, those living in the community and surrounding areas of Tallaght and wherever possible beyond this.

7.3 (a): An Cosán Welcoming Space – (Training Rooms, Coffee Dock, The Open Learning Centre)

- On Wednesday afternoons there is a quiet space with access to computer and Internet, where you can work on your assignments away from distractions.
- Plan your time is working here. Bring along a pen, paper, notes and assignment briefs.
- Book your space in advance to avoid disappointment. The facility is available to participants on all courses at An Cosán.

7.3 (b): Community Partners

We work with a network of community partners throughout Ireland to ensure that everyone can access the education they need to follow the path to a brighter future. They provide the space and technology learners need to access online programmes building communities of learners all over Ireland.

7.3 (c): Hospitality and Nourishment

Our hospitality is integral to our ethos and provides the nourishment needed to engage the mind.

7.3 (d): Counselling

The counselling supports offers a place to discuss hurdles that may be stopping people live the life they want, and where they can talk to someone who cares. The service consists of a caring, non-judgemental group of men and women who listen when people need to talk about a problem or something in their past that is preventing them moving forward with

their studies and their lives. Our service is strictly confidential; it's a safe place where students can talk over whatever is holding them back.

7.3 (c): One-to-one learning support with basic core skills (digital and literacy)

There are opportunities for learners to improve their literacy, numeracy and writing skills through a range of Access courses. Access Learners fees are covered under our agreement with DDLETB
Details are available in the student handbook or by contacting the Access Community Education Lead by emailing courses@ancosan.ie.

7.3 (d): Digital Literacy Workshops

Workshops that support the development of digital literacy are available on request and by appointment by emailing info@ancosan.ie.

7.3 (e): Mentoring & Peer support

Weekly peer support groups are available with a trained facilitator on Monday afternoons.
Our volunteer tutor assistants provide additional one-to-one or small group support tutorials outside of class at times to suit individual learners. In addition, your tutor will be happy to give you feedback via e-mail if you send a draft of work in progress.

7.3 (f): Early Years Childcare Services

Limited childcare spaces are available for learners attending our day classes or families referred by local health care professionals on request by emailing info@ancosan.ie.

7.3 (g): Accessible Technologies

We have a responsibility to service all learners where possible by designing our curriculum to universal design for learning principles and providing access to assistive 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.

7.4 Protection for Enrolled Learners (PEL)

An Cosán has learner protection arrangements in place with respect to enrolled learners on all QQI (FET) validated courses in accordance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. The legal requirement ensures that learners enrolled on a programme, of longer than 3 months duration and where fees have been paid, are not disadvantaged in the event of the programme ceasing prior to completion.
In accordance with this act and the QQI Protection of Enrolled Learner Guidelines and protocols for implementation of the 2019 Act, Learners on the Business Admin & Digital Skills courses do not pay fees as these programmes are funded by Rethink Ireland and JP Morgan.

Learners on other Further Education courses are supported in accessing funding for their fees and this includes applying for a bursary from An Cosán and other supporting organisations.

Access Learners fees are covered under our agreement with DDLETB.

Higher Ed Learners are protected under IT Carlow PEL policy.

A Guide to funding supports available from supporting organisations is outlined on our website here:
https://www.ancosan.ie/financial-supports/

An Cosán ensures that:
- Learners will have the opportunity to complete a programme leading to an award
- Learner is refunded the moneys most recently paid if a programme ends before they have completed it
- Learner is provided with adequate and accurate information about the programme that they wish to register on and the protection in place for them in the event that the programme ceases prior to completion

For more Information see Related Documents in the QA Policy & Procedure Master Document:
- QAF701: Reasonable Accommodation
- QAF701 (a): Reasonable Accommodation Policy
- QAF701 (b): Reasonable Accommodation Application Form
- QAF701 (c): Guidelines for Documentation Required for Verifying Disability
- QAF701 (d): Guidelines for a Reader
- QAF701 (e): Instructions for a Scribe

Section 8: Information and Data Management

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- Information and Data Management (QQI Core Statutory QA Guideline 8)

An Cosán, through the nature of our services, collect, analyse and store information on Learners, staff, associated tutors and Technology Moderators, community partners, business contacts, donors and users of the various services we offer to the general public. Under current General Data Protection Regulations 2016 Legislation (GDPR), An Cosán are legally obliged to develop policies are procedures which clearly state what data they collect, the purpose of this data and how the data will be stored and used.

As part of their Quality Assurance Policies and Procedures An Cosán is committed to reviewing, maintaining and enhancing these systems that they use to ensure effective management support and development of its programmes and other activities. An Cosán Senior Management Team recognises that information is an asset of the organisation and should be managed accordingly.   Therefore, all staff, contractors and consultants are required to maintain and respect the integrity, security and proper use of all data.

In this section of the manual, we have included polices and procedure which are required under GDPR Regulations 2016.

For more Information see Related Documents in the QA Policy & Procedure Master Document:
- QAF801: General Data Projection Regulations
- QAF801 (a): General Data Protection Regulations (GDPR) Policy
- QAF801 (b): General Data Protection Regulations (GDPR) Privacy Notice
- QAF801 (c): Access to Personal Data Request Form
- QAF801 (d): Learner Consent Form for Collecting & Retaining Data
- QAF801 (e): Permission for Photographs & Observations for Placement Form
- QAF801 (f): Permission for Assessments & Skills Demonstrations for Placement Form
- QAF801 (g): Records & Data Retention Policy
- QAF801 (h): Records & Data Retention Schedule
- QAF802: Email Policy
- QAF803: Internet & PC Policy

Section 9: Public Information and Communication

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- ▪ Public Information and Communication (QQI Core Statutory QA Guideline 9)

9.1 An Cosán's Communication Policy and Procedures

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.

9.2 An Cosán's Public Information and Communication Channels

An Cosán communicate with our audiences i.e. our learning community through a variety of communications channels. Through these channels we disseminate information about all current programmes, events and opportunities on a regular basis. Examples of these channels of communication include:

- Direct Email communications
- An Cosán Website
- An Cosán Social Media Platforms
- An Cosán's bi-monthly e-Zine.
- An Cosán Promotional Materials and Reports
- External online platforms
- Community Partner Network and wider Stakeholders
- Direct Contact with Team
- Open Day Information Sessions
- Outreach

In 2020, when public health restrictions were put in place due to covid19, like all educational institutes An Cosán's doors were closed to the public and the majority of staff worked remotely. In order to ensure we continued to reach and engage with our learners and prospective learners and community organisations, we launched weekly online open day / information sessions which we host every Friday at 11am on Zoom.

Communicating information about our activities and promoting our programmes is the responsibility of the Communications and PR Specialist to manage all communications in collaboration with the Community Partner Lead and Learner Recruitment Team under the direction of the Corporate Services Manager and Adult Community Education Manager.

For more Information see Related Documents in the QA Policy & Procedure Master Document:
- ▪ QAF901: An Cosán Communications Policy and Procedures

Section 10: Other Parties involved in Education and Training

This Section relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- Other Parties involved in Education and Training (QQI Core Statutory Q A Guideline 10)

10.1 Relationships with our peers involved in the Area of Education and Training

Where relevant An Cosán works, collaborates and shares information openly with other Community and Adult Education providers. This allows for the sharing of experiences, knowledge and expertise which An Cosán believes is an invaluable cog in the Quality Assurance Wheel.

A key and effective element to Quality Assurance is the sharing of information and collaborating with our peers in the field of Adult and Community Education. An Cosán recognises the importance of this and welcomes the opportunities to develop these relationships by:

- fostering and managing our relationships with our Community Partner Network of over 200 community-based and national organisations
- Engaging with other Community and Adult Education Providers in Further & Higher Education in programme development e.g. QQI and SETU the Designated Awarding Bodies for An Cosán.
- Working with Education and Training Boards (ETB) across Ireland, in particular, we have a long-standing relationship with DDLETB. An Cosán has a SLA agreements with DDLETB.
- Collaborating and supporting organisations which represent the Education Sector at a national level e.g. Department of Education, Higher Education Authority (HEA), Aontas Community Education Network, Solas, Leargas, EPALE Ireland and at a European level e.g. European Association for the Education of Adults, Erasmus+ etc
- An Cosán has collaborative relationships with other government agencies: Pobal, TUSLA, DCYA, DSP.
- An Cosán attends Conferences and Seminars to meet and network with other peers and experts in the area of Education and Training and showcase our work.
- Corporate, Public and Philanthropic Support: An Cosán work with a broad spectrum of corporate partners such as Community Foundation of Ireland, Rethink Ireland, JP Morgan, Microsoft, Accenture and Goodbody Stockbrokers. The organisation collaborates with these corporates to deliver courses for specific groups and develop digital tools to bridge the digital divide.

Section 11: Self-Evaluation, Monitoring & Review

This Chapter relates to the following Quality Assurance guidelines from An Cosán's accrediting bodies:

- Self-Evaluation, Monitoring and Review (QQI Core Statutory Quality Assurance Guideline 11)

An Cosán has a annual cycle of review and evaluation of programmes in line with quality assurance to include:
- Annual Self-Evaluation of Programmes
- Annual Programme Review
- Annual QA Review

Quality Assurance is the responsibility of all staff in An Cosán as a provider of programmes of education and training.

Evaluation, Monitoring and review of Programmes

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.

For more Information see Related Documents in the QA Policy & Procedure Master Document:
- QAF1101: The Evaluation and Monitoring Process
- QAF1101 (a): Learner Evaluation Form
- QAF1101 (b): Tutor Evaluation Form
- QAF1101 (c): Community Education Lead – End of Academic Year Report
- QAF1102: The Monitoring Process
- QAF1102 (a): Administration, Information & Quality Assurance Report
- QAF1102 (b): Community Education Lead – End of Academic Term Report
- QAF1103: The Review Process
- QAF1103 (a): Programme Review Report

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 saved in the **Supplementary Attachments Folder.**

- 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's Strategic Plan 2022-2026

GLOSSARY OF TERMS

ACE	Adult Community Education Manager
CE	Community Education Lead (Access and Further Education)
AIQA	Administration, Information & Quality Assurance Lead
BOD	Board of Directors
CAO	Central Applications Office
CEO	Chief Executive Officer
CP	Community Partner Lead
CPD	Continuous Professional Development
CRM	Customer Relationship Management
CSM	Corporate Services Manager
Dep. CEO	Deputy CEO
EA	External Authentication
EOO	Employment Outreach Officer
ET	Education Technologist
ETB	Education and Training Board
EX	External Consultant
EAB	Education Advisory Group to the Board Representative
FE-Admin	Senior Further Education Administrator
FET	Further Education and Training
GDPR	General Data Protection Regulation
HE	Higher Education Lead
HET	Higher Education and Training
HSA	Health and Safety Authority of Ireland
IV	Internal verification
LSC	Learning Support Coordinator
MIMLO	Minimum Intended Module Learning Outcome
MIPLO	Minimum Intended Programme Learning Outcome
MIS	Management Information System
NALA	National Adult Literacy Agency
NFQ	National Framework of Qualifications
PAEC	Programmes and Awards Executive Committee
PEL	Protection for Enrolled Learners
QA	Quality Assurance
QAOC	Quality Assurance Oversight Committee
QBS	QQI Business System
QMS	Quality Management System
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel
RI	Recognised Institution
RPL	Recognition of Prior Learning
SIS	Student Information System
SME	Subject Matter Expert
SMT	Senior Management Team

SOP	Standard Operating Procedure
TNA	Training Needs Analysis
VLE	Virtual Learning Environment
UDL	Universal Design for Learning