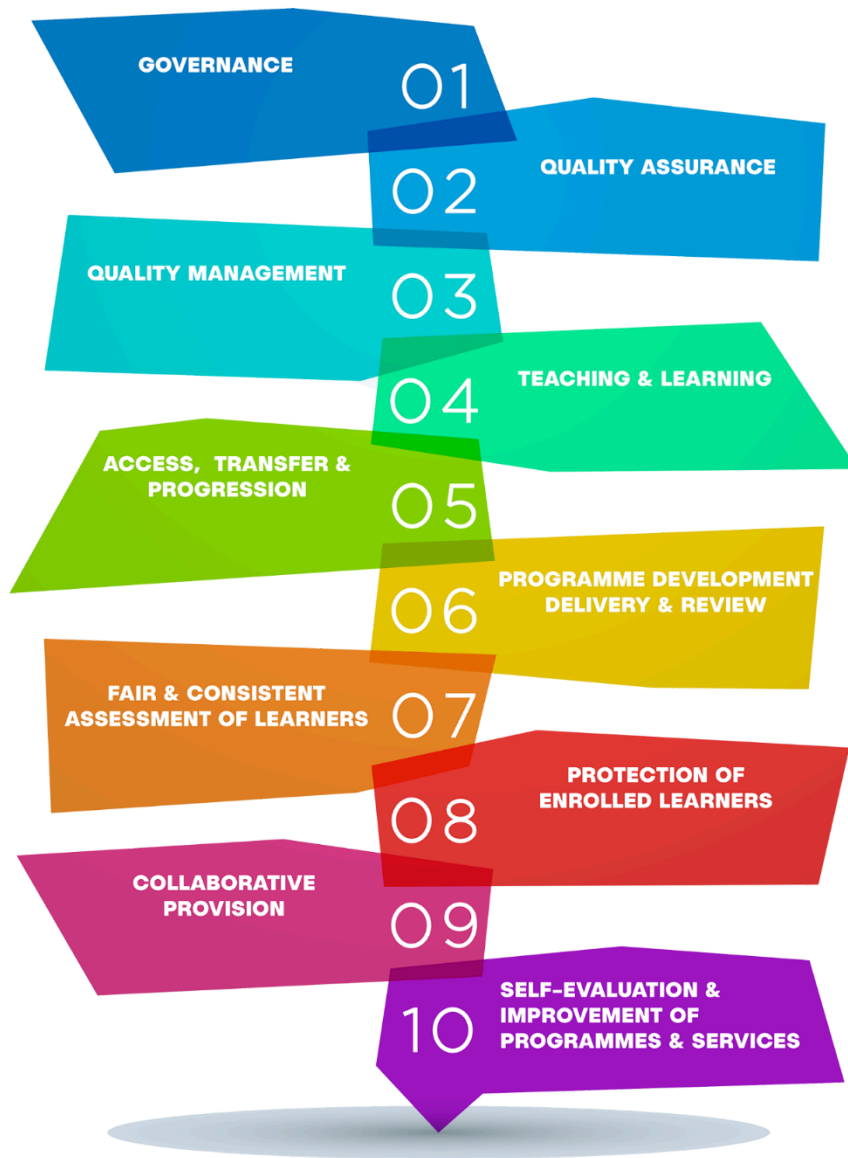


Quality Assurance Manual

Glin National College



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PREFACE

The primary purpose of this Quality Assurance Manual (QAM) is to incorporate the delivery of Q.Q.I. Quality and Qualifications Ireland, P.H.E.C.C. Pre-Hospital Emergency Care Council, SOLAS Safe Pass, and Glin National College programmes in a user-friendly graphical format, designed to be easily understood by all.

Q.Q.I. Quality Assurance Guidelines cover the quality-assured courses the Private Security Authority (P.S.A.) requires for licence purposes. Glin National College (NCU CLG), as an Approved P.S.A. Training Organisation, strictly adheres to these guidelines. Additionally, as an Approved Training Organisation for the delivery of SOLAS Safe Pass, Glin National College complies with the SOLAS code of conduct for A.T.O.s, ensuring the highest standards of quality and safety.

The Glin National College Quality Assurance Manual (QAM) is not just a document, but a comprehensive system. It is based on the Q.Q.I. Core Statutory Quality Assurance Guidelines and the Q.Q.I. Sector-Specific Statutory Quality Assurance Guidelines. The Quality Assurance Manual (QAM) is also guided and constructed around the seven sections within the Q.Q.I. Sector-Specific Statutory Quality Assurance Guidelines and incorporates the P.H.E.C.C. Quality Review Framework, ensuring a rigorous and thorough quality assurance process.

QQI Framework	PHECC's Quality Review Framework Standard	Glin National College Framework
1. Governance.	1. Effective Governance	1. Governance
2. Administration.	2. Course Development and Maintenance	2. Quality Assurance
3. Information & Communication.	3. Delivery of Education	3. Quality Management
4. Institutional Research.	4. Student Support	4. Teaching and Learning
5. Academic Management.	5. Assessment and Course Outcome	5. Access, Transfer & Progression
6. Teaching & Research Provision.	6. Learning Organisation	6. Programme Development Delivery & Review
7. Additional areas.		7. Fair & Consistent Assessment of Learners
		8. Protection of Enrolled Learners
		9. Collaborative Provision
		10. Self-Evaluation & Improvement Of Programmes & Services

GLIN NATIONAL COLLEGE FRAMEWORK



Glin National College Mission Values

Values-based on maximum potential enabling all learners, tutors and staff to achieve their full potential by fostering a quality assurance culture throughout the organisation.

- Appropriate Training Programmes
- Openness
- Personal Development
- Diversity of Culture
- Cooperation
- Trust
- Equal Opportunity

BACKGROUND & CONTEXT

NCU Training, a division of NCU CLG, was established in the mid-1980s by the Bonnybrook Unemployed Action Group. In July 1991, it was renamed Northside Centre for the Unemployed (N.C.U.). A significant step was taken in June 1998 when the organisation founded the Northside Computer Training Centre, offering computer education to individuals for new job roles.

Due to its increasing popularity, a separate management structure was instituted in 2003 to cater to its expanding workload and deliver training within the greater Dublin area. The history of NCU Training highlights the significance of concerted efforts towards serving the community. NCU Training has been an accredited F.E.T.A.C. Centre since 2008 after obtaining a Quality Assurance Agreement from F.E.T.A.C. in the same year. NCU Training is Ireland's first Independent/Private F.E.T. Provider to Re-engage with Q.Q.I. Quality and Qualifications Ireland and the Q.Q.I. Programmes and Awards Executive Committee (P.A.E.C.) approved our Quality Assurance on 20 December 2018. This achievement underscores our commitment to maintaining the highest standards of education and training.

In 2024, the Board of Management decided to rebrand the organisation as Glin National College, believing that our quality training could be delivered nationwide. The new brand name incorporates our geographical location, "Glin Road Coolock Dublin 17", emphasising national delivery and our Q.Q.I. (Quality & Qualification Ireland) approval, moving from a training centre to a more recognised College format.

Today, Glin National College, with its rich community service history, is dedicated to delivering quality education and training. We offer a diverse range of courses in Healthcare, Health and Safety, SOLAS Safe Pass, First Aid and Hospitality, catering to individuals from various backgrounds. Our commitment to helping people acquire the skills necessary to thrive in today's competitive job market is unwavering, and we take pride in contributing to the realisation of this vision.

Glin National College is a not-for-profit organisation whose sole purpose is to provide its learners/stakeholders with the highest quality of further education and training.

We aim to create a standard that delivers on quality, not profit. Glin National College is entirely non-funded.

LEARNER PROFILE & MODES of DELIVERY

Our learner profile, which primarily consists of adults seeking training for employment and upskilling, is at the heart of our mission. Glin National College works directly with the Department of Employment Affairs and Social Protection (DEASP) and its agents within the Local Partnerships to provide tailored, certified training to individuals on the live register seeking employment. We also specialise in Community Employment Scheme (CE) participants training. The number of learners from the employed sector is on the rise, particularly with our Home Care, Safety & Health, and awareness courses, reflecting our commitment to meeting the evolving needs of our learners.

Glin National College offers a flexible approach to programme delivery. Our courses are primarily delivered in the Glin Centre, Coolock, Dublin 17, which is equipped with two training rooms, an audio and video recording studio, and a dedicated computer suite. We also provide in-house workplace training programmes, catering to six to twenty learners in-group formats for organisations. This adaptability extends to the arrangement of approved facilities suitable for the delivery of training sessions, ensuring that our learners' needs are met.

All our programmes are designed to maximise learning outcomes. We incorporate face-to-face, delivered tuition, ensuring direct interaction and personalized guidance. In addition, we harness the power of blended learning technology tools to enhance the learning experience. This approach allows us to offer a wealth of resources to our learners on dedicated learner platforms, fostering a dynamic and engaging learning environment that promotes deep understanding and retention of knowledge.

Accreditation and Guidelines

- QQI up to Level 6 on the Irish National Framework of Qualifications (NFQ)
- SOLAS – For Safe Pass
- The Pre-Hospital Emergency Care Council (PHECC)
- The Private Security Authority (PSA)
- Glin National College Certified Courses

This document's quality assurance policies and procedures apply to all courses and certifications delivered by Glin National College.

1. GOVERNANCE



1. Organisational Structure
2. Academic Governance
3. Voluntary Board of Management Handbook
4. Roles & Responsibilities & Governance Arrangements

Organisational Structure

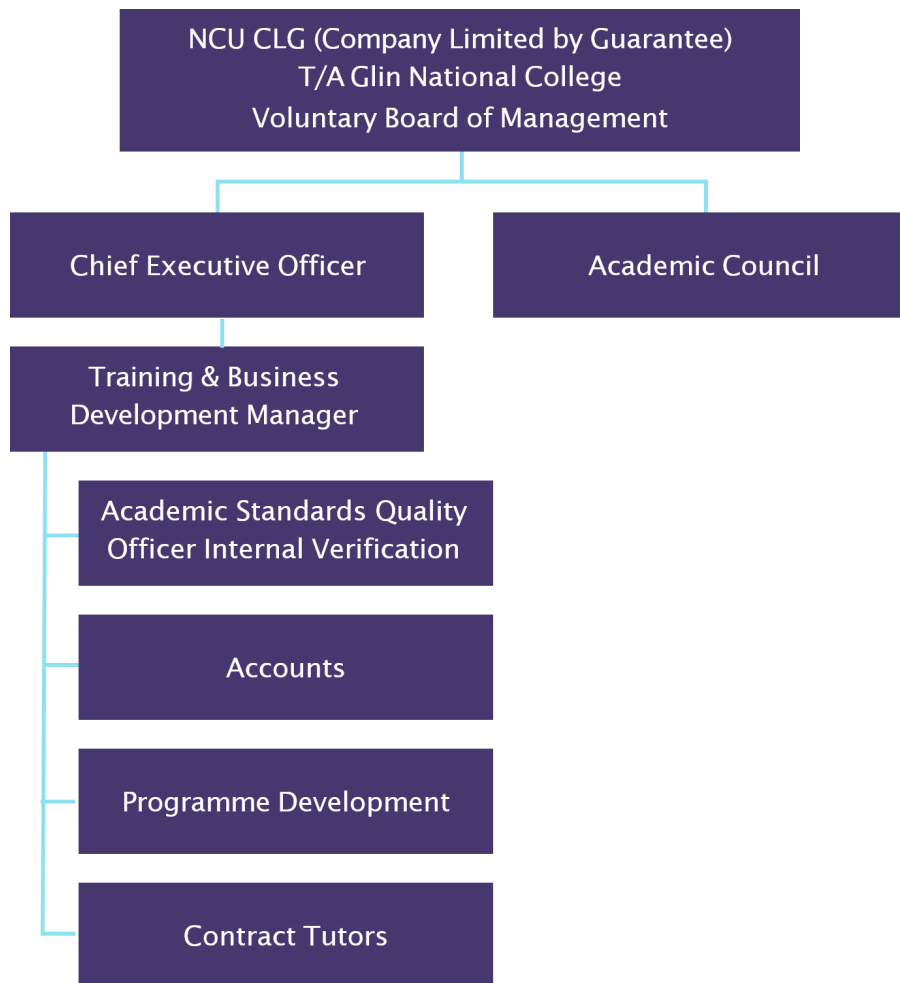


Figure 1 Shows Glin National College current organisation structure.

As a company with charitable status, our corporate governance follow's and applies

“The Charities Governance Code”

The Charities Regulator was established in 2014 and is an independent authority.

<https://www.charitiesregulator.ie>

Organisational Structure/Awarding Bodies

Figure 2

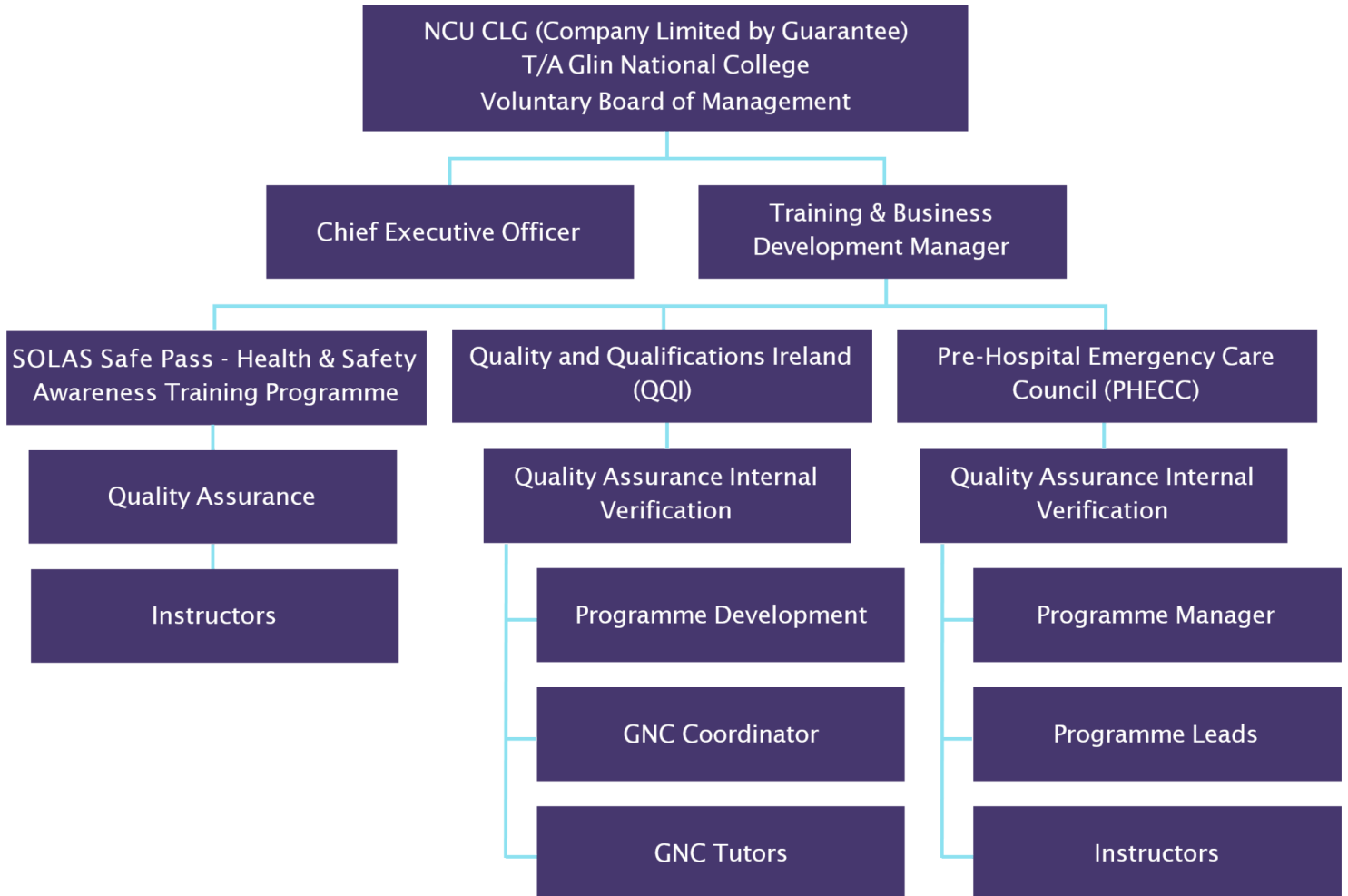


Figure 2 Shows Glin National College awarding bodies

Roles & Responsibilities & Governance Arrangements

There can often be confusion between the Voluntary Board of Management and the Management Team around roles and responsibilities – where the Management Team’s role ends, and the Board’s role begins. Ideally, there needs to be a separation of the Chairperson and the Chief Executive Officer (CEO) and Training & Business Development Manager to ensure a genuine independent oversight.

Figure 3

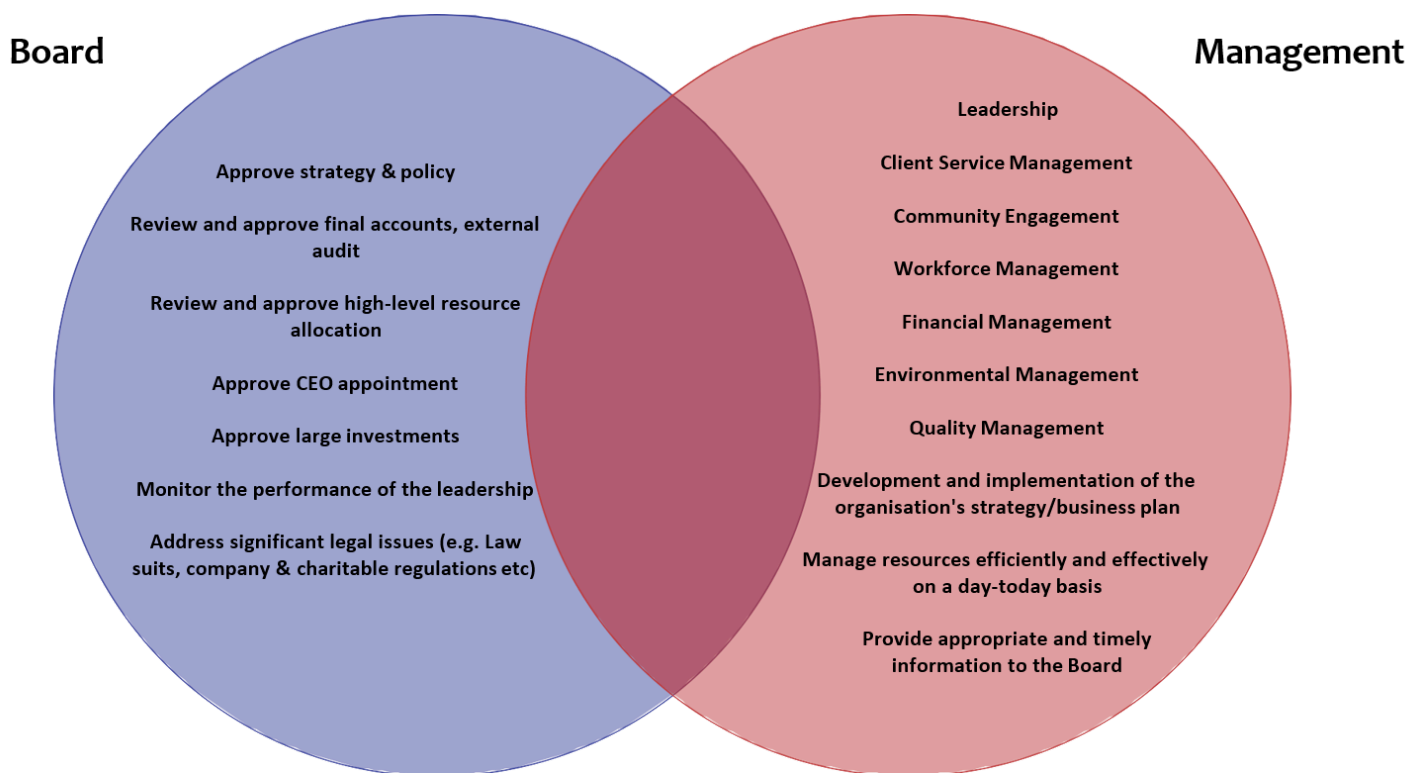


Figure 3 The diagram summarises the key responsibilities of each.

Non-Executive Director and Non-Executive Chairperson

The Non-Executive Director should bring to the board the ability to be independent, impartial, experienced and knowledgeable so that they can:

- Uphold the highest ethical standards of integrity and probity.
- Constructively challenge and help in developing corporate strategy.
- Monitor management performance in meetings and agree on targets and objectives.

One of the key duties of the Non-Executive Director is to ensure the integrity of financial information. They are responsible for verifying that controls and risk management systems are robust and defensible, thereby playing a crucial role in financial governance and risk management.

The Non-Executive Chairperson is the leader of the Board, presiding over meetings and ensuring that the board conducts its business professionally and orderly. They have a significant role in promoting a culture of openness and debate among non-executive directors, being responsible for reflective communication, and ensuring that the board convenes three times per year.

Partnership example between the executive and non-executive board members

Board Team



Non-executive board members fulfil their oversight responsibilities

- Solid understanding of performance, key trends, risks
- Build trust and encourage excellent support of the exec. team in tough times
- Avoid “second-guessing” of exec. teams



Non-executive board members fulfil their "value-add" responsibilities

- Facilitate and encourage real value to add in the crucial strategy area
- Inspire genuine "curiosity" and independent left-field thinking
- Encourage a strong work ethic

CEO & Executive Team

- Genuine commitment to the board on accountability, integrity and transparency
- Accept and support non-executive members responsibilities of oversight and value-add
- Open attitude to sharing performance data, flag issues early and risks - tells it straight

Chief Executive Officer (C.E.O.)

The Chief Executive Officer (C.E.O.) of NCU CLG T/A Glin National College oversees all aspects of the NCU CLG business. This role requires a high degree of attention to detail in planning, creating, and communicating the vision for the future of NCU CLG while ensuring the charitable mission is maintained. Linking in with various Community bodies and organisations is also an integral part of this role.

The Chief Executive Officer (C.E.O.) is the critical management leader of the NCU CLG. The Chief Executive Officer (C.E.O.) is responsible for overseeing finance/budget corporate governance standards and is accountable for driving the objectives of the Board as outlined in a Strategic Plan. Other essential duties include capacity building and community outreach programmes. The position reports directly to the Board of Directors and the organisation's Chair.

The obligations of the Chief Executive Officer in general terms are as follows,

- The Chief Executive Officer oversees the internal organisation, management and discipline of the NCU group of companies.
- The Chief Executive Officer ensures that the Voluntary Board of Management's policies, procedures, guidelines and requirements are followed.
- The Chief Executive Officer submits to the Voluntary Board of Management all such statements and reports affecting the conduct of the NCU group of companies as the Board requires.
- In collaboration with the Training & Business Development Manager, the Chief Executive Officer is responsible for day-to-day financial administration and reporting, ensuring finances are maintained according to the Revenue, Charities Regulator, Charities Governance Code, regulations, and guidelines.
- The Chief Executive Officer has a range of statutory functions and obligations outlined in the Qualifications and Quality Assurance (Education and Training) ACT 2012 legislation.

Key responsibilities include:

- Leadership: being a positive and proactive role model for all staff members, tutors, learners and people within the community.
- Receiving feedback/reports from the Training and Business Development Manager and other Glin National College Staff team members.
- Managed external relations, establishing and maintaining strategic alliances.
- Uphold the highest ethical standards of integrity and transparency required as a non-profit organisation.
- In conjunction with the Training and Business Development Manager, oversee all requirements set down by the G.D.P.R. May 2018 directive.
- Protect the organisation's value by keeping information confidential.
- Update job knowledge by participating in educational opportunities, reading professional publications, maintaining personal networks, and participating in professional organisations.
- Attend industry functions like association events and conferences and provide feedback and information.
- Present any information or new business developments to the Board.
- To ensure that operations authorised budgets are aligned, oversee the implementation and facilitation of activities and events, budget spending, material production and distribution, and other resources.
- Oversee and review the submission of financial & progress reports and ensure accurate data.
- Leading by example to ensure all team members represent the company in the best light.
- Improve processes and policies in support of organisational goals.

Academic Governance

The academic governance system within Glin National College is relevant to the successful implementation of its high-quality assurance system. The organisation complies with all appropriate regulations, including freedom of records, safety, fitness and welfare, employment and equality rules. For ease of reference, the governance structure is represented diagrammatically below:

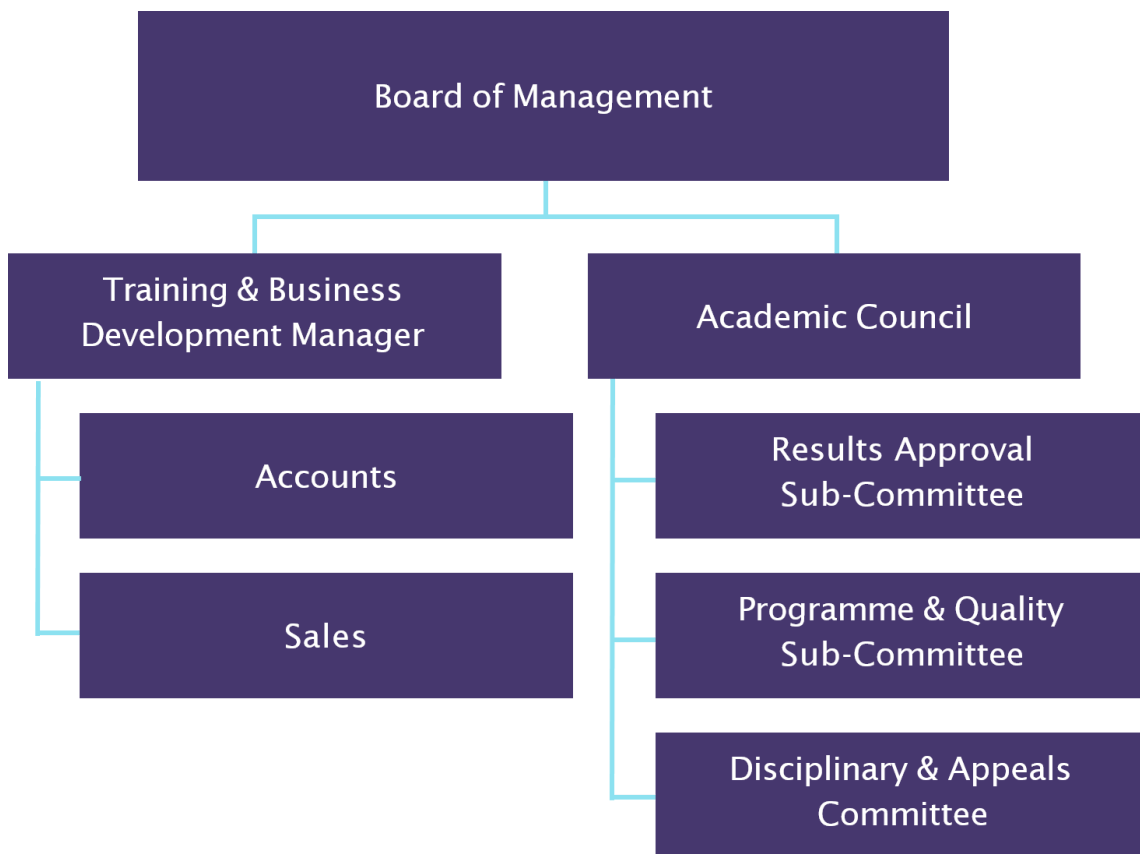


Figure 4

Figure 4 shows Glin National College's separation of commercial and academic decision making.

2. QUALITY ASSURANCE COMPONENTS



1. Clarity of Mission and Purpose
2. Policy Statement for Legal Obligations
3. Procedures
4. Internal Monitoring
5. Self-Evaluation System and Improvement Process

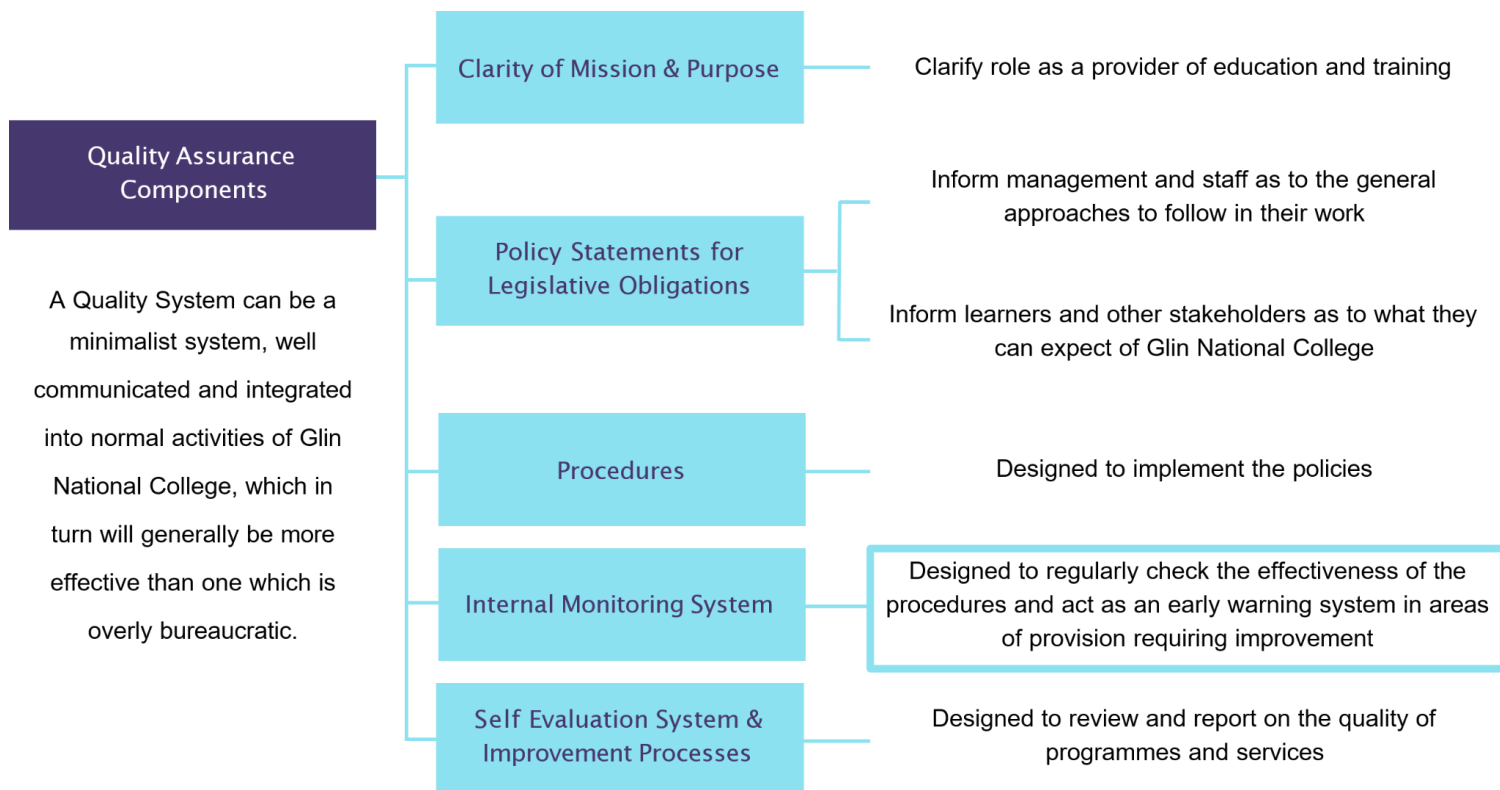
Policy Statement on Quality Assurance

This Quality Policy statement outlines Glin National College's management of quality and standards. Glin National College's quality assurance complies with the Qualifications and Quality Assurance Act 2012 (Q.Q.I.) and the P.H.E.C.C. Awarding Bodies Educational Standards. Glin National College acknowledges that it is ultimately responsible for the academic standards of awards made in its name and for its learners' quality of learning experiences. Glin National College's quality assurance policy has the following goals:

- To develop a quality assurance culture that permeates all parts of Glin National College to benefit the learners, staff and the wider community.
- To ensure that Glin National College's strategic planning, development, quality assurance, and improvement mutually inform and support each other.
- Ensure appropriate and transparent governance and management structures are in place to guarantee continuous progress in imposing and assisting first-class quality assurance and development measures.
- Implement and maintain procedures relating to programme approval, tracking, and evaluation.
- To consider the recommendations of unbiased, independent external peers and organisations, particularly external examiners, professional, statutory, and regulatory bodies, and external assessors.
- To accumulate quantitative and qualitative information and conduct periodic surveys to get feedback from key stakeholder groups, including learners, employers and other stakeholders, for quality improvement and policy making.
- To maintain Glin National College in good standing with its legislative obligations and make the organisation a model centre of excellence for learners.
- To cultivate our interest in seeking creative, learning-centred and future-focused teaching and governance approaches in further education and training.

Glin National College will pledge to continuously review the Quality Assurance Policy to ensure it is appropriate, consistent and fit for purpose.

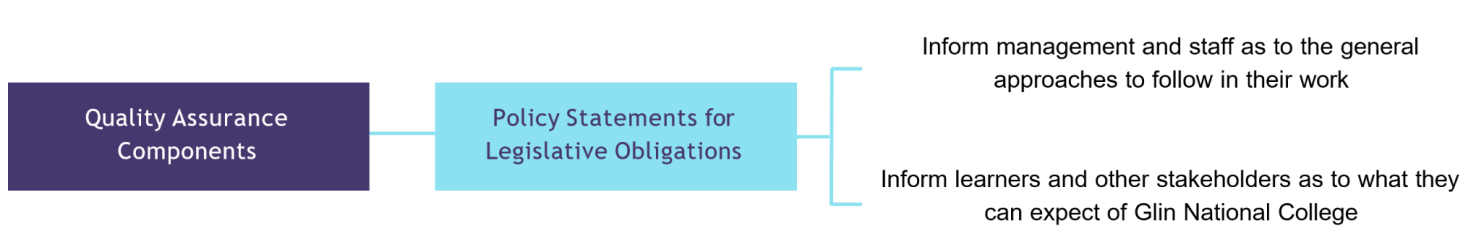
Quality Assurance Components



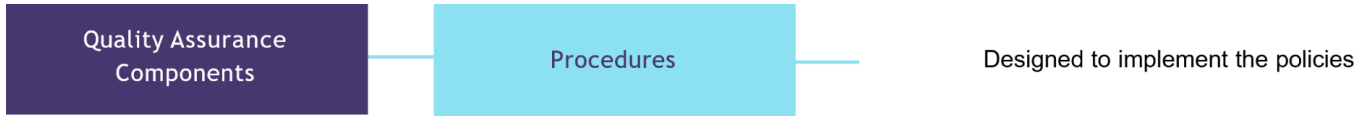
CLARITY OF MISSION & PURPOSE



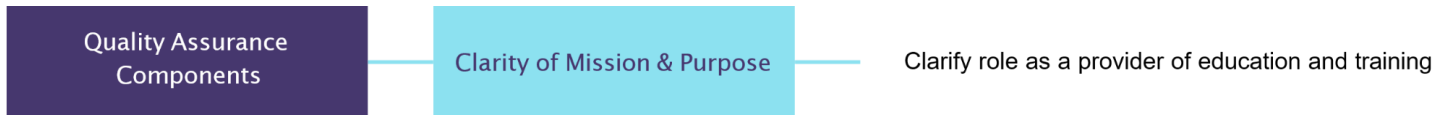
POLICY STATEMENTS FOR LEGISLATIVE OBLIGATIONS



PROCEDURES



Clarity of Mission & Purpose



“To provide quality information services, advocacy services and quality training and education within the local community and the extended community, using the ethos that all members of the society, regardless of circumstance, are entitled to quality education, training and access to quality well-paid jobs.”

Glin National College Values-Statement:

The following values underpin Glin National College’s delivery of further education and training courses:

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

Policy Statements for Legislative Obligations

Quality Assurance
Components

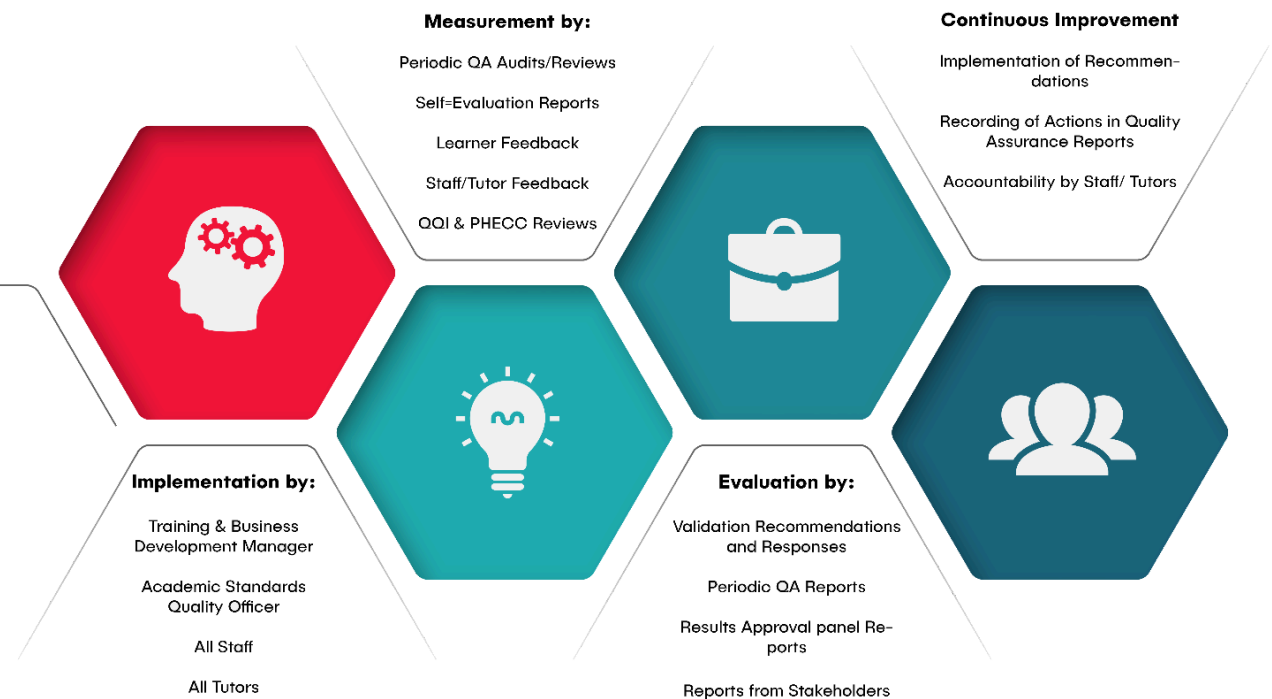
Policy Statements for
Legislative Obligations

Inform management and staff as to the general
approaches to follow in their work

Inform learners and other stakeholders as to what they
can expect of Glin National College

INFO GRAPHIC

Glin National College promotes a verifiable system of implementing this policy measuring it through periodic QQI, PHECC, PSA evaluations and keeping it updated at all times through a continuous improvement process as depicted:



Policy Statements for Management & Staff



[Link to Glin National College Employee Online Handbook](#)



Learner & Stakeholder Information

[Link to Glin National College Information Handbook](#)



College Information



Policy & Procedures for Quality Assurance



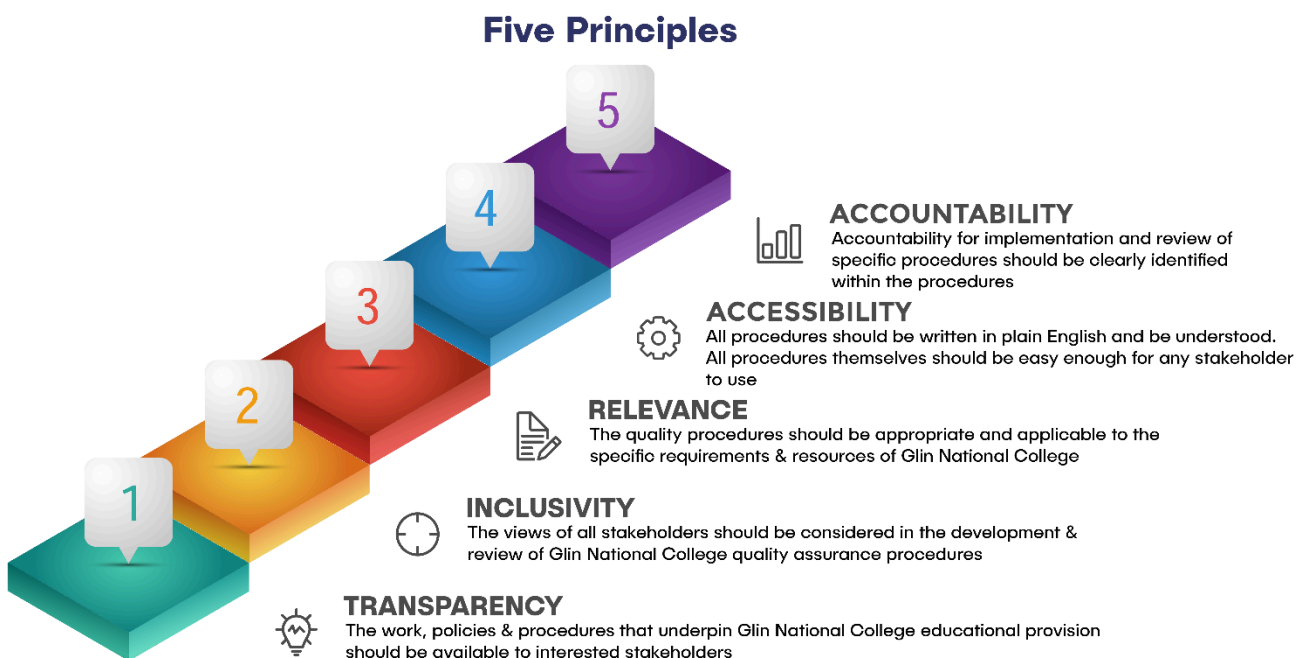
1. Glin National College promotes a culture of quality in its further education and training provision supported by a documented quality framework and a published procedural manual, which allows for the continuous review and enhancement of quality procedures. The Quality Framework enables Glin National College to best meet national guidelines/standards and the regulatory provisions of the awards certification bodies Quality and Qualifications Ireland (QQI), The Pre-Hospital Emergency Care Council (PHECC), SOLAS - For Safe Pass and the Private Security Authority (PSA) Guidelines.
2. Glin National College also promotes a verifiable system of implementing this policy, measuring it through periodic evaluations and keeping it updated at all times through a continuous improvement process as depicted below:

IMPLEMENTATION	MEASUREMENT	EVALUATION	APPROVAL
<ul style="list-style-type: none"> ● Training & Business Development Manager ● Academic Standards Quality Officer ● Programme Managers ● All Staff ● All Tutors 	<ul style="list-style-type: none"> ● Periodic QA Audits/Reviews ● Programme Manager Reports ● Self-Evaluation Reports ● Learners Feedback ● Staff/Tutor Feedback ● Monitoring Visits by Awarding Bodies 	<ul style="list-style-type: none"> ● Responses received from Awarding Bodies. ● Responses from Validation submissions ● Periodic QA Reports ● Results Approval panel Reports ● Reports from Stakeholders 	<ul style="list-style-type: none"> ● Glin National College Academic Council ● Implementation of recommendations arising from measurement & evaluation stages. ● Actions arising will be recorded in periodic Quality Assurance Reports ● Accountability: Academic Council

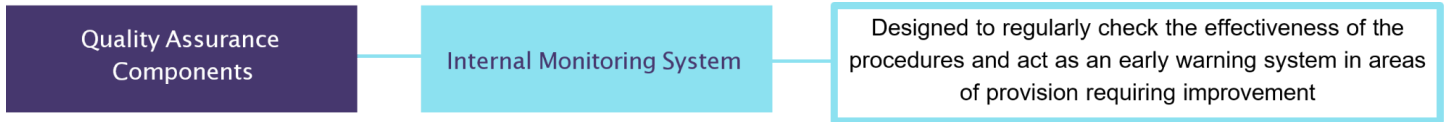
Policy & Procedures for Quality Assurance

3. **Scope of the Quality Assurance System:** All activities within Glin National College are subject to Quality Assurance procedures. All staff and tutors undertake a vital role in managing and implementing quality assurance procedures and assume collective responsibility across various functionaries. The Academic Standards Quality Officer carries out management of the quality system. Responsibility for the approval and monitoring of all quality assurance procedures rests with the Academic Council. Compliance with legal obligations and commercial interests rests with the Voluntary Management Board of NCU CLG.

4. **The Quality Assurance Framework at Glin National College:** Glin National College recognises that quality assurance's efficient and transparent operation is essential to learner and stakeholder confidence. It is critical for the organisation in achieving its long-term vision. The regulatory and statutory framework for quality assurance procedures described in this document is derived from Q.Q.I. and The Pre-Hospital Emergency Care Council (P.H.E.C.C.) quality assurance policies guidelines and the general national standards. The following five principles underpin the development, implementation and continuous improvement of quality assurance procedures at Glin National College:



Internal Monitoring System



On-going monitoring will look at the statistical information generated from our current systems on our Q.Q.I., P.H.E.C.C., SOLAS Safe Pass, and Glin National College certified programmes. This practice will allow us to spot and identify any areas of provision that meet or not the required standards. The following quality measures will help determine whether our outcomes-related objectives are accomplished. Some of the relevant Key Performance Indicators (KPIs) are as follows.

Academic



Business

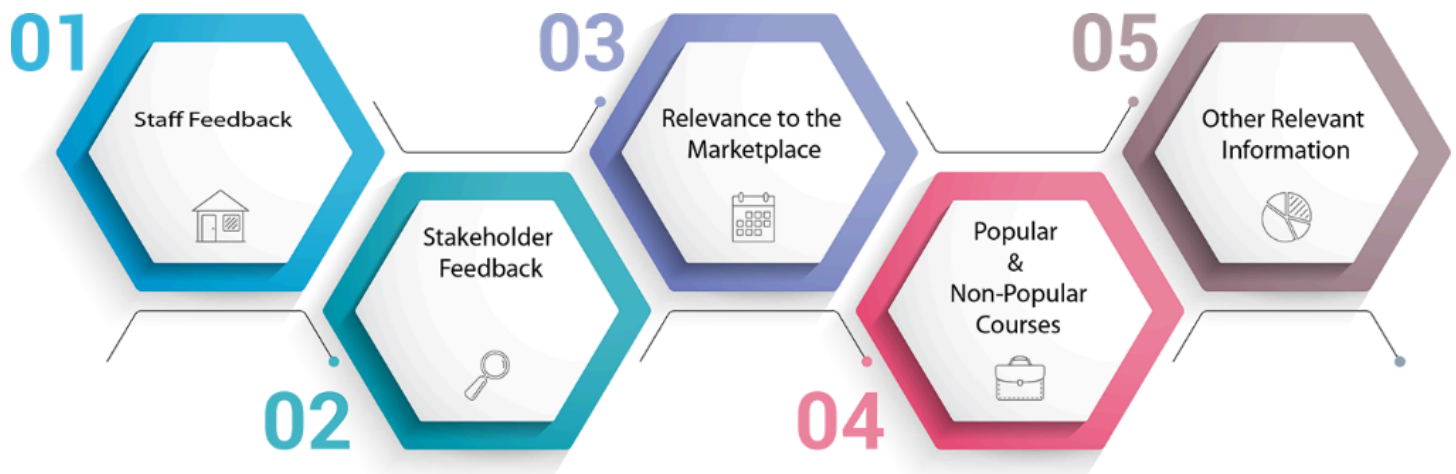


This process will produce a set of findings for the Academic Council to review. The Training & Business Development Manager, Academic Standards Quality Officer, Programme Development Officer and Tutors will have responsibility for self-monitoring.

Internal Monitoring of our Policies & Procedures & Related Services

Stakeholder typically refers to anyone who supports the welfare and success of a college and its learners. Board members, administrators, tutors, staff members, learners, families, awarding bodies, community members, government departments, local businesses, business leaders and elected officials such as city councillors and state representatives are stakeholders.

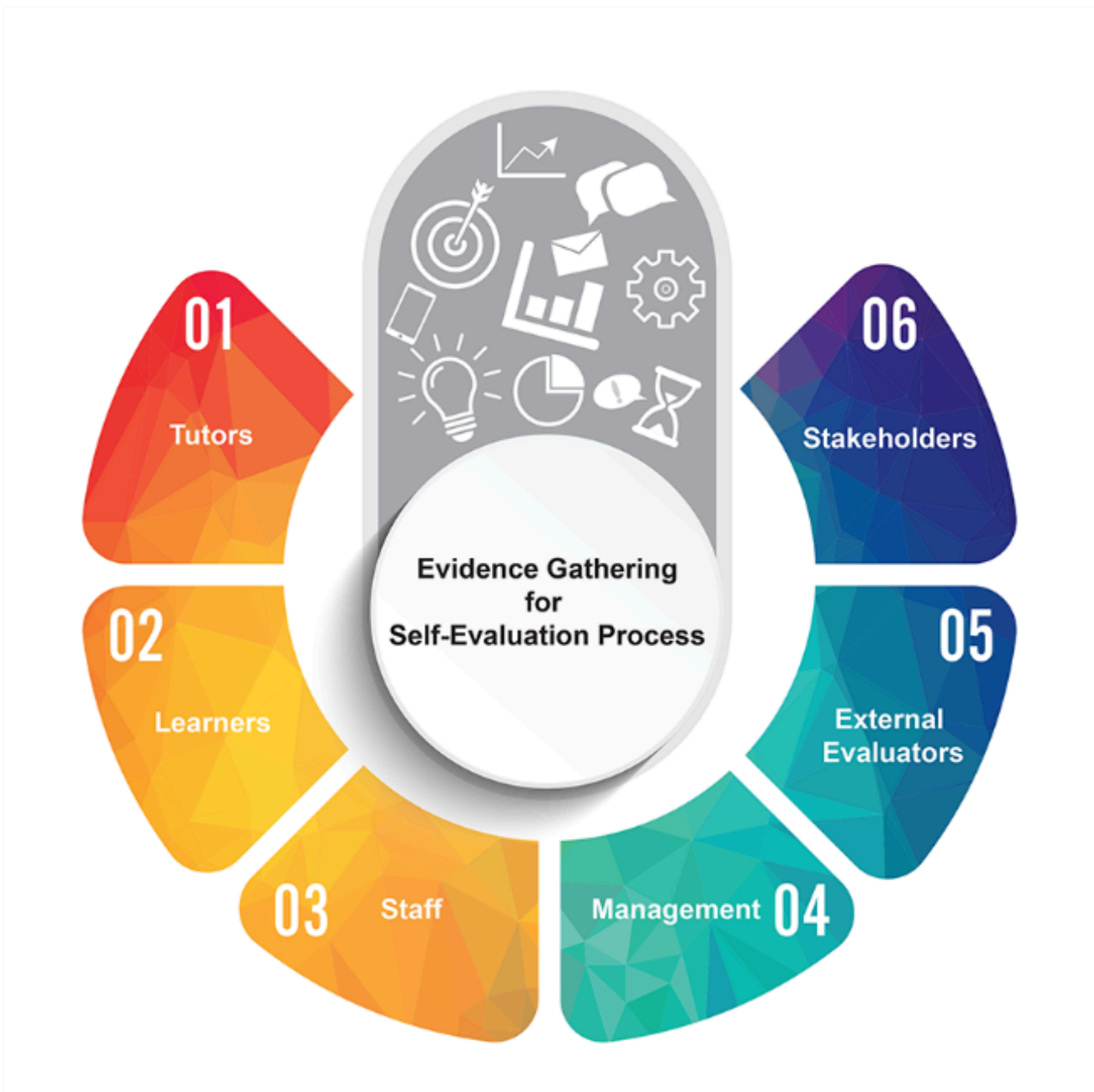
Stakeholders



Self-Evaluation System & Improvement Processes



The findings of self-evaluations are analysed and are available for, and connect to and support, the external review cycle. The distinction between ongoing, internal self-monitoring and formal self-evaluation is typically in frequency and scale. Self-evaluation has a broad, systemic focus and is carried out at specified intervals. Internal self-monitoring within Glin National College is ongoing and typically focuses on the following indicators.



Quality Assurance
Components

Self Evaluation System &
Improvement Processes

Designed to review and report on the quality of
Glin National College's programmes and services.

Glin National College will ensure that it evaluates its training programmes and related services in a structured and systematic way. The company will give responsibility for instigating and coordinating the self-evaluation process and assessing its outcomes to the Academic Council, Academic Standards Quality Officer and the Programme Development Officer.

Where appropriate, evidence gathered in the evaluation process in conjunction with the Training and Business Development Manager will improve the programmes and their delivery and inform the future development of programmes and services. Glin National College will endeavour to ensure the involvement of tutors, learners, staff and management in Glin National College's self-evaluations. The Academic Standards Quality Officer, Programme Development Officer and tutors will have responsibility for self-evaluation.

A self-evaluation team comprising the above will hold minuted meetings as necessary, plan for, execute evaluations, and prepare reports on each review undertaken.

Self-evaluations will be scheduled annually monitored by the Academic Standards Quality Officer and the Training and Business Development Manager. Evaluation of module(s) from the range of courses delivered at Glin National College will involve examining training materials and questionnaires returned from learners, feedback from stakeholders and a sample of learner assessments.

Learner input to evaluate training programmes will be via returned questionnaires, evaluation sheets and, where appropriate, notes of random informal interviews with learners where possible.

The method by which Glin National College will carry out an evaluation will consist of forming a self-evaluation team by reference to guidelines and best practice standards set by QQI and PHECC by appointing an internal verifier and external evaluator.

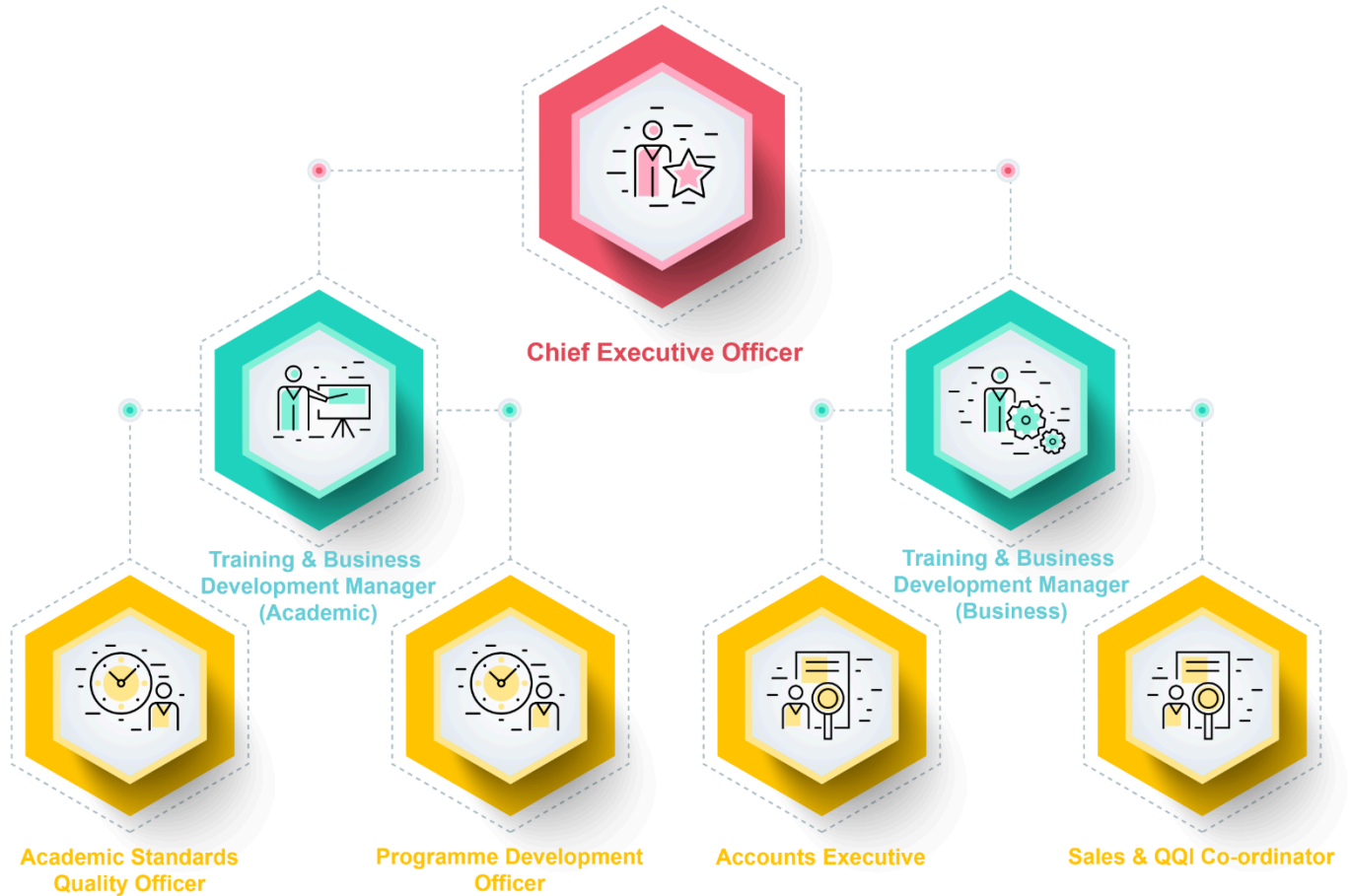
The self-evaluation team will monitor its work annually by consulting and referencing external evaluators' reports records. In turn, it will report its findings to the Academic Council.

3. QUALITY MANAGEMENT



1. Quality Responsibilities
2. Designated Responsibilities
3. Information Management
4. Quantitative Information Systems Measures
5. Staff Recruitment & Responsibilities
6. Staff Communication Responsibilities
7. Staff Development Responsibilities

Quality Responsibilities



Voluntary Board of Management

- Chairperson
- Treasurer
- Board Members

Operational Governance Responsibilities

Figure 5



Figure 5 There is a definite separation between Glin National College’s corporate business management and its educational governance, essential for implementing its quality assurance system. The governance structure within Glin National College uses sound governance principles. Operational governance responsibility lies with the Training & Business Development Manager.

Academic Governance

Figure 6

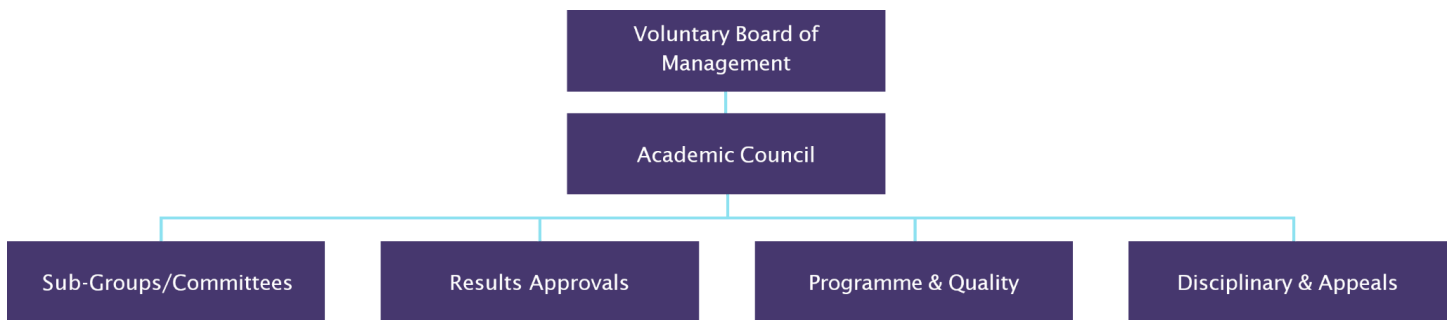


Figure 6 There is a definite separation between Glin National College’s corporate business management and its educational governance, essential for implementing its quality assurance system.

The Academic Council is responsible for Education Governance within Glin National College.

The academic governance system within Glin National College is fundamental to successfully implementing its quality assurance system. The organisation complies with all appropriate regulations, such as freedom of records, safety, fitness and welfare, employment and equality rules. For the purpose and of ease of reference, the academic governance structure is diagrammatically represented

below :



Shows Glin National College educational/academic governance boards and committees

Due to the organisation's size, the Academic Council is an oversight committee that covers the responsibilities for Results Approvals, Programme and Quality, Disciplinary and Appeals by appointing working groups as required instead of having too many committees. The Academic Council will convene Committee/Working Groups when needed.

Voluntary Board of Management

BODY	FUNCTION	MEMBERSHIP	MEETING FREQUENCY
<ul style="list-style-type: none"> ● <u>Voluntary Board of Management</u> ● The Board composition should include a diverse mix of backgrounds and expertise relevant to the business of The Company. The Board shall consist of a maximum of nine members with persons co-opted as needed. 	<ul style="list-style-type: none"> ● The responsibilities of the Board of Directors can be categorised under two headings; the strategic function and the control function. ● Set the appropriate strategic direction for The Company, bearing in mind the ethos, culture and vision that underpin the Organisation. ● Review, approve and monitor the implementation of Strategic and Business plans for The Company on a regular basis. ● Ensure adequate resources are put in place to enable The Company to continue their work and that those resources are utilised most effectively in the management of The Company. ● Monitor legal, ethical, academic and environmental compliance, in conjunction with the Academic Council and appropriate Board Sub-Committees. ● Ensure that necessary policies, systems and practices are in place to ensure the welfare of all staff (e.g. health and safety, HR, etc.). 	<ul style="list-style-type: none"> ● Independent Non-Executive Director (Chair) ● Company Secretary ● Non-Executive Directors 	<ul style="list-style-type: none"> ● The Board should meet regularly to ensure oversight functions are maintained and that it has full and effective control over The Company, (i.e. six to eight times per annum). ● The quorum for a meeting of the Board shall be 50% plus 1, ● While decisions should be reached by consensus, if this cannot happen, decisions are made by a straight majority, with the Chair having the casting vote. An Board of Management member must not disclose confidential information obtained by them, or, as a result of having performed duties as a member of the Board

Succession Planning

The Nominations Sub-Committee of the Board is responsible for developing a succession plan for all Board members and the CEO, including identifying required skills, experience and timeframe for an appointment.

Academic Council

BODY	FUNCTION	MEMBERSHIP	MEETING FREQUENCY
<ul style="list-style-type: none"> ● ACADEMIC COUNCIL ● Governance and Management of Quality Objectives ● To have a system in place to oversee the Academic Governance, research and related activity of Glin National College (GNC formerly NCU Training). Ensuring its quality assurance agreement with QQI (QQI Core Statutory Quality Assurance Guidelines 1.1 governance P5 April 2016) is fit for purpose ● Glin National College must also consider the academic requirements of SOLAS Safe Pass, PHECC, PSA & Glin National College Certified Programmes and any other certification bodies that may be added in the future. ● To have a system of governance that protects the integrity of academic processes and standards. Academic decision-making reflects the interests of the learners, tutors, stakeholders and the maintenance of standards, and it is independent of commercial considerations. 	<ul style="list-style-type: none"> ● Responsible for the academic regulations of Glin National College ● Approve new programme proposals ● Review and approve updates and amendments to the quality assurance system ● Review annual programme review reports and feedback from awarding bodies and make recommendations based on same ● Formally assess and approve reports for awarding bodies such as programme and institutional review documentation. ● Review reports and recommendations received from its sub-committees/working groups and make recommendations based on same ● Form ad-hoc sub-committees/working groups where considered beneficial and appropriate ● Review cases of academic misconduct and plagiarism when appropriate (when escalated from disciplinary or appeals sub-committee/working group) ● Review external authenticator reports 	<ul style="list-style-type: none"> ● Chairperson ● Secretary ● Minute taker ● Learner Representative ● Member or members of the GNC Voluntary Board (unaffiliated with financial committee who also have academic experience) ● External contributor(SME's, external stakeholders or Programme Development Consultant etc.) ● Other members as the Academic Council see fit to appoint 	<ul style="list-style-type: none"> ● The Academic Council meets at least Three (3) times per annum. ● A quorum is at least four members, which must include the external members. While decisions should be reached by consensus, if this cannot happen, decisions are made by a straight majority, with the Chair having the casting vote. ● An Academic Council member must not disclose confidential information obtained by them, or, as a result of having performed duties as a member of the Council

Due to the organisation's size, the Academic Council is an oversight committee that covers the responsibilities for Results Approvals, Programme and Quality, Disciplinary and Appeals by appointing working groups as required instead of having too many committees. The Academic Council will convene Committee/Working Groups when needed.

Working Groups Terms of Reference

Results Approval Sub-Committee/Working Group (TOR)

- Review outcomes of Internal Verifiers and External Authenticator moderation of programme(s) under consideration
- Ratify assessment results for all learners of the programme(s) under consideration
- Review penalties applied to assessment activities of the programme(s) under consideration
- Review statistics/trends regarding assessment results of the programme(s) under consideration.

Programme & Quality Committee/Working Group (TOR)

Programme

- Programme development operational planning
- Monitor learner progression and retention in line with programme development plans
- Manage the effectiveness of teaching, learning and assessment methods and procedures as applied to the programme(s)
- Review learner, tutor and industry feedback and take action where required
- Participate in reviews as determined by relevant awarding bodies (i.e. institutional and programmatic reviews)
- New programme identification
- Review annual programme(s) review reports, self-monitoring reports and make recommendations based on the same

Quality

- Review of QA audit reports
- Monitor adherence to QA policies, procedures and internal work instructions
- Informal training and provision of information re QA updates to relevant stakeholders
- Review relevant reports from external bodies, committees, Internal Verifier and External Authenticator

Disciplinary & Appeals Committee/Working Group (TOR)

Appeals

- Review appeals of examination and assessment grades or against the decisions of the Academic Council

Disciplinary

- Hear unresolved cases of alleged misconduct and academic impropriety

Operational Designated Responsibilities

Training & Business Development Manager



The Glin National College, Training & Business Development Manager has the overall responsibility under the authority of the Chief Executive Officer (CEO) for the day-to-day management of the training business. The duties cover ensuring that all aspects of Glin National College function efficiently as a Further Educational and Training Institution and quality-training organisation for both learners and staff. The role is to inspire, incentivise, and support all tutoring and administration staff to achieve the organisation's operational and strategic objectives and goals.

The obligations of the Training & Business Development Manager in general terms are as follows,

- The Training & Business Development Manager controls the internal organisation, management and discipline of the training business, including the assignment of duties to members of the teaching and non-teaching staff.
- The Training & Business Development Manager ensures that the Voluntary Board of Management's policies, procedures, guidelines and requirements are adhered to.
- The Training & Business Development Manager submits to the Chief Executive Officer/Voluntary Board of Management all such statements and reports affecting the conduct of the training business as the (CEO)/Board requires.
- The Training & Business Development Manager is responsible for day-to-day financial administration and reporting, ensuring finances are maintained according to the Revenue, Charities Regulator, The Charities Governance Code, regulations and guidelines.
- The Training & Business Development Manager has a range of statutory functions and obligations outlined in the Qualifications and Quality Assurance (Education and Training) ACT 2012 legislation.

Key responsibilities include:

- Leadership, Client Service Management, Community Engagement, Workforce Management, Financial Management, Environmental Management and Quality Assurance Management for Glin National College's operations.
- Develop policies and procedures in conjunction with the Academic Standards Quality Officer and the Programme Development Manager where needed.
- Resource allocation and Human Resource Management of all Glin National College tutoring and Glin National College support staff
- Management of External Relations, establishing and maintaining Strategic Alliances.
- Financial Planning and Financial Management of the organisation to ensure it operates efficiently as a training organisation
- Overseeing control of Sales, Marketing and Public Relations functions
- Management and administration of the company's Information Technology, associated IT support systems and learner platforms
- Managing the deployment and development of the Google Suite for Education Platform
- Planning and implementation of learning technology within the organisation

- Development of learner platform resources
- Overall responsibility for the Health & Safety systems supporting all Glin National College 's learners and staff
- Oversee the development of new programmes in line with the Glin National College Mission Statement
- Oversee the development and adoption of new systems to achieve the organisation's operational and strategic objectives and goals.
- Uphold the highest ethical standards of integrity and transparency required as a non-profit organisation.
- Identify trendsetter ideas by researching industry and related events, publications, and announcements.
- Oversee all requirements as set down by the GDPR May 2018 directive.
- Protect the organisation's value by keeping its information confidential.
- Operate and monitor the Training College to reflect the Quality standards as set down by Glin National College
- Update job knowledge by participating in educational opportunities; reading professional publications; maintaining personal networks; participating in professional organisations
- Attend industry functions, such as association events and conferences, and provide feedback and information on market and creative trends.
- Present to and consult with the Chief Executive Officer (CEO) on business trends to develop new services and courses in conjunction with the Board.
- Oversee the creation of brochures and training materials.
- Plan the implementation and facilitation of activities and events, budget spending, material production and distribution, and other resources to ensure that operations authorised budgets are aligned.
- Submit financial & progress reports and ensure data is accurate.
- Forecast sales targets and ensure the team meets them.
- Track and record activity on accounts and help close deals to meet these targets.
- Work with marketing staff to ensure that prerequisites (like prequalification or getting on a providers/tendering list) are promptly met.
- Ensure all team members represent the company in the best light
- Improve processes and policies in support of organisational goals
- Other legitimate requests from the Chief Executive Officer (CEO)

Quality Assurance Milestones

Quality Assurance Milestones



Academic Designated Responsibilities

Academic Standards Quality Officer



The overall responsibility of the Academic Standards Quality Manager is to assist the Training & Business Development Manager in the management of the college.

The Academic Standards Quality Officer acts as the primary point of contact between Glin National College and external awarding bodies.

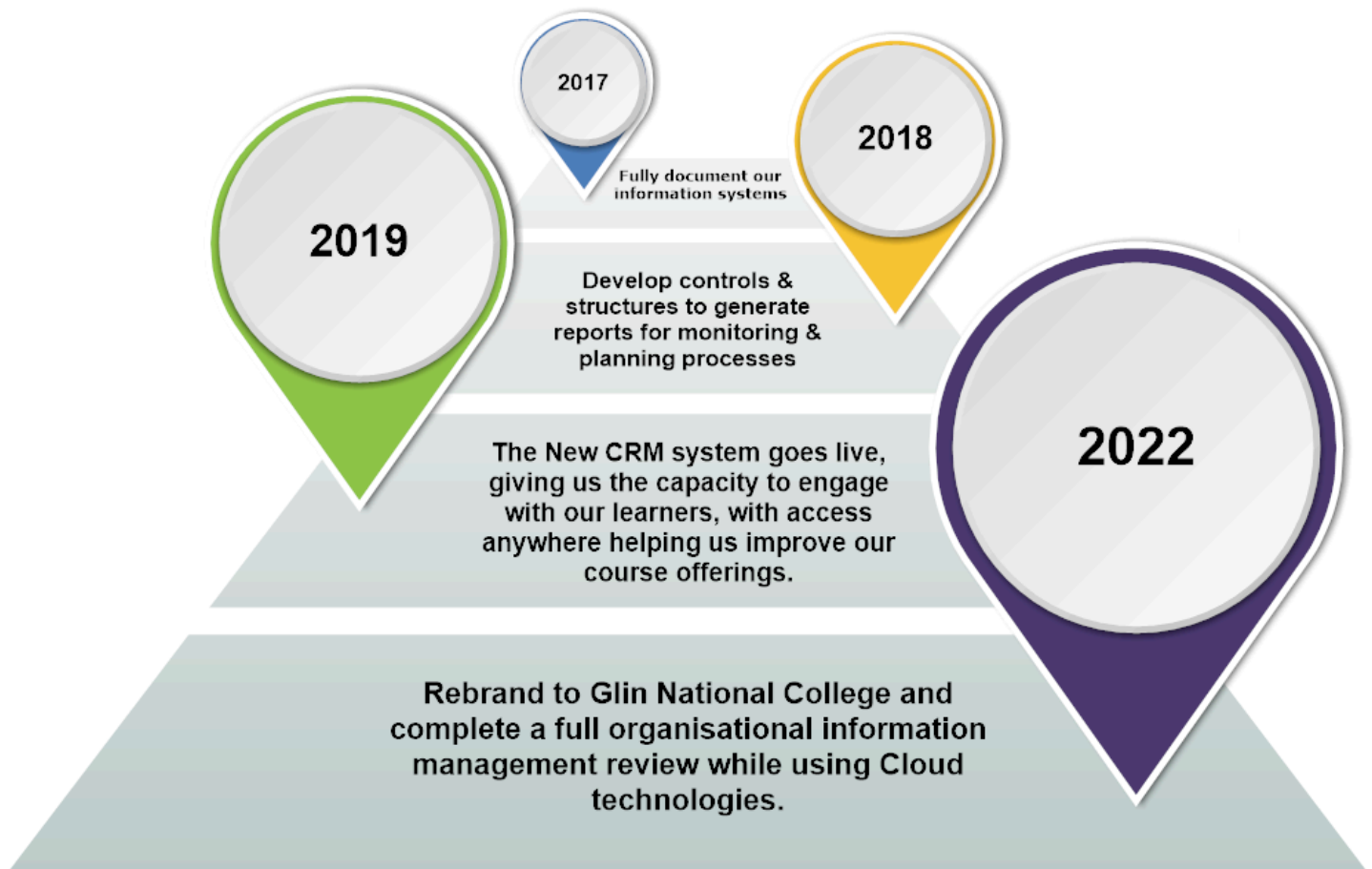
Key responsibilities include:

- Liaise as the primary contact on behalf of Glin National College with the National Training Regulators, namely Quality Qualifications Ireland (QQI), Pre-Hospital Emergency Care Council (PHECC), Private Security Authority (PSA), SOLAS, to ensure that Glin National College complies with all quality assurance requirements.
- Ensuring that all courses support the Glin National College mission, based on input from internal stakeholders (Staff and Tutors), external stakeholders (Learners) and the market (Business customers). The ability to identify training needs and organise training interventions to meet quality standards.
- Management of academic strategy in line with QQI Core Statutory Quality Assurance (QA) Guidelines and Sector-Specific Independent/Private Statutory Quality Assurance Guidelines, Pre-Hospital Emergency Care Council (PHECC), SOLAS and the Private Security Authority (PSA) strategic guidelines and standards.
- Managing the Tutor recruitment Programme from initial advertising to induction and probation stage.
- Ensuring that all Tutors are aware of and can carry out their roles in line with organisational policies and procedures
- Oversight of programme validation process, monitoring and review
- Management of new programme development
- Manage the assessment process
- Manage the quality assurance system
- Management of academic strategy in line with any relevant organisation's strategic planning documentation
- Providing support to Tutors in all aspects of planning and programme delivery
- General academic planning, management and ongoing development of the programme
- Management of general non-academic Learner Services
- On-going review of assessment instruments to ensure that assessment is fit-for-purpose and is compliant with relevant policies, procedures and standards
- Maintaining agreed on records in conjunction with relevant internal staff

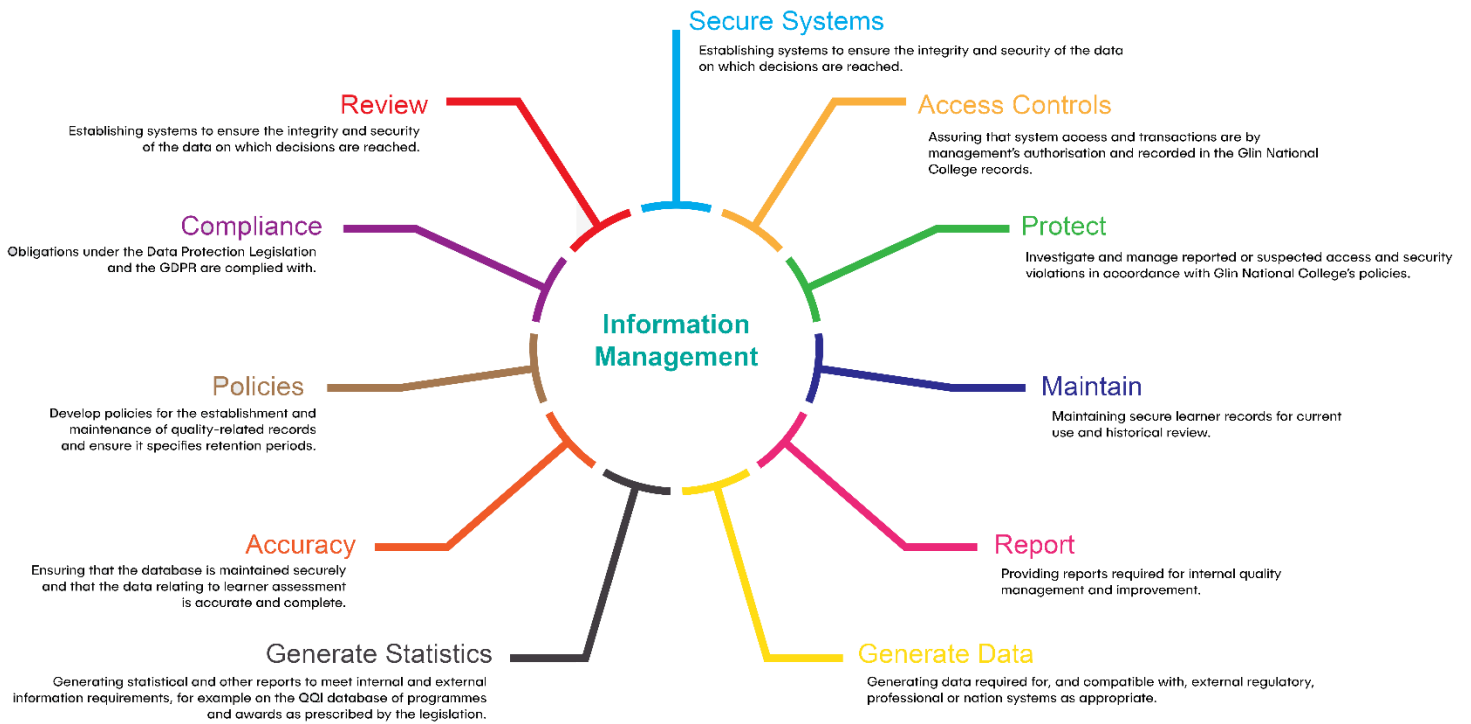
- Development and continuous review of learning materials and associated schemes of work
- Maintaining records to monitor learner progress, achievement and attendance
- New programme identification
- Manage learner feedback, both formal and informal feedback channels, for the recognition of Quality Learning Experiences.
- Producing an annual report under the guidance of the Training & Business Development Manager
- Fulfil the role of a member of the Academic Council, Quality Committee, Programme Committee and the Examination Committee working groups.

Information Management

Information Management Milestones



Quality Management Information Management



Quantitative Information System Measures

Our key performance indicators (KPIs) measures against quantitative information gathered. Glin National College currently collects quantitative data with an internal learner database and its online booking system and Customer Relationship Management System (CRM).



Staff Recruitment

Each of the following eight stages/elements of recruitment and selection has a contribution to make in helping to find the most suitable candidates.



Staff Recruitment Processes

1. Ensure that the best possible staff are recruited based on merits, abilities and suitability.
2. To ensure that all job applicants are considered equally and consistently.
3. To ensure that no job applicant is maltreated, including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.
4. To ensure compliance with all relevant legislation, recommendations and guidance.
5. To ensure that Glin National College meets its commitment to safeguarding and promoting the welfare of learners by carrying out all necessary pre-employment checks.
6. Nomination of two staff members to be responsible for the overall coordination of the recruitment, induction, and ongoing staff professional development.
7. Applicants apply directly with an up-to-date CV.
8. CVs are screened, and applicants are selected if suitable for an initial face-to-face interview.
9. If successful, they are called for a second interview.

10. The setting of suitable probation periods
11. The sight of their academic qualifications and detailed review of their education and experience
12. A review of their training course material to assess their lesson planning ability and suitability for our learners' needs.
13. Reference checks to clarify their level of expertise and training ability.
14. Establish roles, responsibilities and codes of conduct concerning the position or contract offered.

Staff Induction Process:

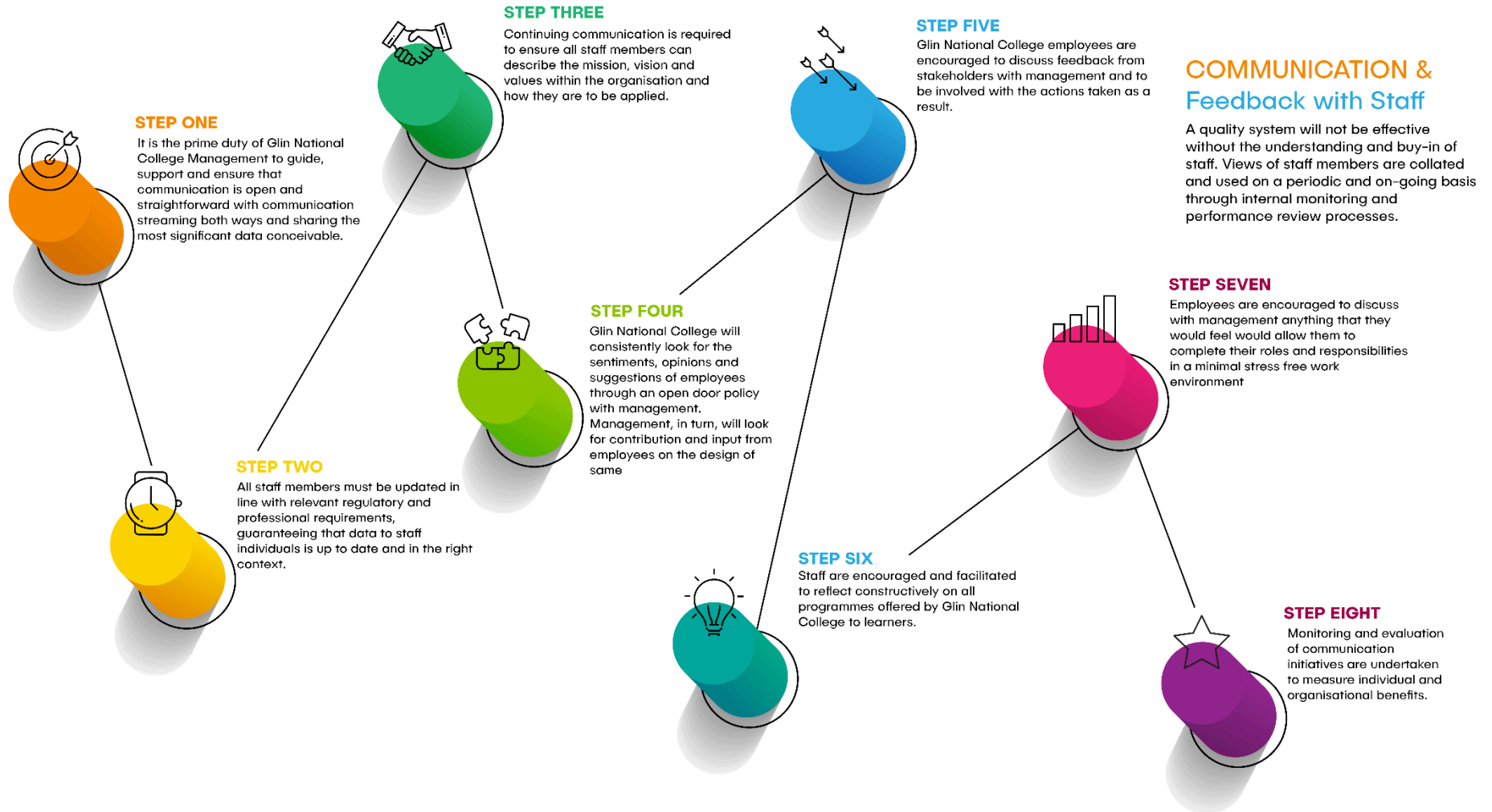
New employees are given an Induction Pack, which contains:

- Staff Handbook
- Policies on Safety, Health and Welfare; Equality; Bullying; and AUP codes of practice on the use of Internet and email
- Their Job Title and description with detailed responsibilities

On the first day of employment:

- A tour of the work location & information on access to the centre
- Introduction to colleagues
- Essential documentation
- Essential information re: health & safety including fire exits, emergency procedures etc.
- Information and instructions for access to network and other systems required to fulfil their role
- Discussion of local working conditions and environment.
- Introduction to a specific colleague to help new employees settle in.

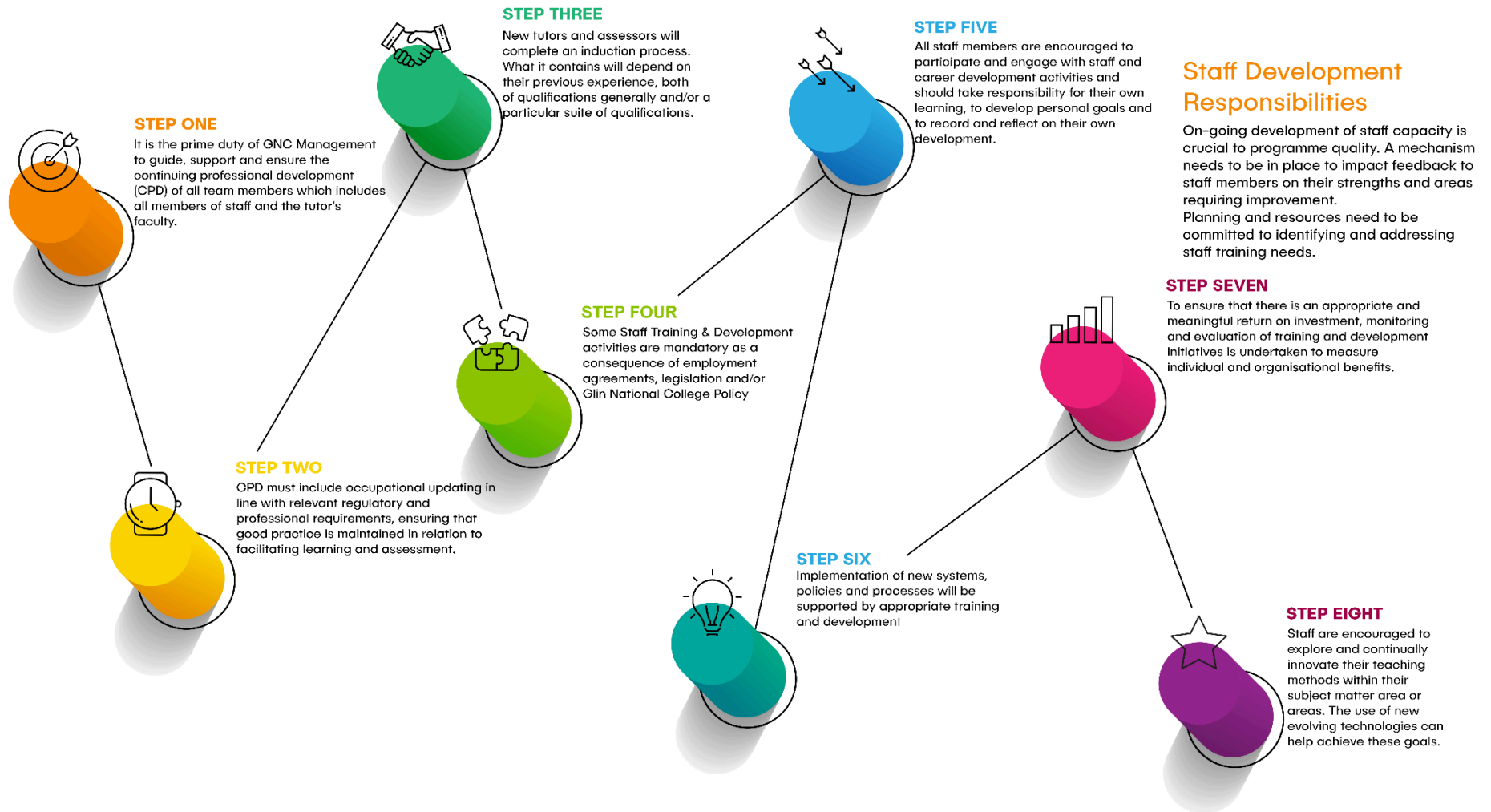
Staff Communication



COMMUNICATION & Feedback with Staff

A quality system will not be effective without the understanding and buy-in of staff. Views of staff members are collated and used on a periodic and on-going basis through internal monitoring and performance review processes.

Staff Development:



Staff Development Responsibilities

On-going development of staff capacity is crucial to programme quality. A mechanism needs to be in place to impact feedback to staff members on their strengths and areas requiring improvement. Planning and resources need to be committed to identifying and addressing staff training needs.

4. TEACHING & LEARNING



Feedback from:

Staff, Learners & Other Sources

Staff, Tutor and Student Information Guides

Teaching & Learning & Awarding Bodies

Awarding Bodies

As a body responsible for making education and training awards on behalf of the following awarding bodies:

- Quality and Qualifications Ireland (Q.Q.I.) up to Level 6
- The Pre-Hospital Emergency Care Council (P.H.E.C.C.)
- SOLAS - For Safe Pass Approved Training Organisation (ATO'S)
- The Private Security Authority (PSA) Guidelines for Approved Training Organisations
- Glin National College Certified Courses

Glin National College is required to comply with the applicable awards standards from each of the above awarding bodies



QOI AWARD

S O L A S

An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority



The Private Security Authority

An tÚdarás Slándála Príobháidí

Quality & Qualifications Ireland (QQI) Standards



Standards Determination by QQI

As a body responsible for making further education and training awards, QQI is required to determine the applicable awards standards. This means to determine the standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made by QQI or by a provider to which, under section 53 of the Qualifications and Quality Assurance (Education and Training) Act 2012, authority to make an award has been delegated.

Active FET Standards

The CAS (Common Awards System) is a system of linked FET (Further Education and Training) awards specifications at NFQ (National Framework of Qualifications) Levels 1 to 6 inclusive.

The CAS specifications include awards standards to be achieved before an award is made.

The awards standards are expressed as minimum expected learning outcomes. These reflect the knowledge, skill and competence to be achieved by the learner before an award is made.

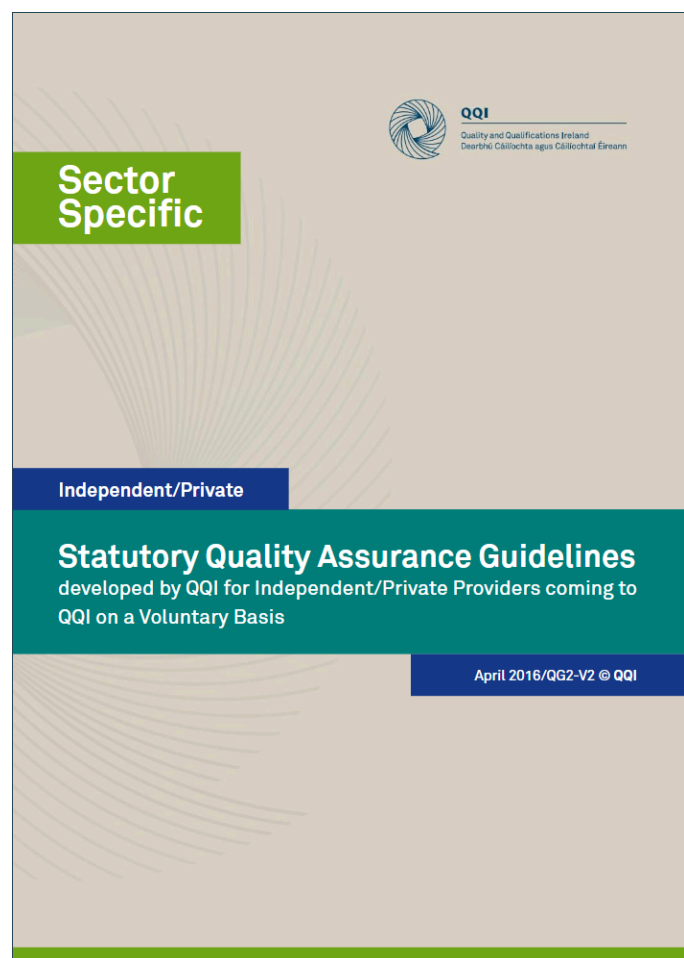
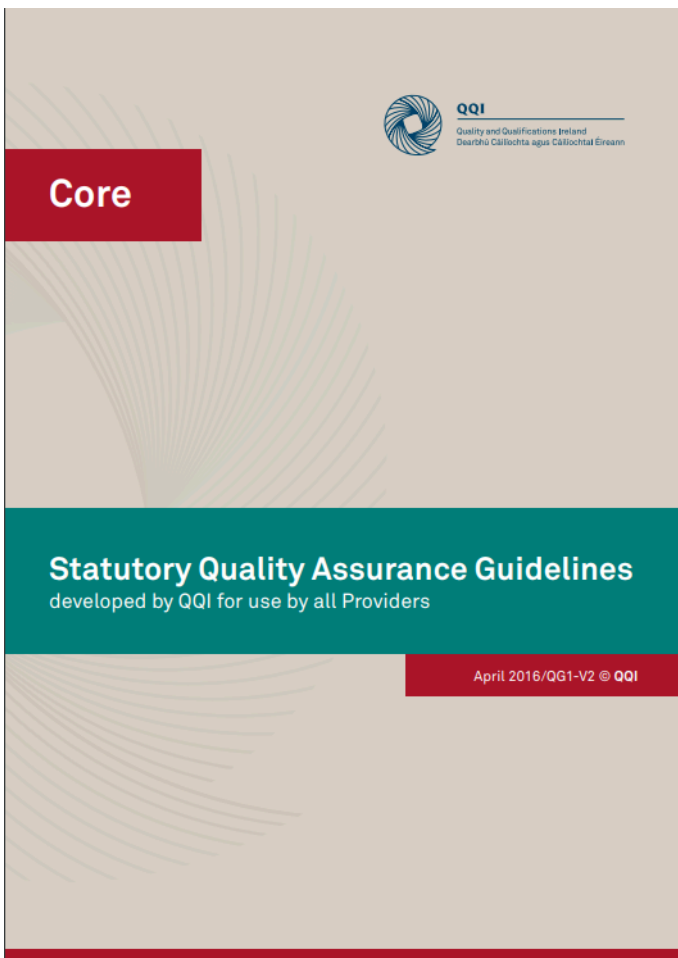
There are around 1,600 active awards specifications in the CAS.

What Are QQI's QA Guidelines?

The QA Guidelines are a set of statutory guidelines for higher, further and English language education providers for the quality assurance (QA) of their programmes and

services. The QA Guidelines are intended to guide providers through their responsibilities for the quality of education and training, research and related services.

Quality & Qualifications Ireland (QQI) Guidelines



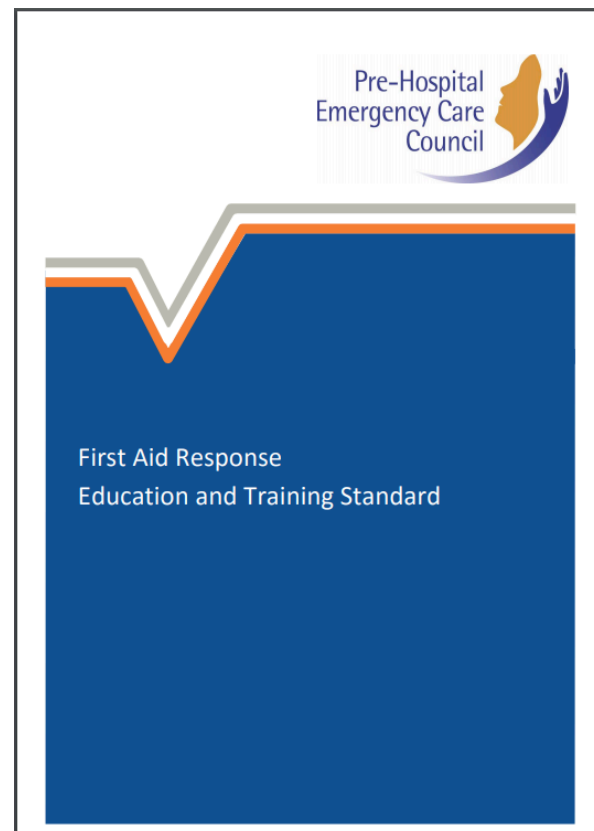
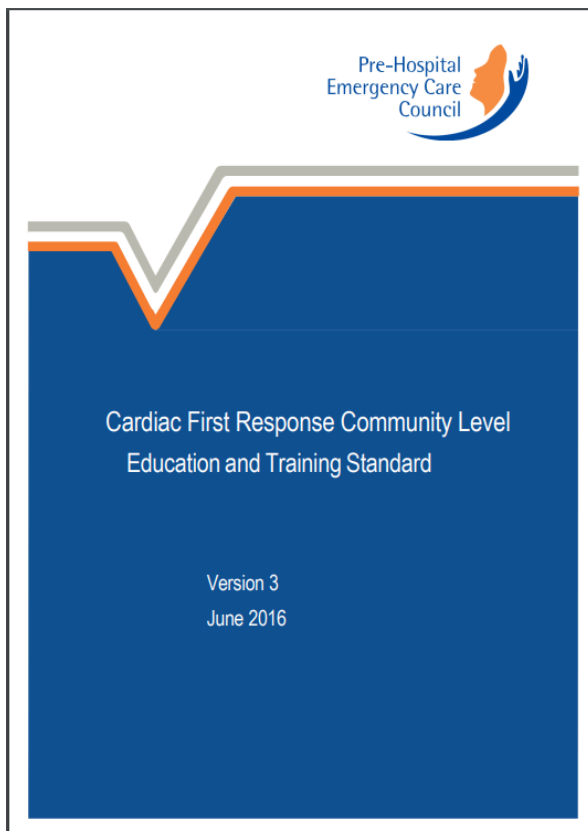
QQI Core Statutory Quality Assurance Guidelines and the Sector Specific Statutory Assurance Guidelines are available to view at [Link to QQI Guidelines](#)

The Pre-Hospital Emergency Care Council (PHECC) Standards



Education and Training Standards

One of PHECC's statutory functions is to set and review standards of education in pre-hospital emergency care. PHECC recognised institutions (RIs) can deliver PHECC approved education and training standards leading to NQEMT awards and certificates of course completion for responder levels.



These Education and Training Standards can be viewed at [Link to PHECC Guidelines](#)

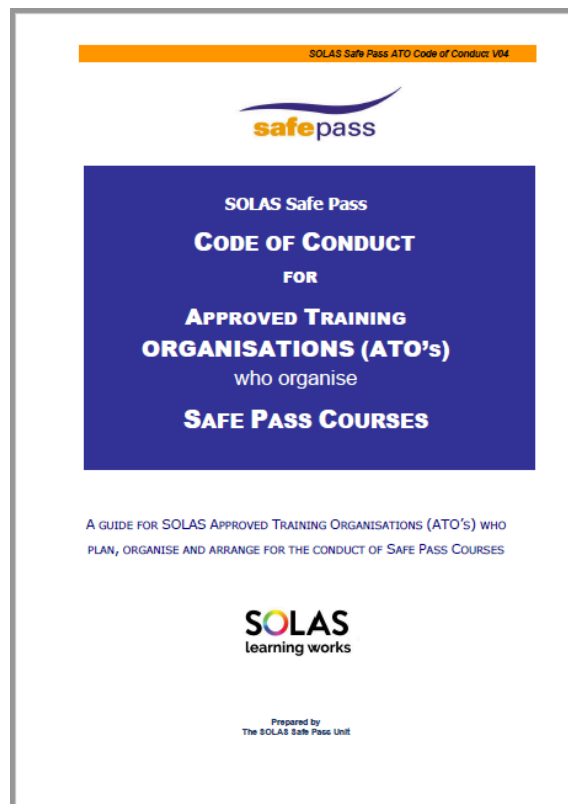
SOLAS – Safe Pass Approved Training Organisations (ATO'S)

3.1 Approved Training Organisations – Criteria for Approval

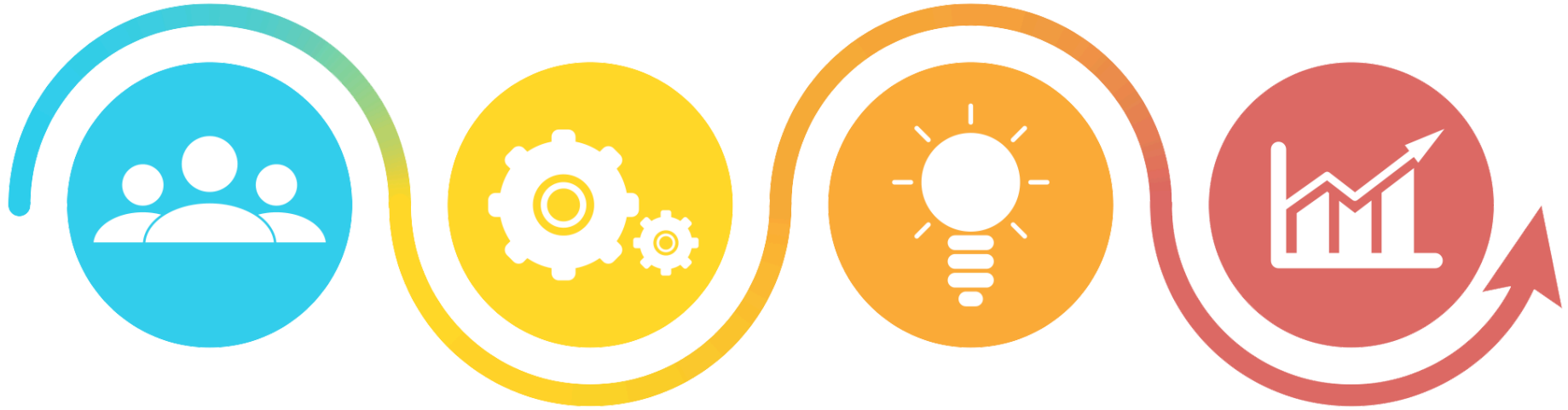
Training Organisations wishing to apply for registration on the SOLAS Trainer Registration System for Safe Pass course organization must submit the appropriate ATO application form fully complete together with supportive documentation in relation to the following criteria:

- Training Organisation Profile (references, status, tax clearance etc.;
- If a limited liability Company, all affairs must be in order;
- Relevant insurance must be up to date and in place;
- Training Programmes Proposed;
- Trained Safe Pass Tutors;
- Trainer Qualifications and Experience.

At least one person involved in the management of the Approved Training Organisation (whether Director, Managing Partner or Sole Trader) must have an approved training qualification and appropriate experience of delivery of training. [Link to ATO's Database](#)



Feedback



Staff Feedback

Staff should be encouraged and facilitated to reflect constructively on their experience of programme's and to use such reflection to make improvements as required. It is important that such feedback be collected and presented for consideration by management.

Learner Feedback

The views of learners should be canvassed on a regular basis and the feedback used to make programme improvements as required. The procedure should cover not just how feedback is gathered, but how it is analysed and acted upon as appropriate.

Feedback from Other Sources

It is important that the views of the external stakeholders on the efficacy of programme's be collected when possible.

Learner Resources

The adequacy of the available resources required for effective learning should be regularly checked.

Staff, Tutor & Student Information Guides

- [Link to College Information Guides](#)

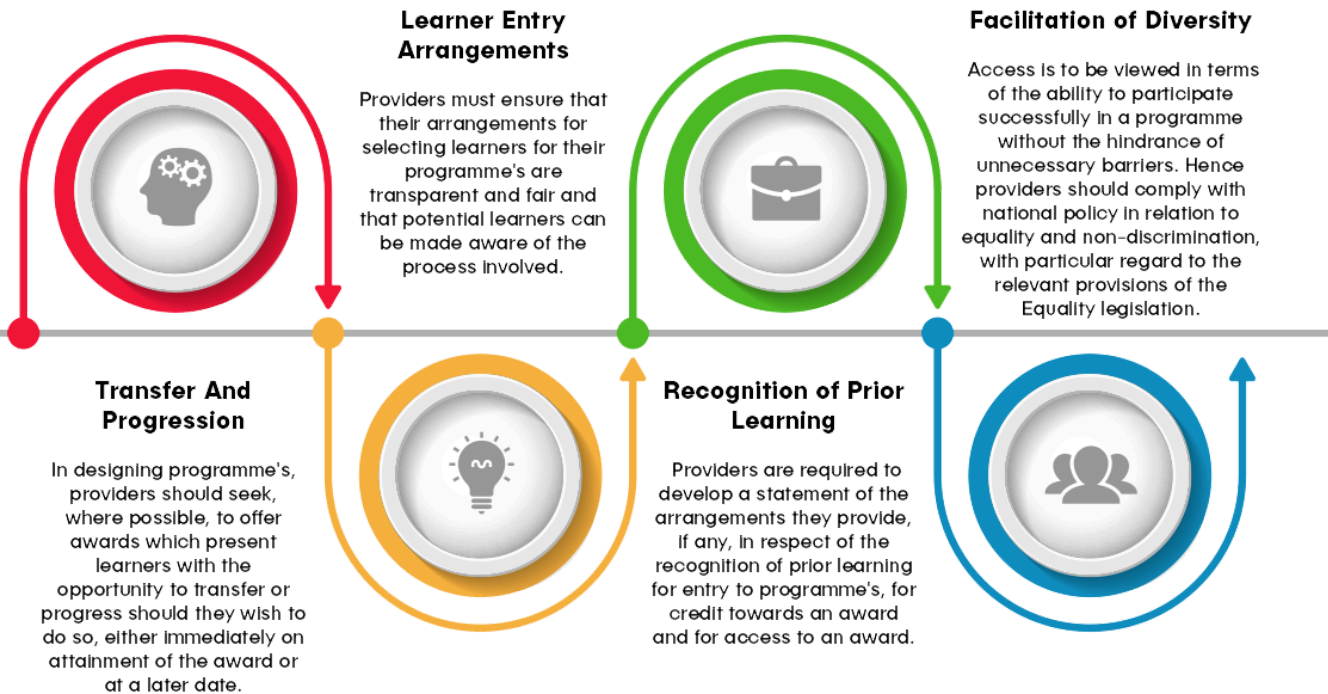
College Information



5. ACCESS, TRANSFER & PROGRESSION

INFO

Providers are expected to identify for learners, as part of the programme information, the transfer and progression options which are open to them on receipt of an award i.e. what further awards(s) is then available to them should they choose to pursue a further programme.



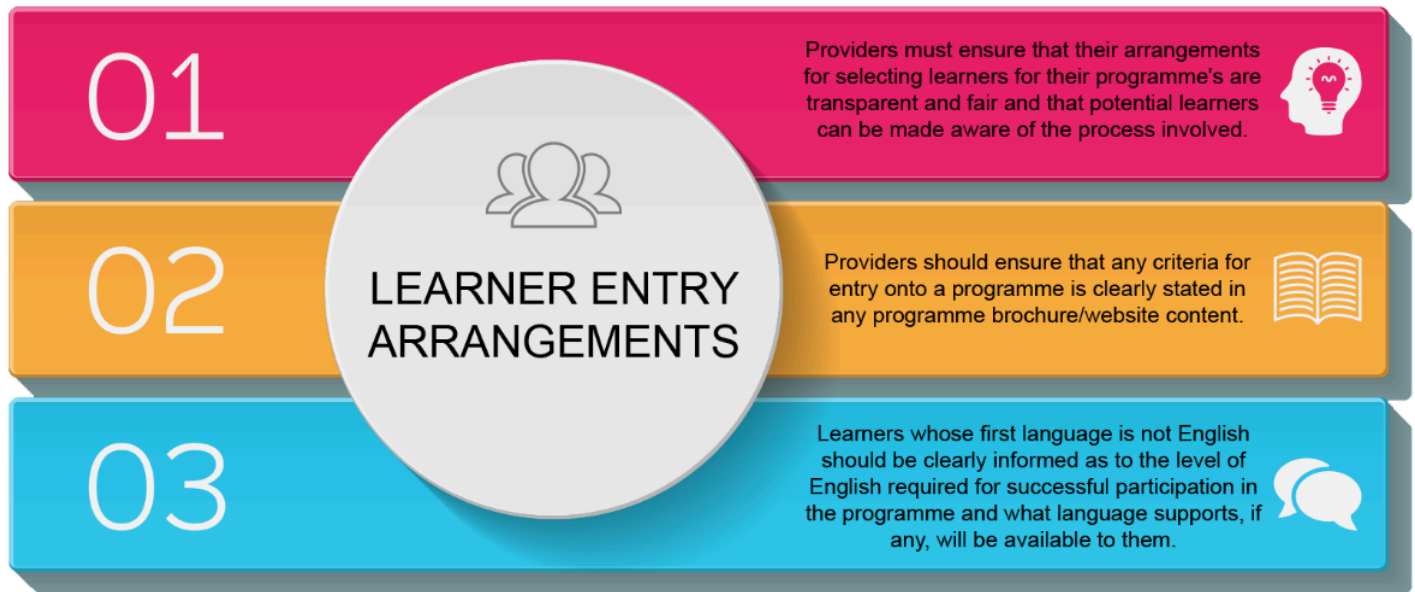
Transfer and Progression

Recognition of Prior Learning

Learner Entry Arrangements

Facilitation of Diversity

Learner Entry Arrangements



At Glin National College, applicants who express an interest in the course of study will be dealt with professionally and courteously and given the information they require to help them choose the course best suited to their needs and abilities.

Glin National College does not discriminate on any grounds outlined in the Equal Status Acts 2000-2018. In so far as is practicable within its resources, Glin National College makes unique accommodations for students with disabilities.

Glin National College policy considers the diverse nature of students (early school leavers, school leavers, mature students and EU nationals).

Glin National College has a flexible range of criteria to judge the appropriateness of candidates for admission. These criteria are in line with the area of Recognition of Prior Learning.

Applicants who do not meet admission criteria based solely on academic achievement will be interviewed to be considered based on professional experience and non-accredited learning, such as the accumulation of workplace and skills knowledge.


Information for Learners




Example Shown is for a QQI component course on our website. [Link to page](#)

Different awarding bodies, i.e. PHECC, SOLAS, PSA and Glin National College Certified course guides would carry the awarding body logo and course criteria.

Care Skills





Care Skills prepares the learner to care for clients in a safe and hygienic environment, applying different methods to provide appropriate support and care to their client, promoting maximum independence whilst maintaining their safety and their dignity.

Note: Care Skills is a mandatory requirement of QQI Major Award Healthcare Support 5M4339.

- [+ Course Details](#)
- [+ Important Information](#)
- [+ Course Outcomes](#)
- [+ Price & Funding](#)
- [+ Related Courses](#)

[Book upcoming courses now](#)

Care Skills - 5m2770
Search

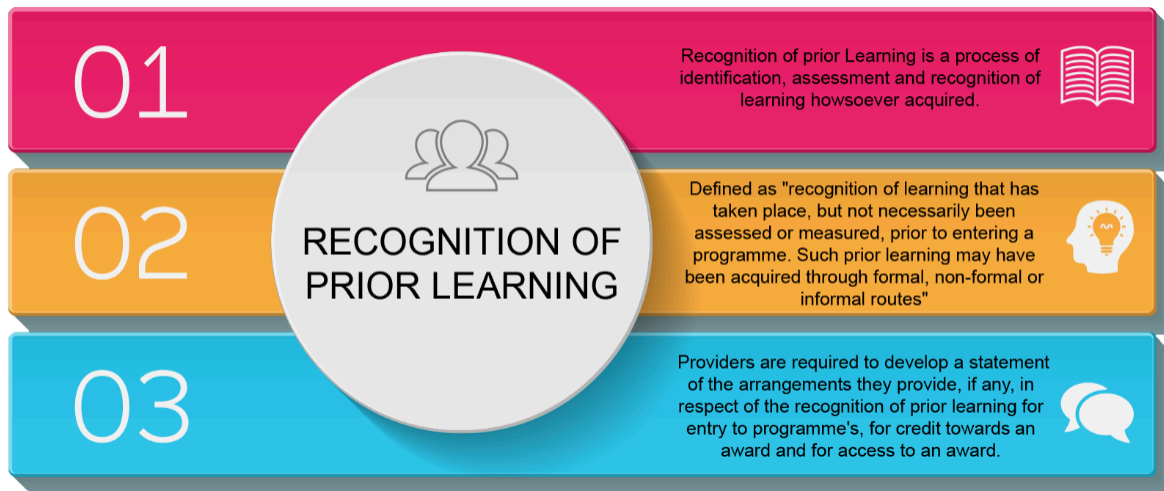
Courses:

Category:

Course:

Date	Course	Price
Tuesday, 9 July 2024		
520	Care Skills - 5m2770 - the 6th course block	250 € info book

Recognition of Prior Learning



Glin National College Statement On Recognition of Prior Learning (RPL)

It is the policy of Glin National College to provide our learners with clear, concise and detailed information about our courses. We recognise our learners' prior training records and consider this when accepting people onto our courses, allowing learners access to advanced training where their record allows. We enable learners to transfer or progress onto another course offered by Glin National College or another provider, leading to an award within the National Framework of Qualifications, where possible.

In the form of a portfolio or C.V with supporting documents, the learner can submit evidence of experiential learning.

Evidence can take many forms, including

1. Samples, photographs or videos of your work
2. A practical 'on the job' assessment by a previous supervisor
3. Answers to questions in an interview
4. A simulation of a work activity
5. Letters from your employers
6. Performance management reports
7. Copies of documents you have completed at work
8. Certificates
9. Any other evidence that is valid, sufficient, authentic and current

Facilitation of Diversity



In the context of assessment, reasonable accommodation is the term for the adaptation of the assessment as necessary to cater to learners' needs whose personal situation means that the assessment would otherwise be unfair, e.g. learners with a disability and other learners covered by equality legislation.

Any adaptation of the assessment by the Assessor should facilitate the learner to demonstrate their achievement of the learning outcomes without significantly altering the standard. Special assessment arrangements/adaptations are not intended to, and should not reduce the validity and reliability of the assessment or compromise the standard.

6. PROGRAMME DEVELOPMENT DELIVERY & DESIGN



1. Needs Identification & Design Scoping
2. Programme Design
3. Provision and Maintenance of Learning Facilities/Resources
4. Programme Approval
5. Learner Records
6. Programme Delivery
7. Premises

Programme Development Delivery & Review

Programme Development, Delivery & Review

The core function of a provider of education and training is the development and delivery of programmes which meet the needs of their learners.

Needs Identification

Programme Design

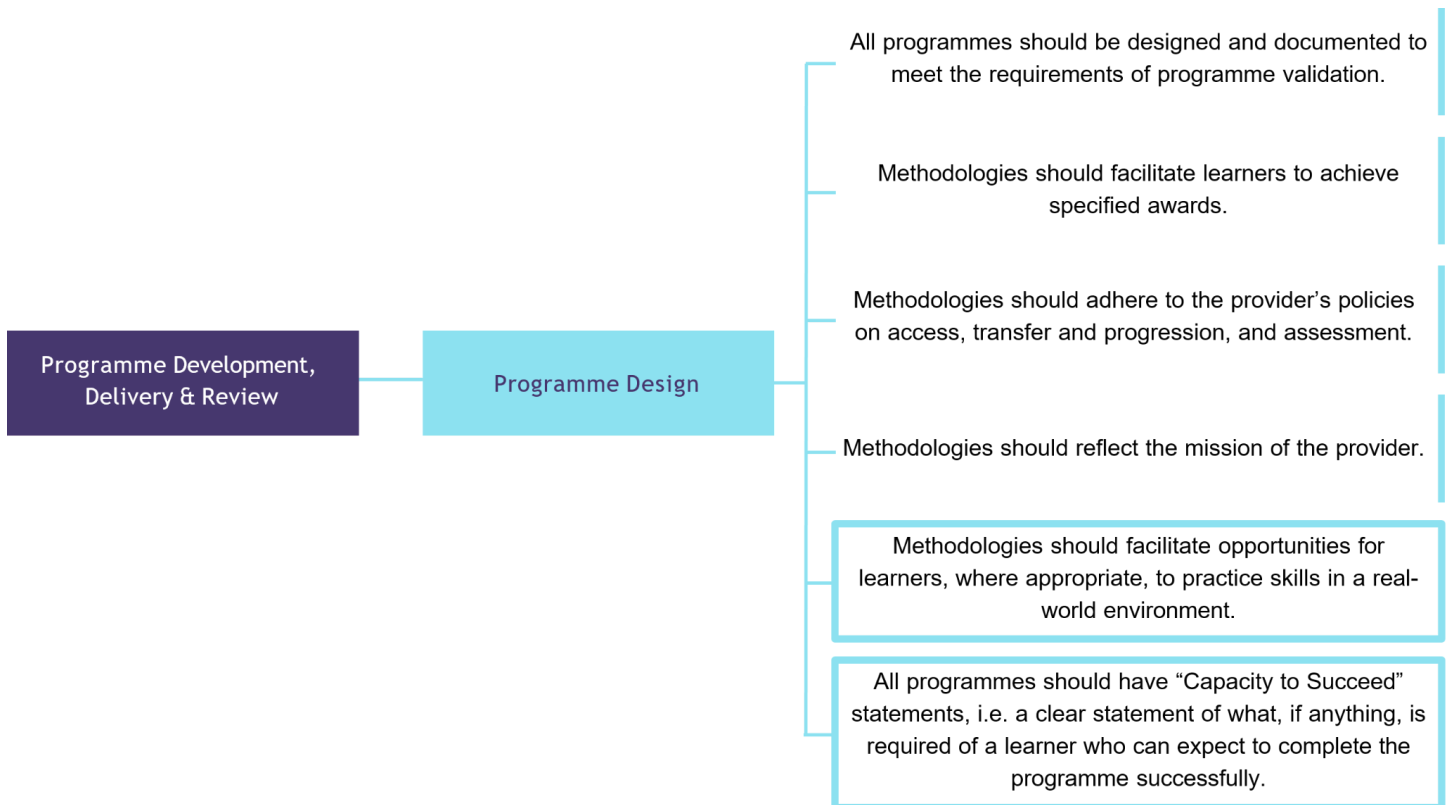
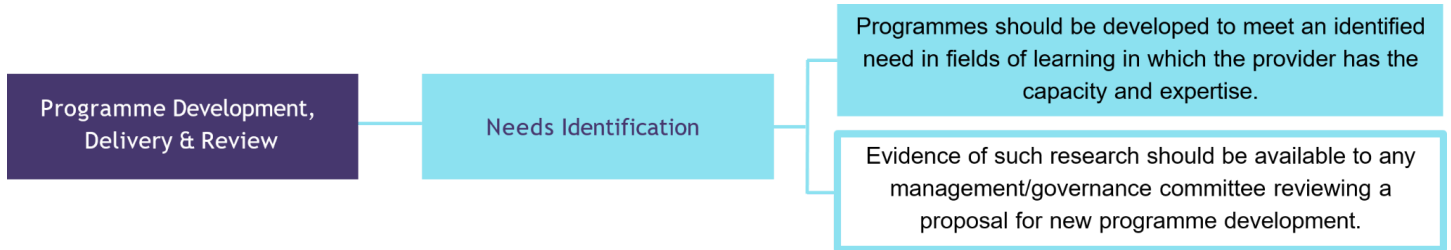
Provision & Maintenance of
Learning Facilities/Resources

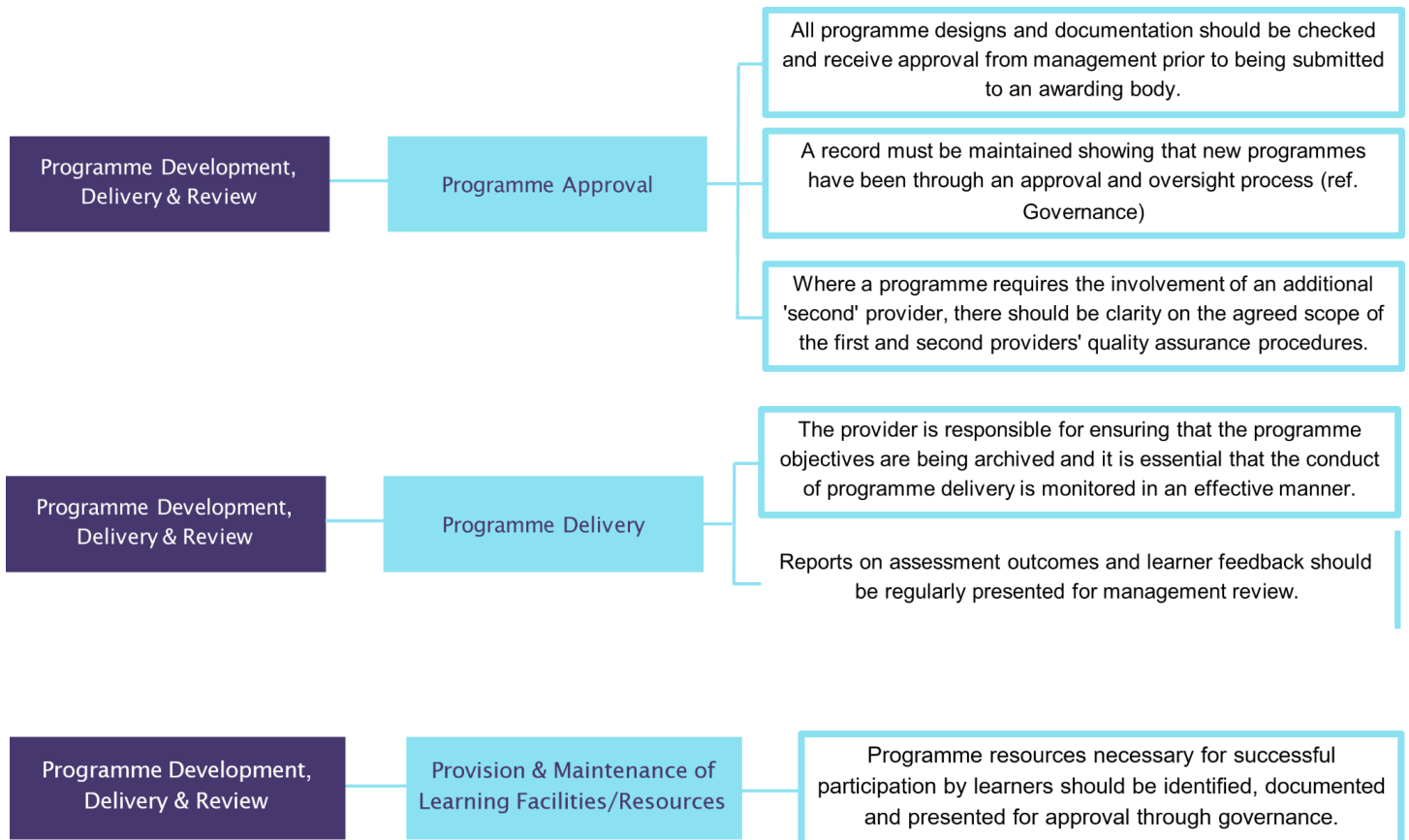
Programme Approval

Programme Delivery

Learner Records

Premises





Programme Development Delivery & Review (PHECC)

PHECC Course Development Requirements

Courses are designed and developed to meet the requirements for PHECC approval and certification and reflect a commitment to quality improvement.

- A course design and development policy is in place and documented.
- Courses strike an appropriate balance between theory and practice.
- A broad range of teaching/learning strategies are utilised e.g. presentations, group discussions, skills demonstrations and blended learning as appropriate.
- Course development promotes a commitment to self-directed learning (as appropriate).
- Development reflects any updates or changes in PHECC education and training standards or clinical practice guidelines.

- The aims and objectives of the course are clearly outlined detailing competencies to be achieved by students.
- Detailed lesson plans are available and include all information as set out in PHECC guidelines for theoretical and practical lessons e.g. Tutor and Student activity.
- Detailed timetables for each course on offer are documented and available to all stakeholders and include, time on each topic, teaching method, tutor's name etc.
- Appropriate instructor/tutor – student ratios are documented and maintained.



PHECC Course Approval

There are clear guidelines for course approval.

The approval process has been adhered to as per governance procedures and PHECC guidelines.

All information required for course approval has been supplied, as per PHECC course approval

Criteria, i.e. duration, tutor/instructor and student ratio, assessment, certification etc.

The approval process for host organisations (internship sites) has been adhered to as per PHECC requirements.

PHECC Course Delivery – Methods of Theoretical and Clinical Instruction

Courses are delivered in a manner that meets students' needs and in accordance with PHECC guidelines.

- A course delivery policy and procedures are developed and documented.
- Induction occurs with each new group of students and individuals where necessary.
- Evidence of student attendance at scheduled training is available.
- Courses are delivered in keeping with PHECC education and training standards and clinical practice guidelines.
- A variety of teaching methods are utilised in order to ensure that students are actively involved and take responsibility for their own learning.
- Appropriately, qualified/certified tutors and instructors deliver courses.
- Delivery of learning outcomes by third parties is documented and monitored on a regular basis, including site visits as appropriate.
- Structured one to one time is available for students as appropriate to their needs.
- For NQEMT courses only: A documented record of student activities (from the student) is maintained and available for inspection by PHECC and relevant stakeholders i.e. the Learning Portfolio.

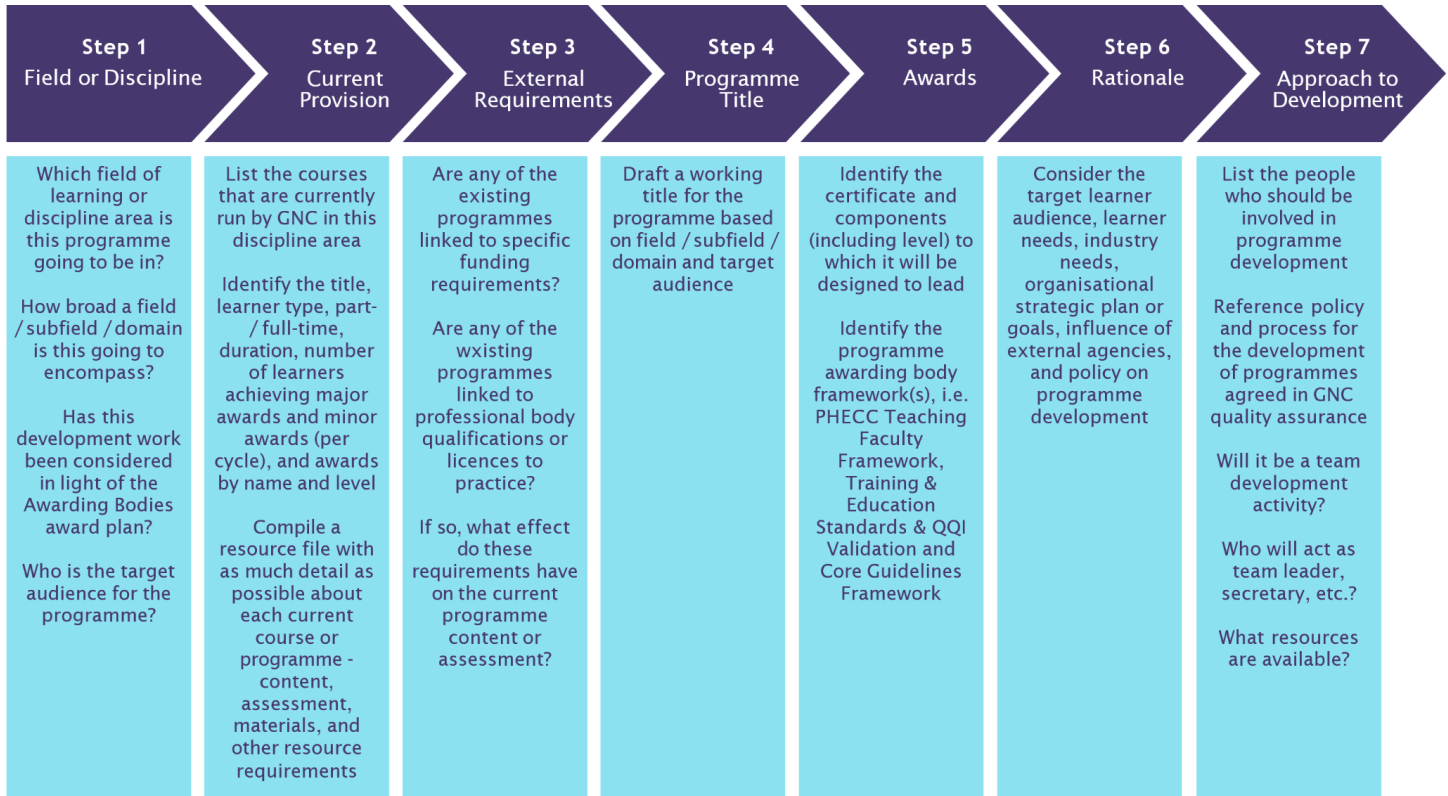
PHECC Course Review

Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.

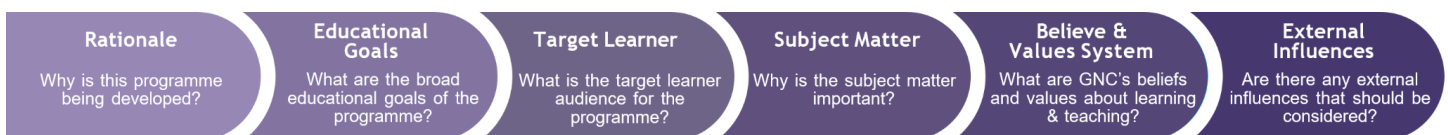
- Course review procedures are developed and documented.
- Opportunities for student review are made available during and after their course.
- Tutors/instructors have the opportunity to review their courses during and after delivery.
- The evaluation process involves key stakeholders including mentors, as appropriate.
- The tutor/instructor or course director documents course evaluations.
- Areas for improvements are identified; actions are agreed and implemented as outlined in the course improvement plan and/or QIP (Quality Improvement Plan).

Programme Development Needs Identification & Design Scoping

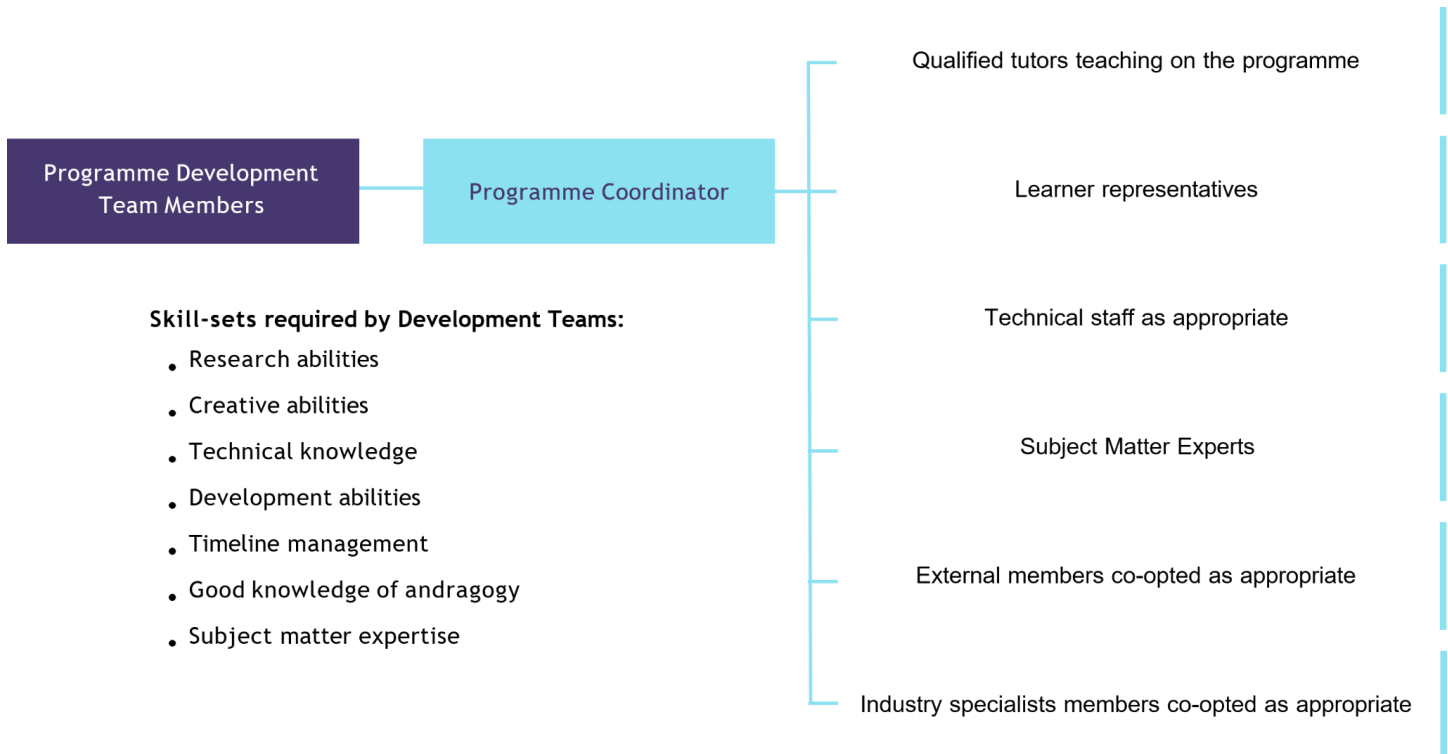
Scope the programme



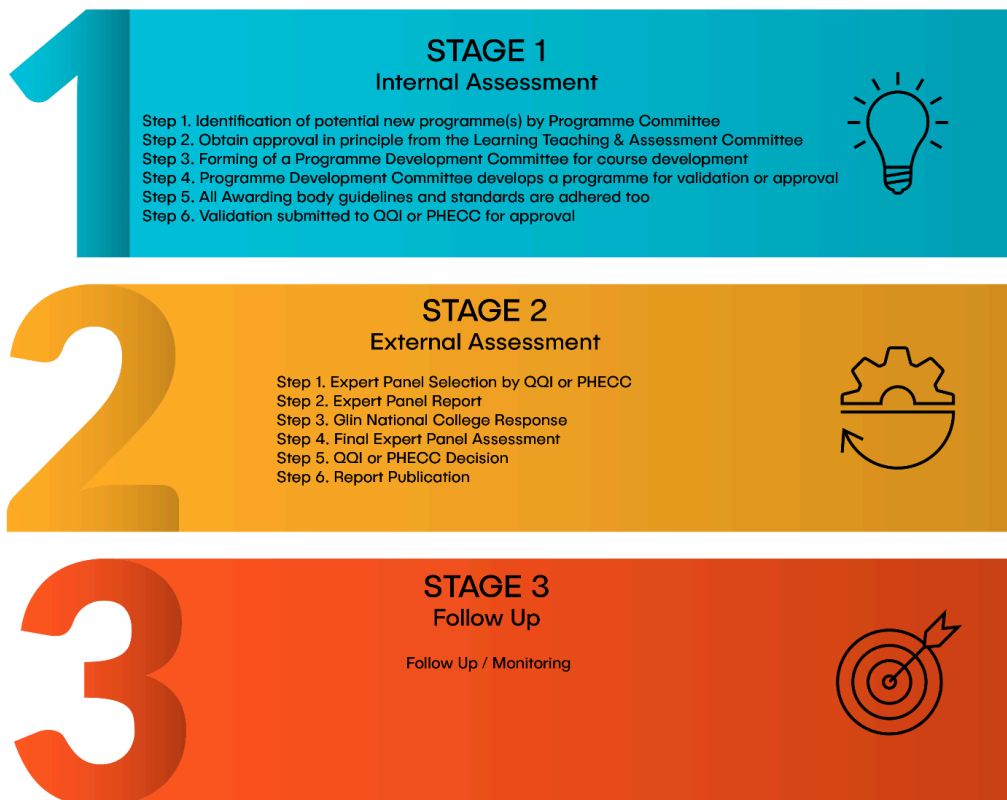
Rationale for the programme



Programme Development Team Members

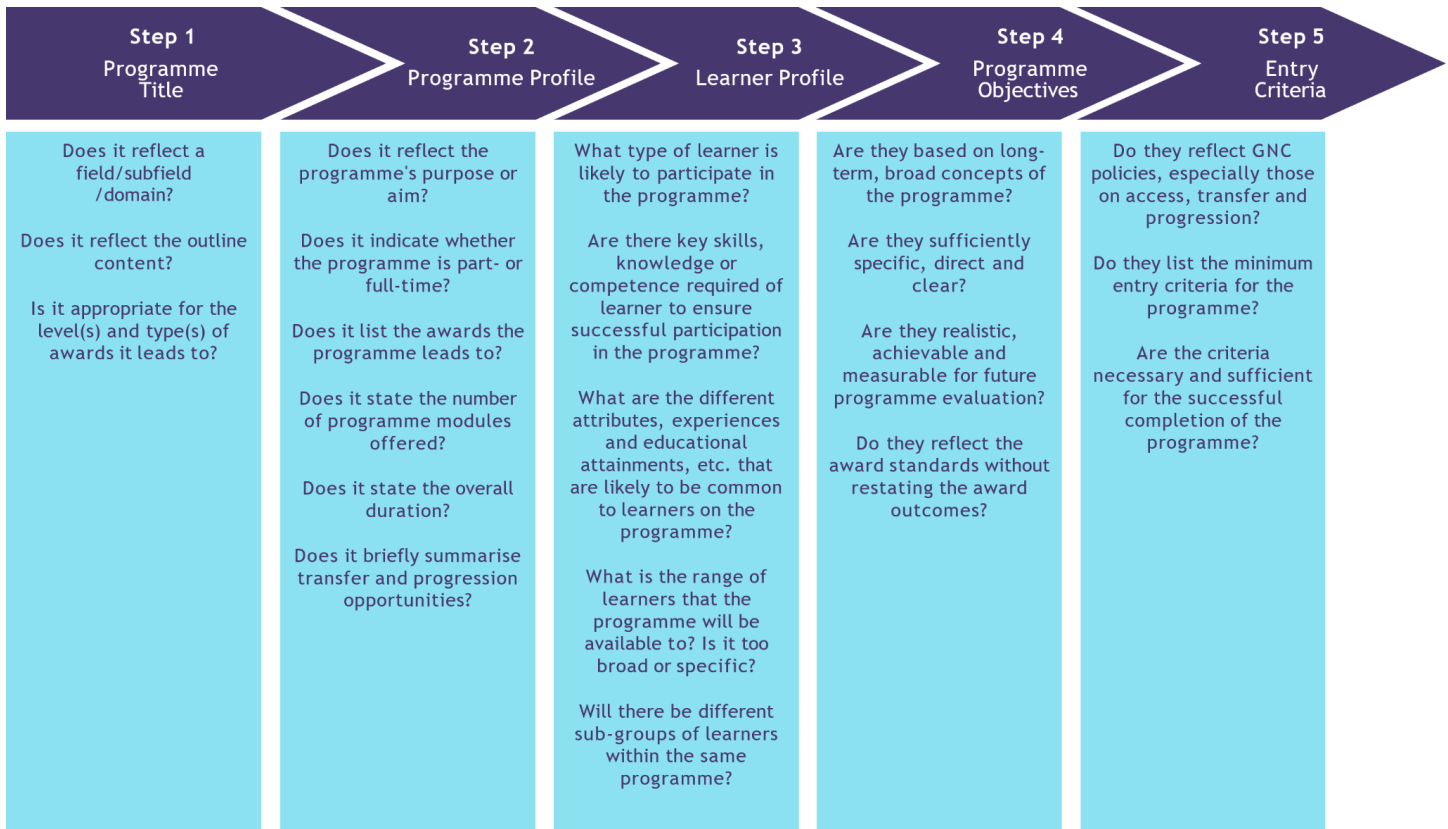


Steps Involved for the Design of New Programmes

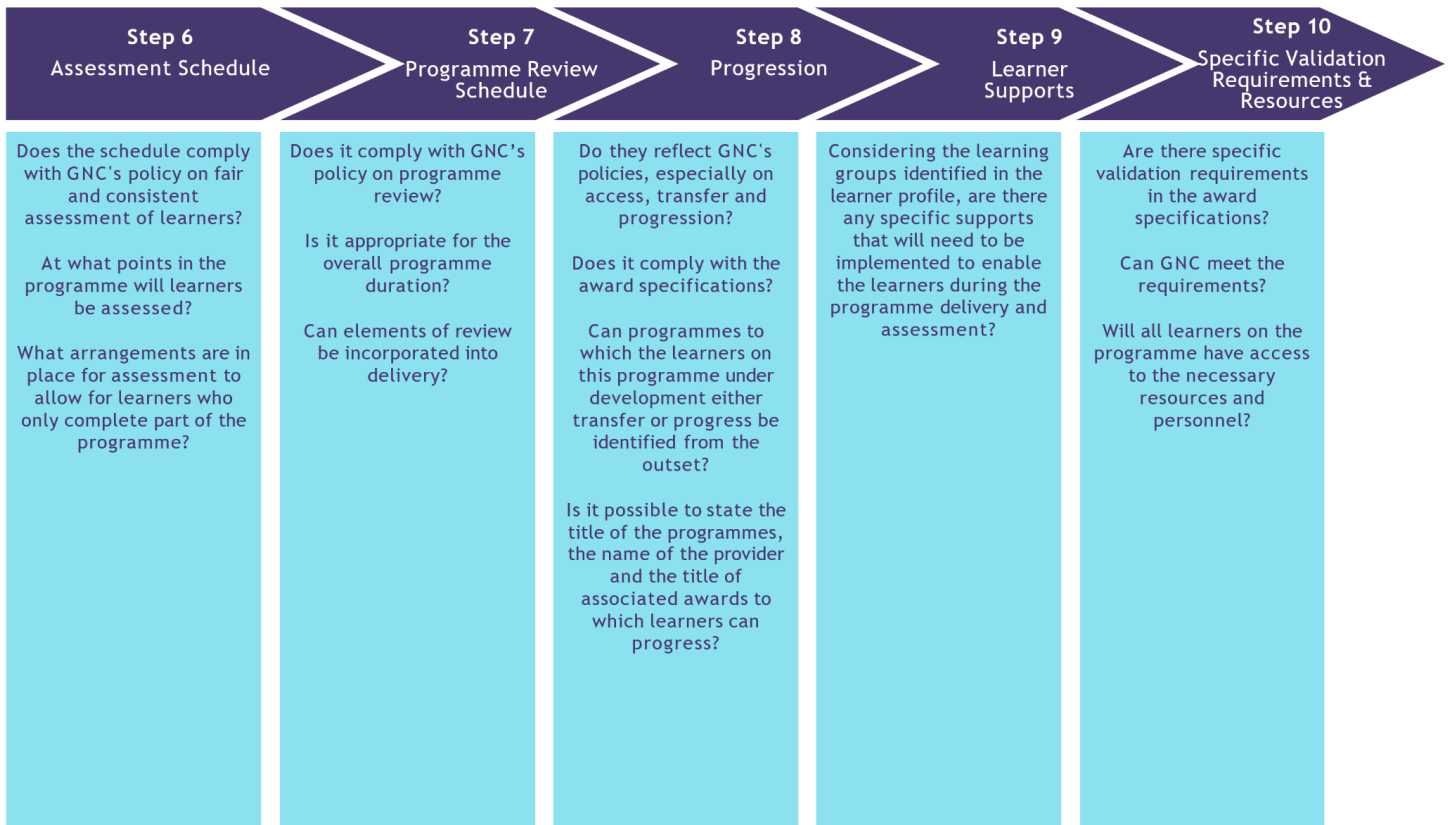


Programme Development Programme Framer

Drafting a framework for the overall programme



Drafting a framework for the overall programme

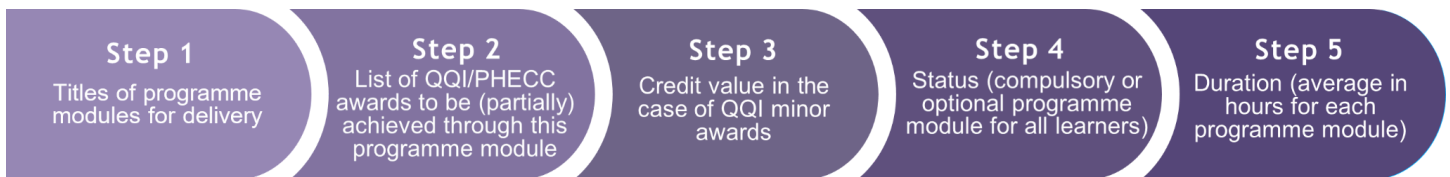


Programme Development Delivery Framer & Structure Deviser

Decide on how the programme will be delivered



Draft a programme structure



Programme development assessment scheduler

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
How will work on assessment be coordinated across the overall programme?	How and when will internal verification take place?	How and when will external authentication take place?	At what points in the programme will assessment be scheduled? - On completion of a number of learning outcomes - On completion of a component award - Time-bound within the programme schedule (e.g. at the end of term)	How will the design of assessment be managed? - Integration of assessment across the different programme modules? - Avoiding assessment overload for the learner	What arrangements will be in place for learners who do not complete the entire programme but may have achieved the standards for one or more component awards?	Who will be responsible for the design of assessment instruments (projects, assessment briefs, examination papers, etc.)	Will sample instruments be devised at the point of programme development for use by the assessors, etc.?

Blended Learning

Blended Learning Quality (Learners)

GNC is dedicated to supporting learners in making informed choices about participating in blended learning programmes and developing the necessary independent study skills to progress successfully towards becoming autonomous learners. The level and nature of support available to learners are not just clear, but also a testament to their value and importance in the learning process.

GNC takes pride in ensuring learners are well-informed by providing them with comprehensive and clear information about the online sections of the programme. This comprehensive approach helps learners accurately gauge the suitability of the programme, fostering a sense of reassurance and confidence in their decision-making.

Prospective learners receive a clear and reassuring explanation of the learning blend they will experience and the realistic commitment required to complete the programme. This ensures they are well-prepared and their expectations are managed, fostering a sense of readiness and confidence in their decision to join the programme. Learners also receive information on the nature and extent of autonomous, collaborative, and supported learning within the programme.

GNC informs learners of the availability of academic, technical, or pastoral support hours assigned to the programme.

GNC informs the learners of any hardware or software requirements needed to access the programme.

GNC also informs the learners of the independent learning time commitments required to complete the programme successfully.

Blended Learning Quality (Equality of Opportunity)

Blended Learning Quality (Equality of Opportunity)

Learning and teaching activities, along with their associated resources, play a crucial role in providing every learner with an equitable, fair, and effective opportunity to achieve the intended learning outcomes.

Teaching and learning resources for online learning, however, delivered must meet GNC's specified expectations. These include equality of opportunity, interactivity, and the empowerment of autonomous learning.

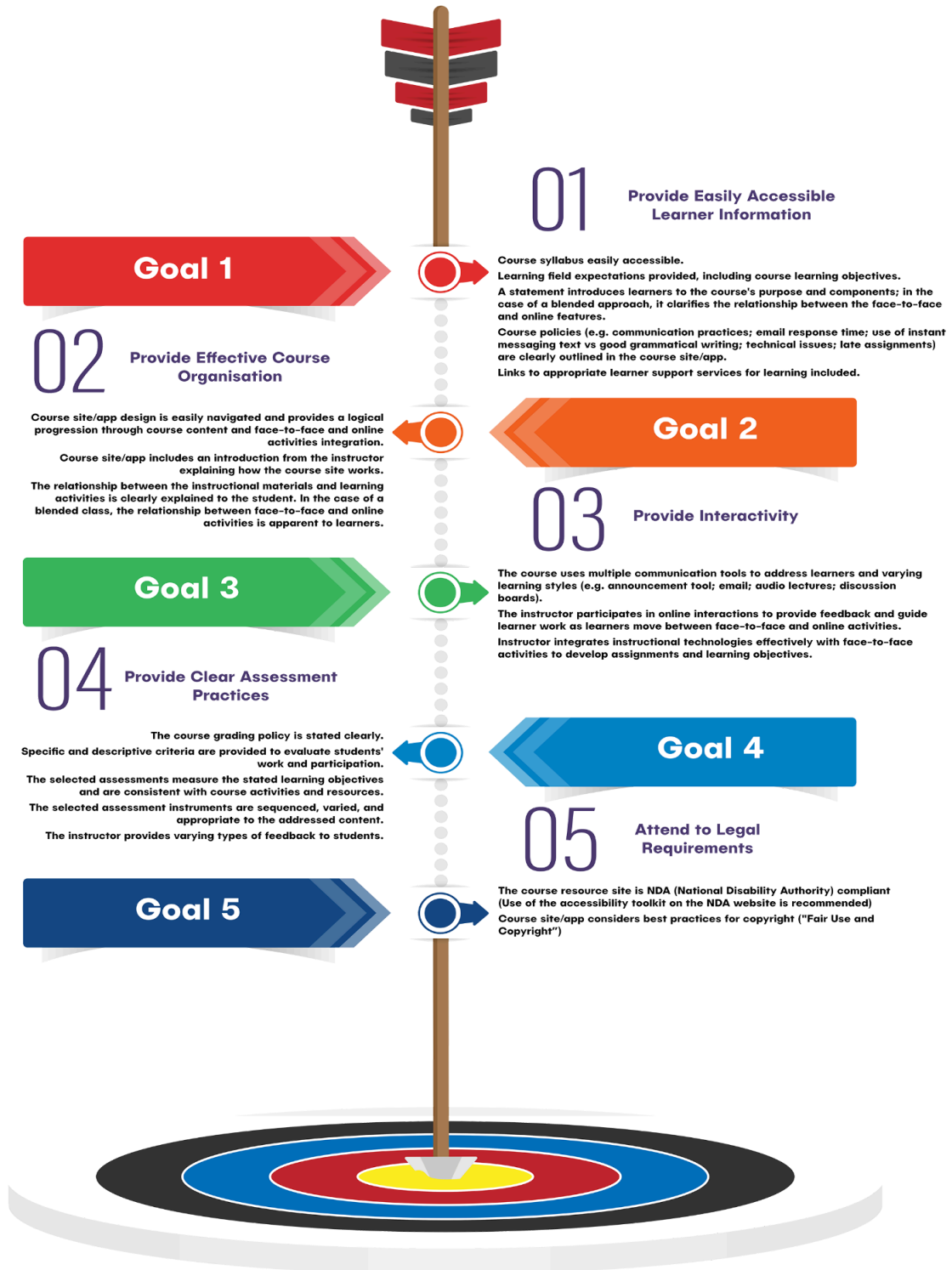
Assessment arrangements conducted through online learning must be reliable and secure and provide learners with appropriate confidential feedback on their progress.

Arrangements that provide assurance that all those involved in teaching and learning or supporting learning are appropriately qualified, supported, and developed to provide effective online learning. This will include the protocols for communication and facilitation of online discussions and other challenges of teaching and technology.

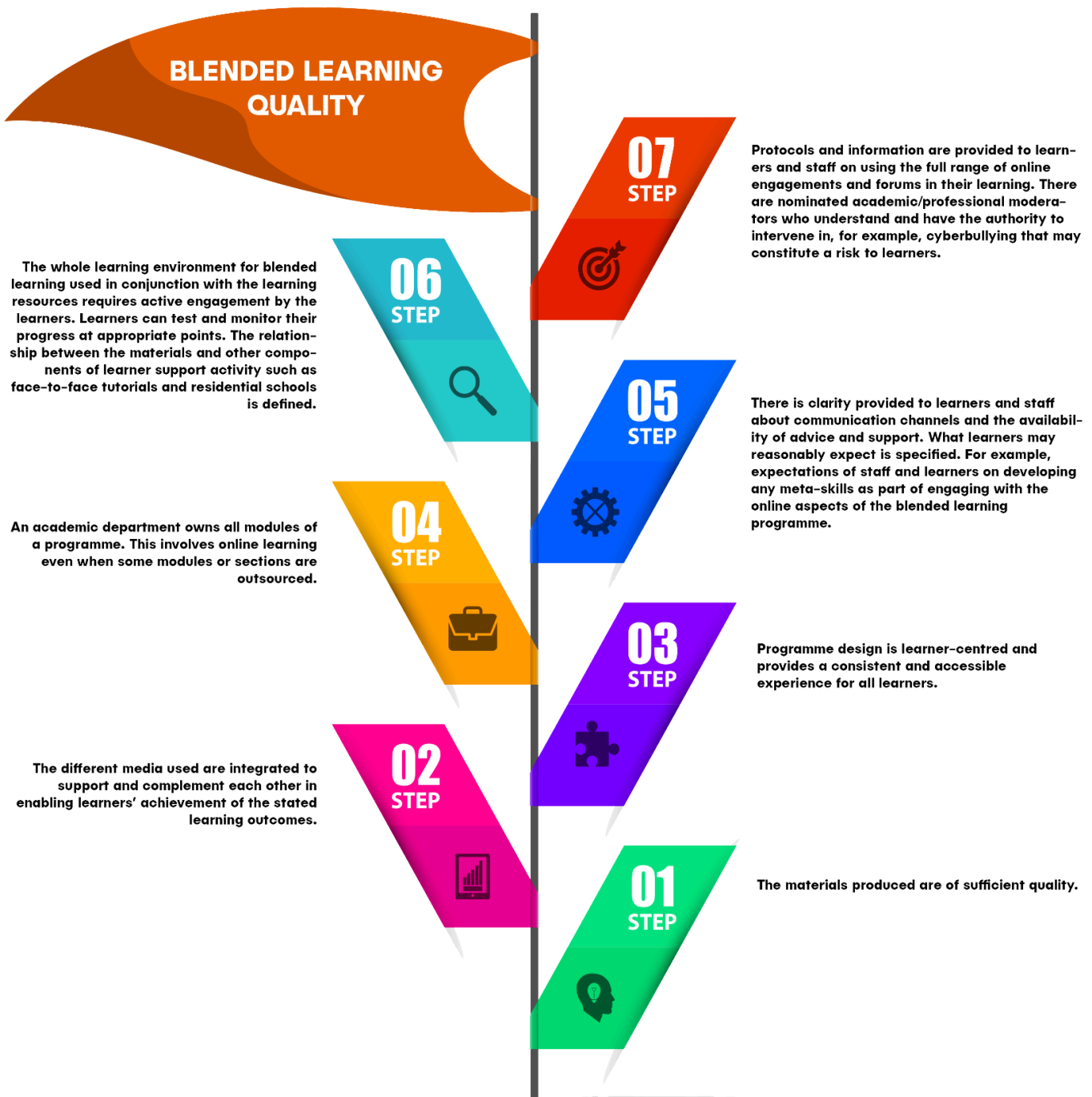
Mechanisms must be in place to facilitate a safe, accessible and reliable blended learning environment for all learners, promoting dignity, courtesy and respect in their use.

GNC must make arrangements to make reasonable blended learning alternatives available to learners with disabilities. Universal Design for Learning principles in the design of content allow greater access for all.

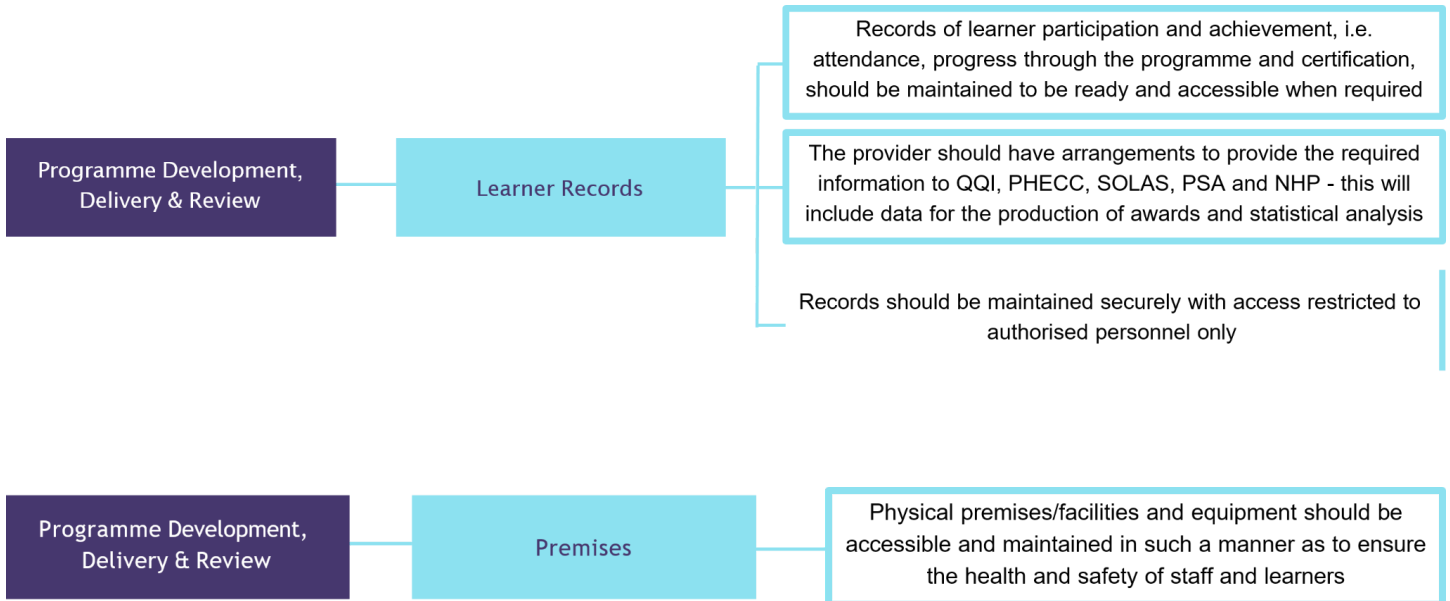
Blended Learning Design



All materials and media (for example, audio-visual, printed or digitised assets) used to deliver online learning are subject to informed peer comment at one or more draft stages and allow for the incorporation of feedback into subsequent and final versions of the learning resources. Such knowledgeable peer review may be both internal and external and enable commentary to be made on both academic content and pedagogical approach



Learner Records & Premises



Glin National College collects quantitative data with a CRM database and an online booking system.

Our CRM system gives us the capacity to:

- Foster a more interactive and personalized learning experience, transcending geographical barriers and enhancing the value of our course offerings.
- We also increase the efficiency of communicating with our learners, tutors, and stakeholders.
- By providing comprehensive and accurate quantitative learner information to QQI, PHECC, SOLAS, and PSA awarding bodies, we ensure the production of awards and statistics analysis is based on reliable data.

This equals a more efficient and effective means of delivering a higher level of competencies and vocational skills to our learners.

Premises

Glin National College's premises is governed by its Safety Statement, and contents are as follows:

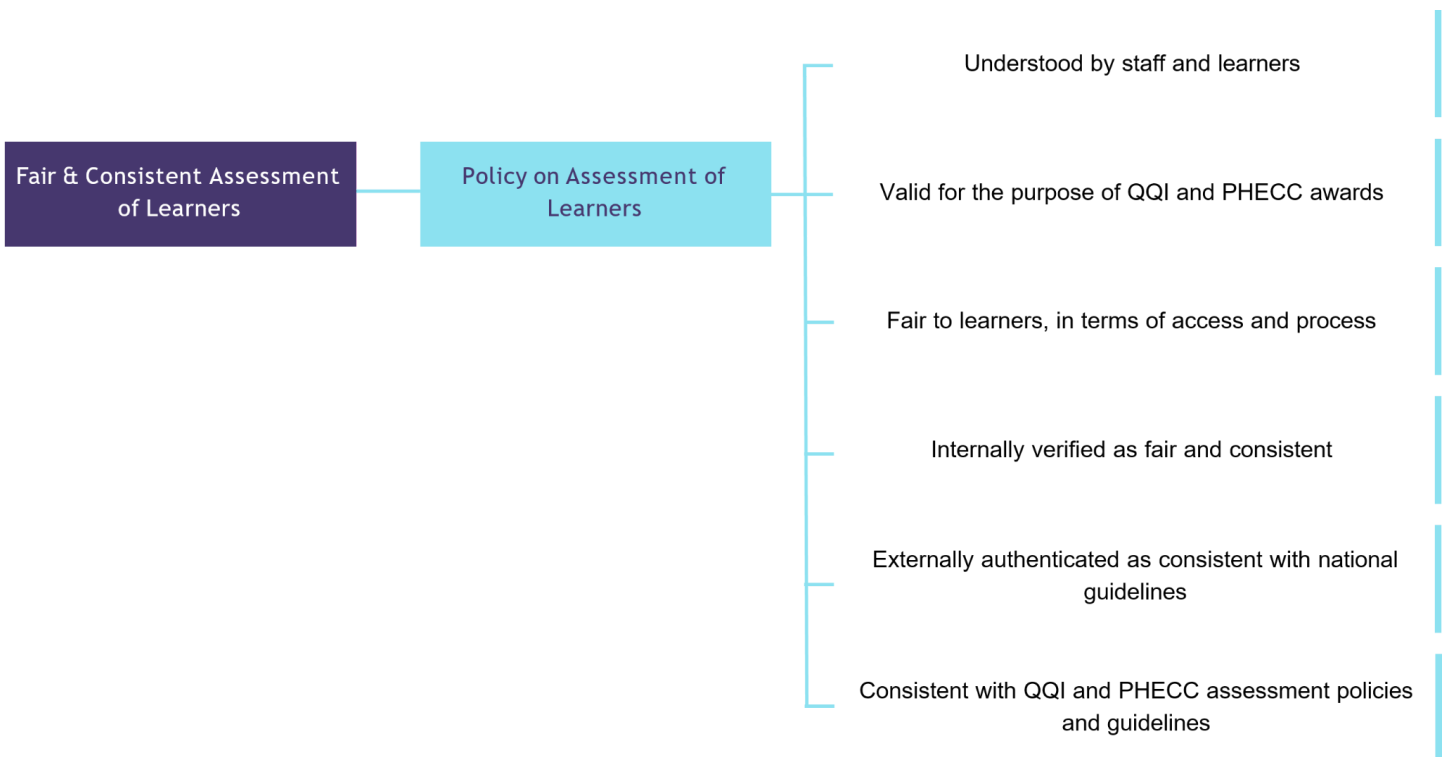
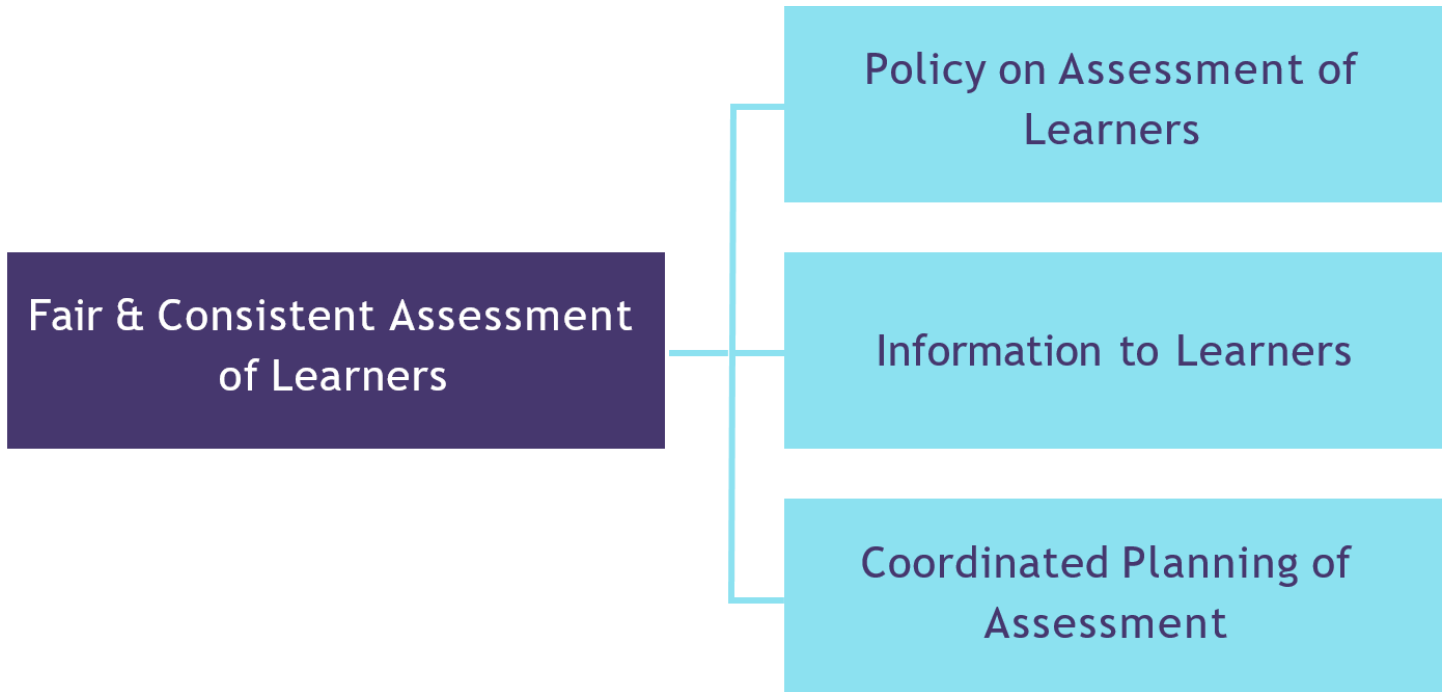
<p>1. Introduction 1.0 What is a Safety Statement? 1.1 Company Activities 2. General Health and Safety Policy 3. Health and Safety Responsibilities 3.0 Management Responsibilities 3.1 Health and Safety Advisor Responsibilities 3.2 Employees Responsibilities 3.3 Organisational Chart 4. Communication and Consultation 5. Health and Safety Training 5.0 Recommended Health and Safety Training- Management 5.2 Employees 6. Accidents/Near Misses and Dangerous Occurrences 6.0 An Accident 6.1 A Dangerous Occurrence 6.2 A Near Miss 6.3 Accident Recording/Reporting 6.4 Dangerous Occurrence Reporting 6.5 Accident/Near Miss/Dangerous Occurrence Procedure 6.6 For Serious Injuries/Serious Damage 6.7 Accident Investigation 7. Fire /Emergency/Evacuation 7.0 Fire Precautions 7.1 Calling the Fire Brigade</p>	<p>7.2 Fire Emergency 7.3 Fire/Emergency Equipment and Emergency Exit Routes 7.4 No Smoking Policy 8. First Aid 8.0 First Aid Kits 8.1 First Aiders 9. Manual Handling 9.0 Some Considerations before Lifting 9.1 Steps to Safe Manual Handling 10. Bullying and Harassment. 10.0 N.C.U.C.L.G.Policy on Bullying and Harassment. 10.1 Procedures for dealing with allegations of bullying. 10.2 Informal 10.3 Formal 10.4 Post Investigation 11. Occupational Stress 12. Violence at Work 13. Control of Hazardous Substances 13.0 Chemical Hazard Labelling signs. 13.1 Chemical Hazard information. 14. Workplace Machinery and Equipment 14.0 Planned Preventative Maintenance. 14.1 Minimising Human Error 15. Control of Third Parties. 15.0 Contractors 15.1 Visitors</p>	<p>16. Hazard Identification and Risk Assessment 16.0 Explanation of Risk Assessment 16.1 Physical Hazard 16.2 Chemical Hazard 16.3 Biological Hazard 16.4 Ergonomic Hazard 16.5 Psychological 17. Personal Protective Equipment 17.0 Employer Responsibilities 17.1 Employee Responsibilities. 18. Welfare Facilities 19. Environmental Policy 20. Health Surveillance 20.0 Requirements under the Safety, Health and Welfare at Work Act 2005 20.1 Examples of Health Surveillance 21. Sensitive Risk Groups. 21.0 Pregnant Employees 21.1 Night Workers. 22. Disciplinary procedures 22.0 Stage 1- Formal Verbal Warning 22.1 Stage 2- Written Warning 22.2 Stage 3- Final Written warning 22.3 Stage 4- Serious/Repetitive Breaches of Discipline.</p>
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Glin National College implements a training-room inspection checklist form for onsite and offsite training:

- The scope of this safety inspection form is designed to assist facility operations personnel in identifying unsafe conditions.
- The checklist must be completed at the beginning of each semester or as directed by the college's policy.
- In the case of offsite training, a full room inspection must be carried out before the training starts.
- The original completed form must be returned to the Academic Standards Quality Officer.
- A copy will be kept for one year plus the current year.
- Follow-up on the status of corrective actions and work orders monthly.
- A list of each item requiring correction is entered in the comments section, and it identifies the area, building, and room in each case.
- Each question on the checklist will be graded using the following:

<p>No Action <i>Green</i></p>	<p>Action <i>Amber</i></p>	<p>Urgent Action <i>Red</i></p>
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7. FAIR & CONSISTENT ASSESSMENT of LEARNERS



Policy on Assessment of Learners

Glin National College will ensure that our procedures for assessing learners will allow us to serve the needs of learners and fulfil our stated mission to give access to training and employment of marginalised people and be consistent with national best practices.

Glin National College is committed to the dual processes of internal verification and external authentication. The process will involve:

Assessment based on

Provision for Assessment in accordance with the module at the design stage during validation and approval

Internal verification of Assessment according to QQI and PHECC Quality Assurance Agreements.

External authentication of Assessment by independent (of Glin National College) subject matter experts

Approved by the appropriate committee (examination committee working group)

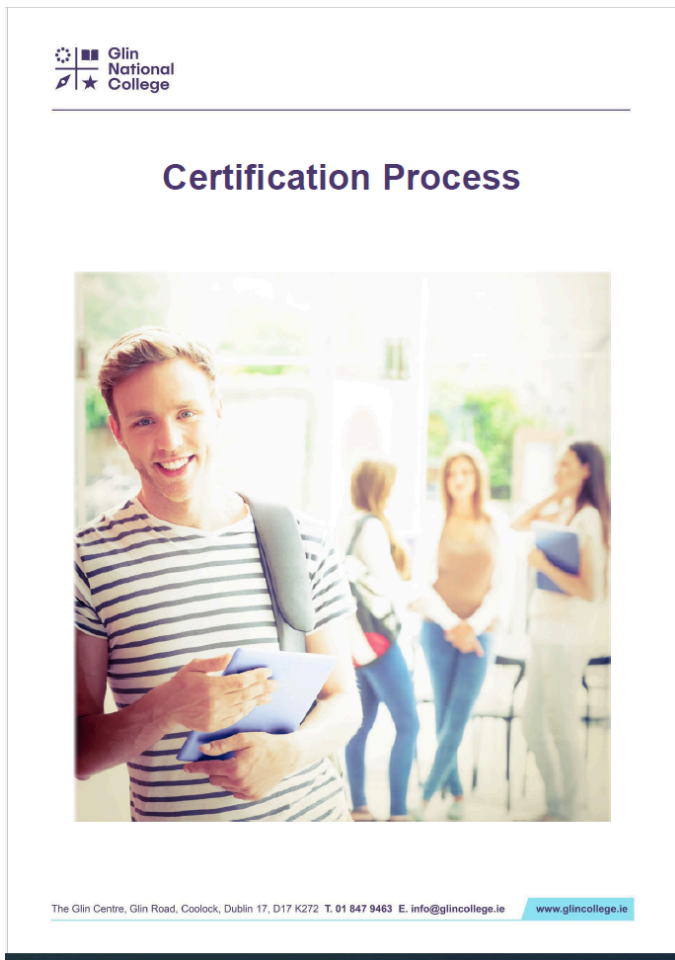
The policy on assessment of learners will be based on

- Provision of Assessment in accordance
- Tutor Delivered Information via Tutor Guide
- Plagiarism Code of Practice
- Internal Verifiers Guide
- External Authenticators Guide
- Learners Assessment Handbook

Assessment of Learners:

In the majority of cases, the tutor has responsibility for the assessment of learner evidence. This means that in addition to teaching/delivering a programme, the tutor will also have responsibility for assessing, marking and grading the learner evidence.

[Link to Glin National College Certification Process Guide for Learners](#)



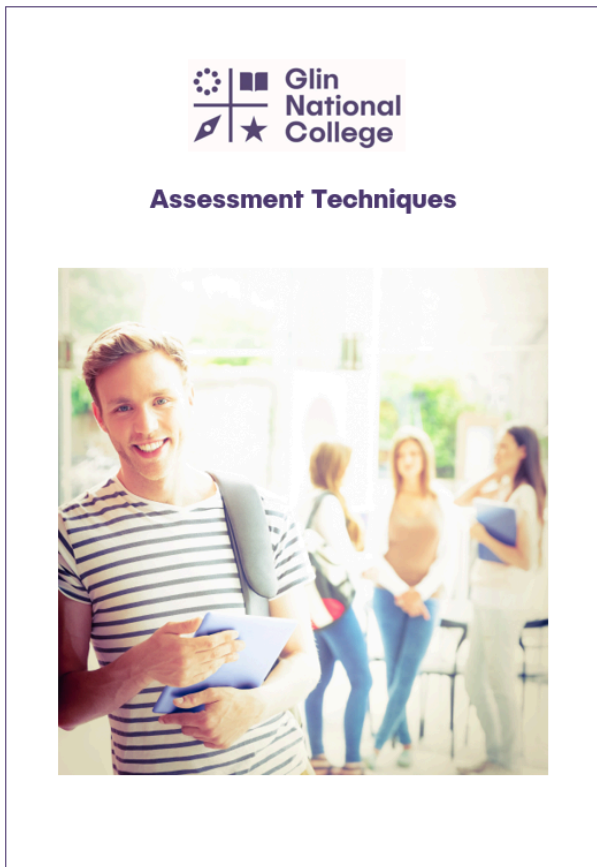
Contents

- Assessment of Learners
- Know Glin National College's Quality Assurance Agreement
- Know your subject matter
- Know the different assessment techniques
- Be aware of the Major Award your Learner is hoping to achieve in the case of NFQ awards
- Know the assessment requirements of your programme
- Write your assessment brief/ examination paper
- Examination Papers
- Write your marking schemes/ outline solutions
- Writing Marking Schemes
- Writing Marking Schemes and Outline Solutions
- Inform Learners about assessment
- Keep records and documentation relating to assessment?

Assessment of Learners Guides:

Glin National College has put together a set of guidelines around various assessment techniques tutors can use for assessing learners.

[Link to Glin National College Assessment Techniques Guide for Tutors](#)



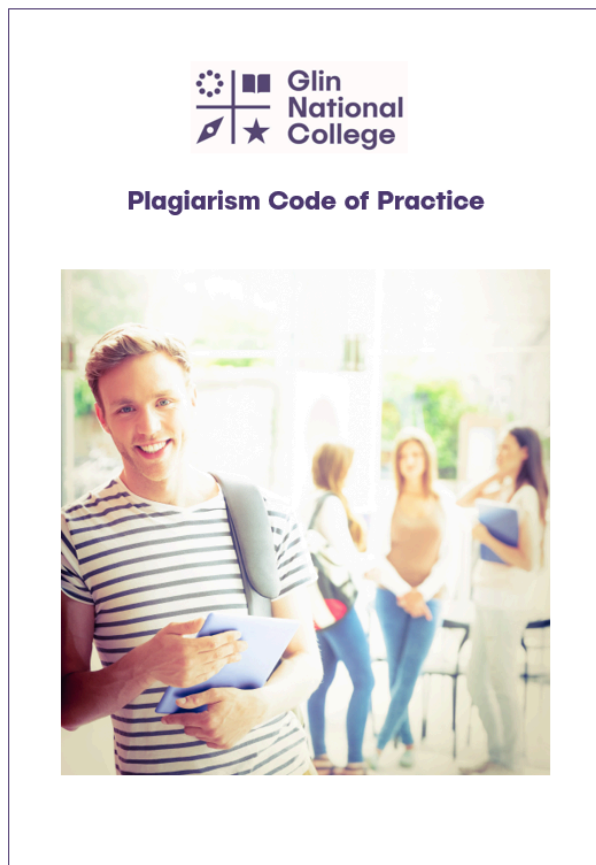
Contents

- Assessment Techniques
- Introduction
- Assignment
- Portfolio (Collection of Work)
- Formative assessment: informing learning
- Summative assessment- summing up learning
- Examination
- Theory Based Examination
- Practical Examinations
- Aural Examinations
- Preparing an Audiotape
- Interview-Style Examinations
- Learner Record
- Project
- Skills Demonstration

Plagiarism Code of Practice:

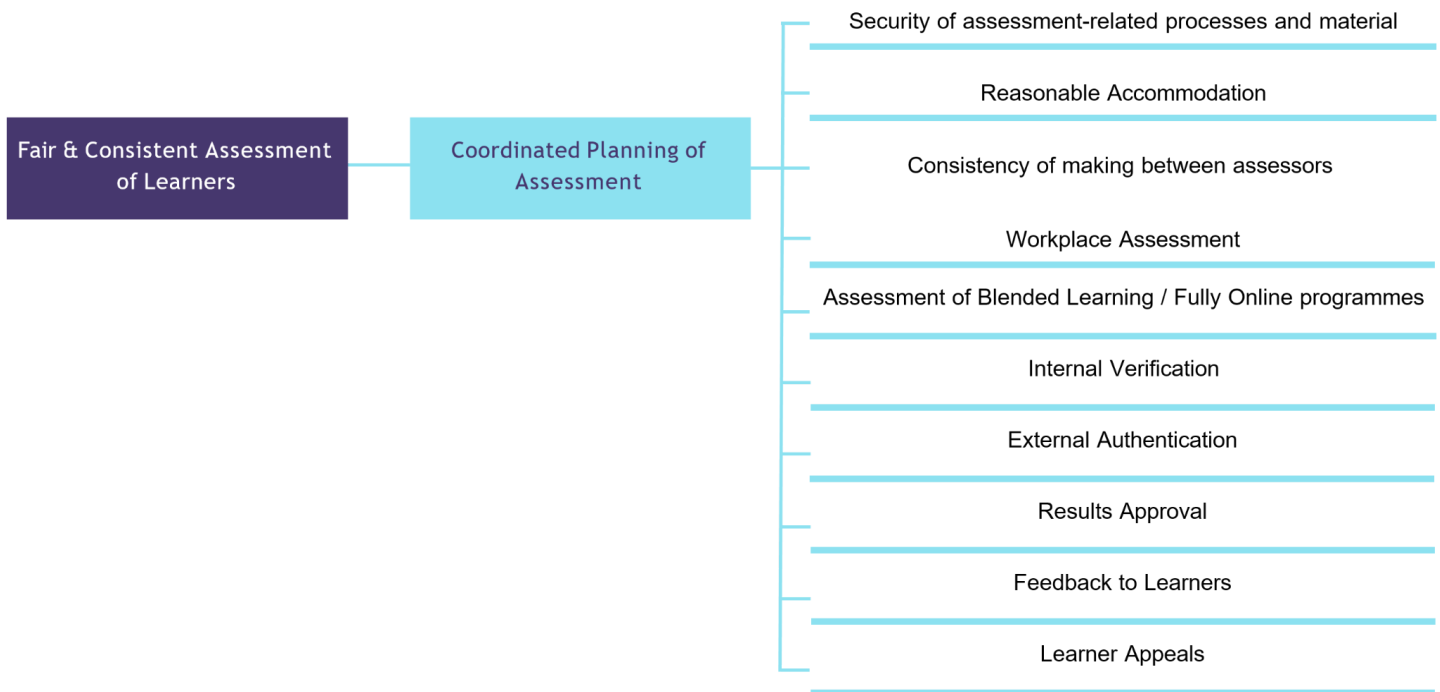
Glin National College has put together information and guidelines around plagiarism.

[Link to Glin National College Plagiarism Code of Practice Guide for Tutors](#)



Contents

- Context
- Code of Practice
- Procedures
- Minor Cases of Plagiarism
- Major Cases of Plagiarism
- Dealing with Alleged major cases of Plagiarism
- Sanctions
- Appeals



Coordinated Planning of Assessment

Security of assessment related processes and material

This policy refers to briefs/examination papers and marking schemes and will be managed by the Programme coordinator.

- A bank of exams for each module and a minimum of three (3) Briefs per assessment will be digitally held and maintained by the programme coordinator.
- The above documents will be kept digitally and secured using recognised security protocols.
- The required number of Briefs or Assessments per class will be downloaded and rotated regularly from the Module Assessment Folder.
- An attendance sheet is used to regulate the examinations and will match the number of exam papers handed to the Exam Supervisor.

- The examination sheet is signed by all learners and signed off by the exam supervisor.
- This attendance sheet will be stored digitally for Twelve (12) months post-exam.

Learner Portfolio

- The learner's portfolios are returned and signed in by the learner and a staff member for learner assessment.
- All portfolios are stored securely in a designated area in the sales office.
- Tutor collects portfolios and signs them out witnessed by a staff member into the Tutor Portfolio collection log.
- The tutor returns the portfolio within the agreed time frame, and they are re-signed by the tutor and a member of staff. They are then locked away in the designated area before entry on the QBS system or the PHECC RI Faculty Management Portal.
- Completed and submitted assessment work will be stored in a secure designated area. Portfolios will be kept until the certification and appeals cycle is completed and securely shredded.

Under Glin National College's Quality Assuring Assessment, Learners must acknowledge that the assessment work presented by them is their work and is commonly part of the issued brief, which is included with their submitted work.

A Tutor (assessor) may confirm that the assessment evidence is reliable and genuine by the following methods

- Questioning the learner,
- Authorship statement (see above),
- Personal statements

These systems are monitored as part of the certification processes, which can be in the case of QCI certification a maximum of six (6) Times per year.

Consistency of marking between Assessors

The policy to ensure fairness and consistency of marking is managed by the Academic Standards Quality Officer supported by Tutors and the QCI coordinators/PHECC Instructors and is based on the following.

Module Marking Criteria to be made available on Glin National College's Website (these standards are generated as part of the module validation and approval processes and must be in line with QCI module component specification were appropriate and PHECC Training & Education Standards were appropriate)

Guidelines are included in Glin National College's Module Briefs; these guidelines are supported, e.g. marking Scheme broken down by questions raised. Guidelines are included in Glin National College's Module Briefs these guidelines are supported, e.g. marking Scheme broken down by questions raised

Result comparisons are monitored by the Glin National College's learner performance log, which is currently updated in line with the QQI and PHECC certification submission calendar.

Model Answers are provided in the Module Master folder, and they give indicated mark values. Module portfolio feedback shows the reasons for deducted marks.

Glin National College monitors fairness and consistency of marking by using the following three (3) methods.

- Internal Verification, which is, based on learner achieved grade sample-based (Unsuccessful, Successful, Pass, Merit or Distinction)
- External Authentication, which is, based on learner achieved grade sample-based (Unsuccessful, Successful, Pass, Merit or Distinction)
- Module Learner Performance log is compiled for each submission period by the QQI coordinator and is made available for Internal Verifiers and External Authentications.

Responsibilities of Learners in the Assessment Process

Learners have several responsibilities concerning assessment, which are described below:

1. Unless otherwise approved by Glin National College, learners are expected to attend all teaching days.
2. Learners are expected to actively engage in the assessment activities provided on their programmes and act on feedback provided by their Tutors.

Learners must ensure that they familiarise themselves with marking schemes, assessment criteria and

1. Learning outcomes against which their work will be assessed
2. Learners must ensure that they fully understand assessment guidelines and briefs and seek advice and guidance if necessary.
3. Learners are expected to submit legible work for assessment as required.
4. Learners must ensure that they meet all assessment deadlines or that approval for an extension has been granted in advance of the original deadline.

Learners must understand what constitutes academic misconduct and plagiarism and ensure they do not commit such offences in preparing for assessment.

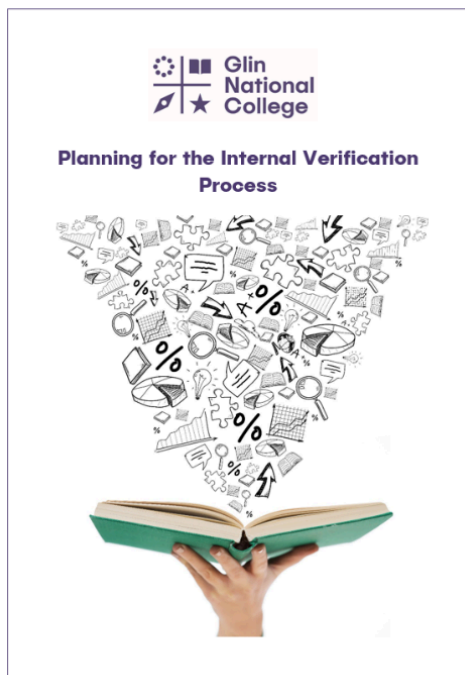
Workplace Assessment:

Assessment that involves requirements of workplace experience evidence:

Collecting the evidence

Assessors are required to collect evidence drawn from a range of sources. The evidence may be collected by the assessor only, the assessor and the candidate, or a third party such as a workplace supervisor or manager. It can be a mix of current and past evidence. The focus should be on gathering quality evidence that is valid, sufficient, current and authentic. The quality evidence is crucial to the assessment process and the judgement made. It is essential to ensure that the evidence requirements of the relevant Training Module are met and monitored in an ongoing way.

[Link to Planning for the Internal Verification Process](#)



Contents:

- Internal Verification Process: An Overview
- Internal Verification
- Internal Verifier Checklist for Internal Verification
- Frequently Asked Questions

QQI defines internal verification as the process by which the provider's assessment policies and procedures are checked and monitored on a sampling basis. This would include reviewing and monitoring all aspects of assessment practices, including checking that the provider's assessment procedures have been applied consistently across assessment activities and verifying the accuracy of assessment results.

Internal verification ensures that students on PHECC approved courses receive fair and equal support, free from discrimination and administered by unbiased, competent and well-informed faculty members. It also ensures that the standards remain consistent and transparent across the recognised institutions and student population.



[Link to The Results Approval Process](#)

Contents:

- Introduction
- The Results Approval Process
- Section 1: Planning and Methodology
- Section 2: Guide to Developing Terms of Reference
- Section 3: Establishing the Results Approval Panel
- Section 4: Responsibilities of the Results Approval Panel
- Section 5: Results Approval Panel Report
- Section 6: Recommended Procedures for Good Practice
- Section 7: Concluding the Results Approval Process
- Results Approval – Sample Agenda
- Results Approval – Sample Confidentiality Statement
- Provider Checklist for the Results Approval Process



Information & Feedback to Learners



[Link to Information and Feedback to Learners](#)

Contents:

- Introduction
- Step 1 Refer to Glin National College's quality assurance agreement
- Fair and Consistent Assessment of Learners
- Step 2 Plan feedback
- Step 3 Give feedback to learners
- Step 4 Record and document the agreed feedback
- Learner Questionnaire / Learner Programme Review
- Questionnaire for learner leaving programme
- Tutor/Learner Meeting Record
- Assessment Feedback



Appeals: Information for Learners

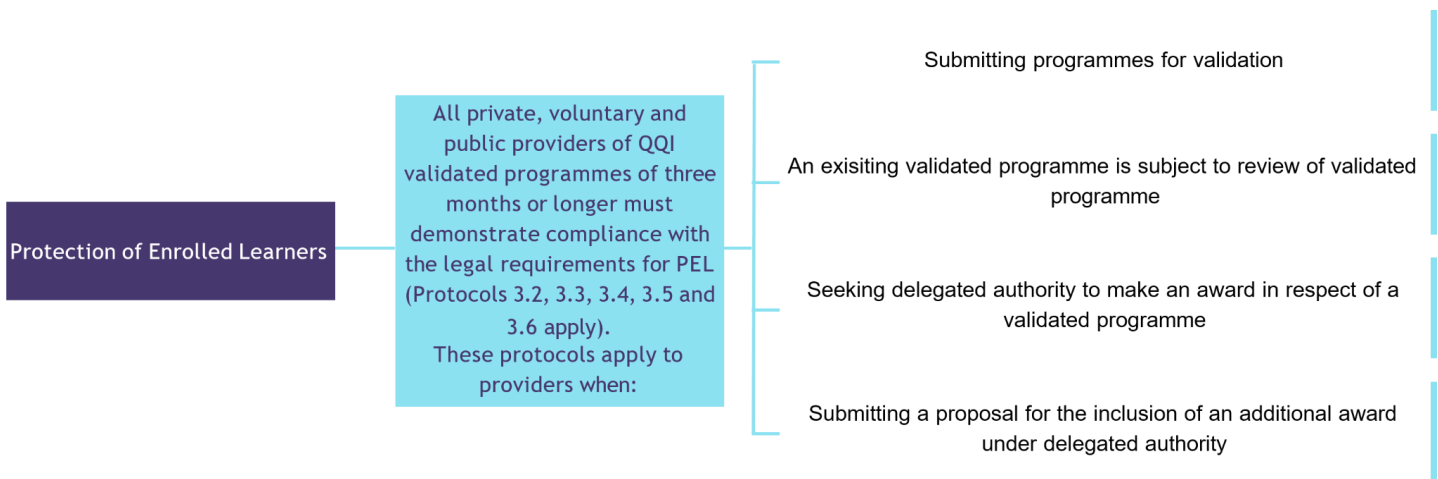


[Link to Appeals Information for Learners](#)

Contents:

- Provider Appeals Process
- Appeals: Information for Learners
- How can I lodge an appeal?
- Does it cost anything to lodge an appeal?
- What can I appeal?
- Appealing a Result
- Appealing the Assessment Process
- Appealing the Assessment Process and Result
- How long do I have to lodge an appeal?
- What happens when I lodge an appeal?
- Appeals Request Form
- Notes for the completion of this form
- Appeal of Result Form

8. PROTECTION of ENROLLED LEARNERS



The Qualifications and Quality Assurance (Education and Training) Act 2012 contains provisions for the protection of learners enrolled in education and training programmes (Part 6, S. 64-67).

The legislation applies to education providers (other than those specifically exempt under legislation) and courses of 3-month duration or longer.

QQI has developed protocols to facilitate providers in fulfilling their legal obligations concerning PEL. As summarised by QQI, the 2012 Acts seeks to ensure that:

Learners have an opportunity to complete a programme leading to an award, or

Learners are refunded the money most recently paid if a programme ends before they complete it, and

Learners are provided with adequate and accurate information about the programme they wish to pursue and the protection in place for them if the programme ceases before their completion.

(Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act)

These protocols apply in various ways to different providers, depending on their relationship with QQI and their exemption status as outlined in the relevant PEL sections of the Act.

Glin National College is legally obliged to fulfil the provisions relating to all providers. All providers, regardless of their relationship with QQI, must make specific categories of information available to learners (QQI Protocols 3.2 apply).

Specific programme and award-related information must be available to learners before enrolling them or accepting payment for an education and training programme. All relevant providers (including public providers) shall, if requested, assist QQI in accommodating learners affected by the cessation of a programme (Protocols 3.6 apply).

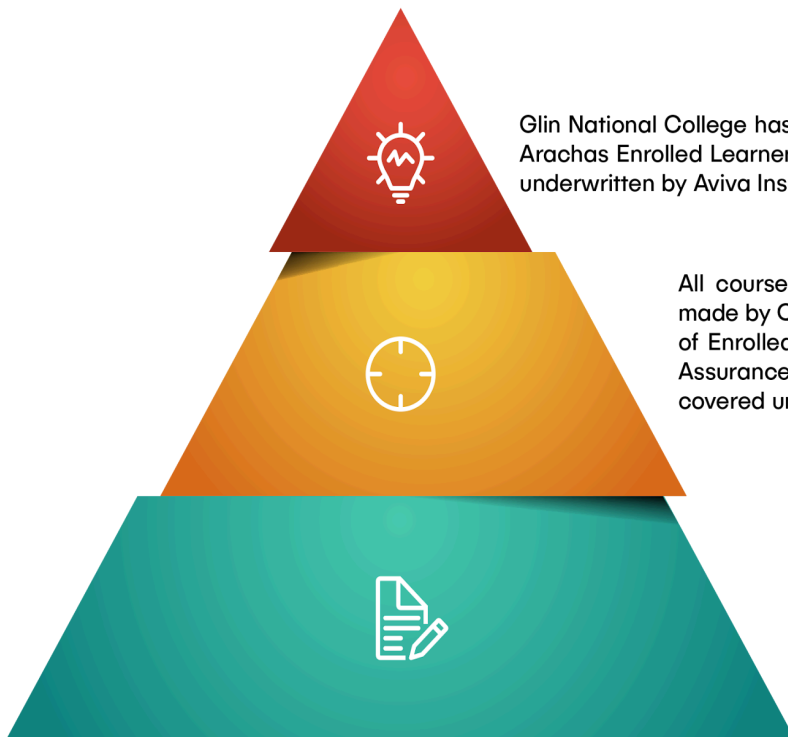
Glin National College undertakes to make the following information publicly available and accessible on its websites and in other published material before enrolling learners or accepting any payment from, or on behalf of, an enrolled learner for an education and training programme:

- The name of the awarding body (or bodies) making the award
- The title of the programme and the award to which it leads
- Whether the award is recognised within the National Framework of Qualifications (NFQ), and if so:
 - The level of that recognition within the NFQ
 - Whether the award is a Major, Minor, Special Purpose or Supplemental award as identified within the NFQ
- Where the programme does not lead to an award, a certificate of completion or other similar certificates

- Any relevant procedures for access, transfer and progression

Glin National College will notify enrolled learners in writing of any change in the information notified to the learners within 14 days of becoming aware of that change.

PROTECTION FOR LEARNERS



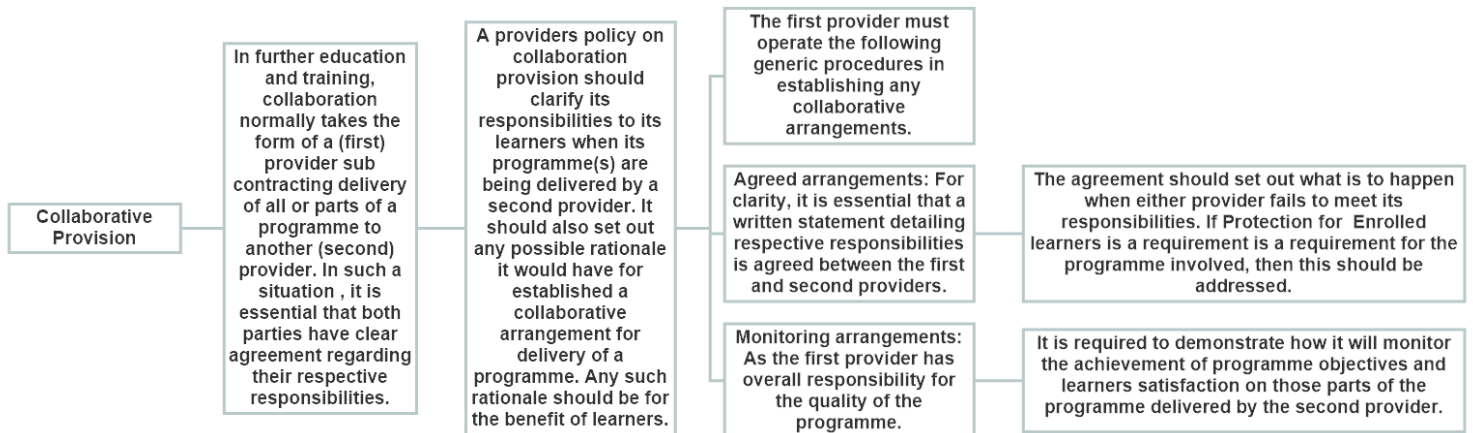
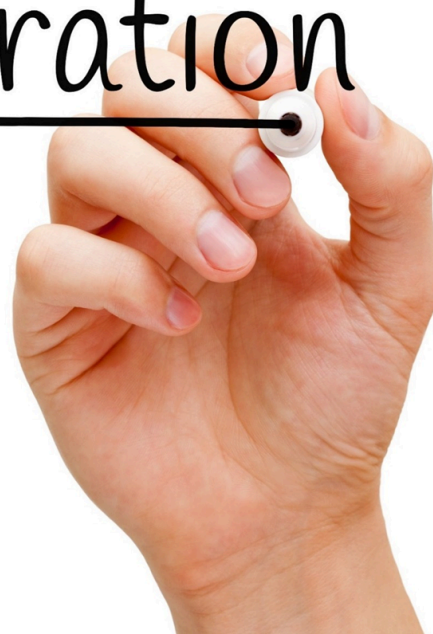
Glin National College has arranged comprehensive cover with Arachas Enrolled Learner Protection Programme. The policy is underwritten by Aviva Insurance Ireland DAC

All courses delivered by Glin National College which lead to awards made by QQI and for which arrangements are required for the Protection of Enrolled Learners in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012 (hereafter the 2012 Act), are covered under this agreement for the duration of the agreement.

NCU CLG t/a Glin National College has approval to offer students learner protection insurance. Learner Protection insurance is only in place when each student receives their Insurance Policy.' Each learner should ensure that they receive a Learner Protection Insurance Policy in their name. Learner Protection insurance is provided by Arachas and underwritten by Aviva Insurance Ireland DAC.

9. COLLABORATIVE PROVISION

Collaboration



Glin National College's policy as the first provider is to adopt a consistent approach in working with second providers/subcontractors to ensure the quality of all Glin National College organised and procured training programmes and related services. This policy ensures that Glin National College and its second providers have an explicit agreement regarding their respective quality assurance roles and responsibilities.

Policy:

Glin National College is committed to ensuring that all our programmes are delivered consistently and within our various policies and procedures. When Glin National College engages a second provider or a contract tutor to provide an approved programme, we will ensure that they are:

1. Competent in the programme's subject matter and competent to deliver that programme.
2. Aware of our QA policies and procedures and their responsibilities under these.
3. Have agreed (via contract/written agreement) to follow our approaches and requirements defined and detailed within our Quality System.
4. Are aware of all requirements for reporting and recording evidence of compliance with our policies and procedures.
5. Are tax compliant and have provided their latest tax-clearance certificates (to be fully compliant with the tax compliance conditions set by any tenders or contracts awarded by any tendering authorities to Glin National College, for all those tutors who are involved in the delivery of training related to those tenders/contracts)
6. Are compliant with Glin National College policies on the generation of learning evidence in documentary, video and digital formats
7. They are provided with the Glin National College Safety Statement and Risk Assessment, and assurance is obtained of their compliance with H&S Policies.
8. Are reviewed and monitored regularly and appropriately to ensure continued compliance with contract conditions

Evidence generated by this procedure

- Submitted CVs.
- Photocopies of academic qualifications
- Evidence that qualifications are valid and awarded by bona fide, recognised and accredited bodies
- Photo ID such as passport, driving licence
- Interview notes
- Record in tutor file of two reference checks
- A record will be kept of the date and name of awarding body/ establishment contacted (person's name and designation) and qualifications verified (on sub-contractor's/tutor's file)
- Record of periodic compliance checks carried out by Training Manager, Accounts Executive or Office Manager

Procedure to be adopted:

1. Training & Business Development Manager, in conjunction with the Academic Standards Quality Officer, will carry out compliance checks related to 1,2,3,4 and 8 above and record these in the sub-contractor's/tutor's file.
2. Training & Business Development Manager in conjunction with the Accounts Executive will carry out compliance checks related to 5 above and record findings in the sub-contractor's/tutor's file.
3. Training & Business Development Manager, in conjunction with the Operational Officer/Sales Executive, will carry out compliance checks related to 7 above and record these in the sub-contractor's/tutor's file.

Staff involved:

Training & Business Development Manager, Academic Standards Quality Officer, Accounts Executive and Operational Officer/Sales Executive

Monitoring

Monitoring will be conducted by the Training & Business Development Manager and the Academic Standards Quality Officer on a periodic basis. Monitoring Methods will take the form of:

- Learner Evidence
- Site Visits
- Assessment Instruments adopted by subcontractors

10. SELF-EVALUATION & IMPROVEMENT of PROGRAMMES & SERVICES



Glin National College will ensure that it evaluates its provision of training programmes and related services in a structured and systematic way. The company will give responsibility for instigating and coordinating the self-evaluation process and assessing its outcomes to the Academic Council, Academic Standards Quality Officer and the Programme Development Officer.

Where appropriate, evidence gathered in the evaluation process is used to improve the programmes and their delivery and inform the future development of programmes and services. Glin National College will endeavour to ensure the involvement of tutors, learners, staff, management and stakeholders in Glin National College's self-evaluation and will engage an appropriate external evaluator. The Academic Standards Quality Officer, Tutors, and the Programme Development Officer will have responsibility for self-evaluation.

A self-evaluation team comprising the above will hold minuted meetings as necessary, plan for, execute evaluations, and prepare reports on each review undertaken.

Self-evaluations will be monitored annually by the Training and Business Development Manager. Evaluation of module(s) from the range of courses delivered at Glin National College will involve examining training materials and questionnaires returned from learners, feedback from stakeholders and a sample of learner assessments. Existing effective practices are identified and noted.

Learner input to evaluate training programmes will be via returned questionnaires, evaluation sheets and, where appropriate, notes of random informal interviews with learners where possible.

The method by which Glin National College will carry out an evaluation will consist of forming a self-evaluation team by reference to guidelines and best practice standards set by QQI, PHECC and by appointing an external evaluator.

The self-evaluation team will monitor its work annually by consultation among themselves and referencing records of external evaluators' reports. It will report its findings to the Academic Council.

What is Self-Evaluation?

Evaluation will seek to:

Engage stakeholders

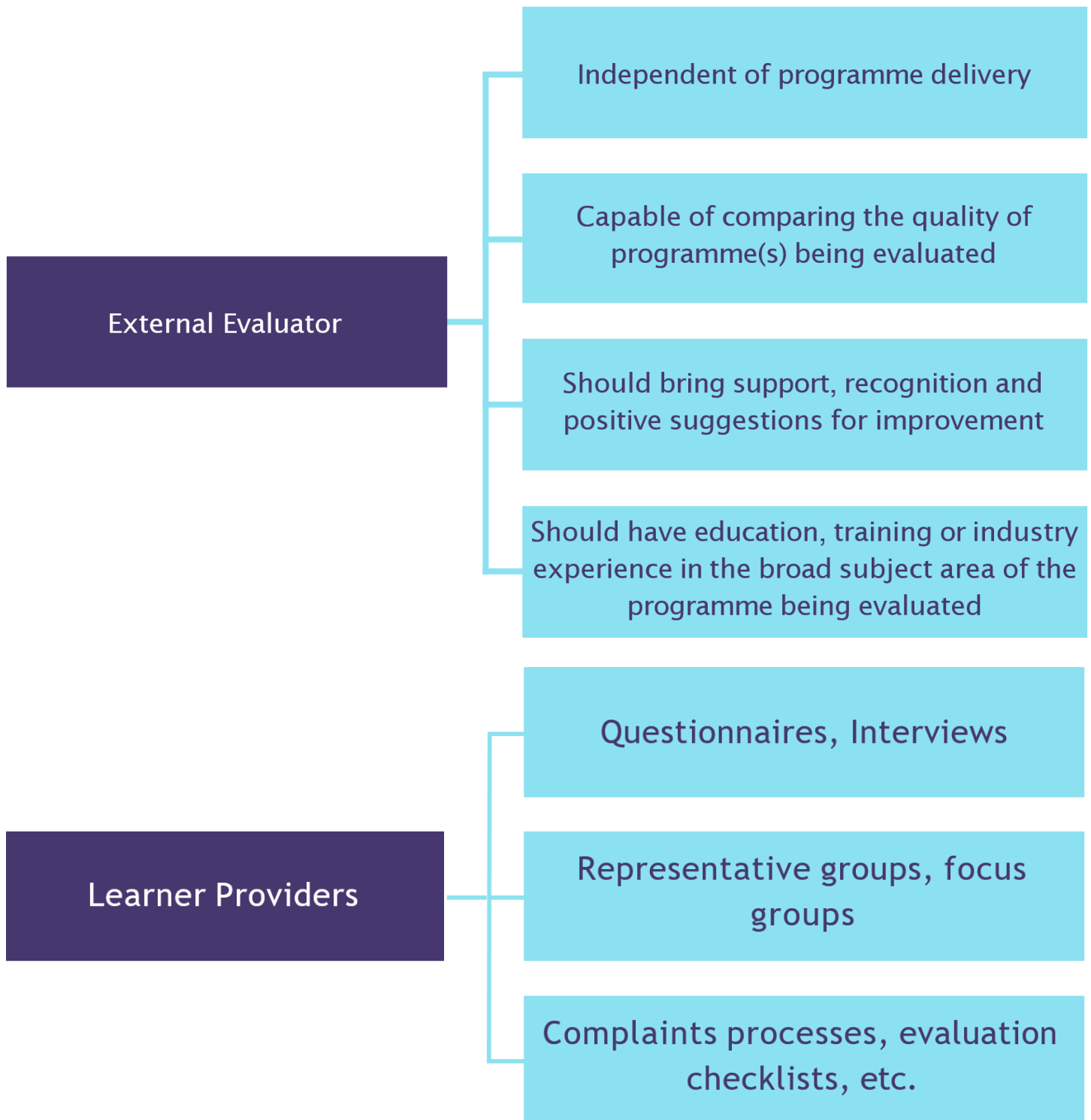
Gather credible evidence
from a range of sources

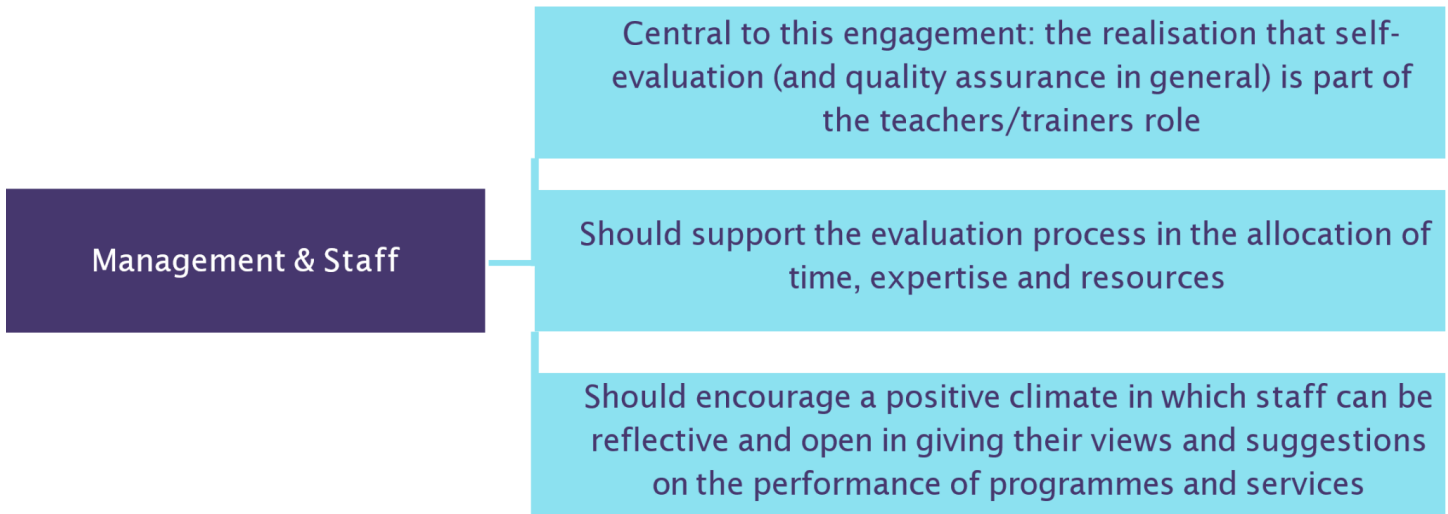
Draw and justify
conclusions

Make recommendations for
improvement

Ensure the use and sharing
of lessons learned

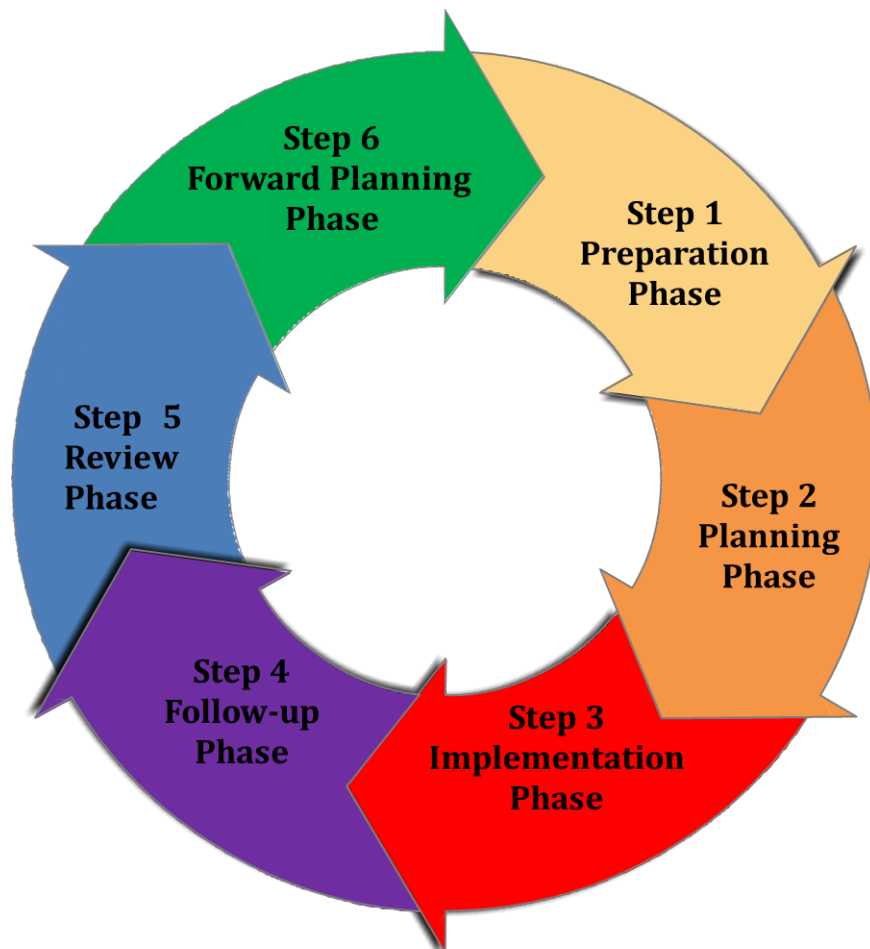
Who will be involved in a Self-Evaluation?





SELF-EVALUATION: Conducting a Self-Evaluation

A six-phase model for conducting a Self-Evaluation



Self-Evaluation is an internal process of self-reflection and assessment. Evaluation is a systematic and structured process of reviewing an experience, determining its worth or value and deciding what needs to be changed or further developed. Self-Evaluation is a continuous cycle of reflection and review to bring about positive change and improvement, which feeds into further consideration and review.

Self-Evaluation is one aspect of Glin National College's Quality Assurance system. It is the aspect that ensures that the Quality Assurance system is meeting its' objectives and allows for the continuous improvement of the system and the programmes and services that it supports.



Phase 1: Preparation Phase



Phase 1: Preparation Phase

During the Preparation Phase Glin National College will:

- Assign/ identify personnel with responsibility for planning and implementing the Self-Evaluation.
- Be familiar with relevant background information policies, procedures and supporting documentation that inform the Self-Evaluation process.
- Train/brief members of the Self-Evaluation team.
- Appoint External Evaluator.
- Draft an overall plan for the continuous cycle of Self-Evaluation to ensure the inclusion of all programmes and related services within Glin National College.

Phase 2: Planning Phase



Phase 2: Planning Phase

During the Planning Phase Glin National College will:

- Determine an Action Plan for the process.
- Decide what is to be evaluated.
- Determine the aim and objectives of the Self-Evaluation.
- Determine the criteria with which Glin National College will determine level of success.
- Identify the people that are to be involved in the Self-Evaluation process.
- Decide on the methodology to be used.
- Identify data required.
- Plan and design tools to capture evidence from Learners, staff and stakeholders.

Phase 3: Implementation Phase



During the Implementation Phase Glin National College will:

- Engage the External Evaluator
- Gather the data as determined in the action plan
- Collate the data
- Analyse the data
- Document the findings, draw conclusions and make recommendations
- Submit a copy of the Programme Evaluation Report and the Programme Improvement Plan to the Academic Council, QQI and ensure the evaluation process and outcomes are documented in the PHECC RISAR where appropriate.

Phase 4: Follow-up Phase



During the Follow-up Phase Glin National College will:

- File Records and documentation
- Disseminate Feedback on findings and recommendations
- Update the Quality Assurance System
- Implement the Programme Improvement Plan

Phase 5: Review Phase



During the Review Phase Glin National College will:

- Review the Self-Evaluation process, in order to learn how to improve the way that the Glin National College undertakes Self-Evaluation
- Plan any necessary improvements/amendments to be incorporated into the next cycle.

Phase 6: Forward Planning Phase



During the Forward Planning Phase Glin National College will:

- Apply lessons learnt from this Self-Evaluation cycle
- Amend methodologies as a result of outcome/s of the Review Stage
- Restructure the planning cycle if necessary
- Plan to start the process again
- Undertake any necessary research identified through the Review Phase
- Commence preparation/planning