



Communications Policy

Communications Policy & Procedures

WATERFORD COLLEGE OF FURTHER EDUCATION

POLICY AREA	COMMUNICATIONS
VERSION	1.5
REVISION DATE	02/11/2011



Communications Policy

B1 Communications Policy & Procedures

Policy

The policy of Waterford CFE is to facilitate access for learners, staff, and external stakeholders to accurate, relevant information on all aspects of the provision of the College programmes and services. The policy is guided by the principles of transparency, accountability, and personal privacy. Procedures for the implementation of timely and responsive consultation with learners, staff, and external stakeholders will be maintained.

Information handling procedures

All members of the College Community will have access to standard Waterford CFE documentation at a central location, such as the College Network and Website. Learners and staff will be facilitated to access information from this documentation, which will include Quality Assurance policies and procedures; Safety Health and Welfare statements, procedures, and codes of practice.

A regular College Newsletter is compiled and circulated to staff. The Newsletter contains information on College events and achievements, on decisions of the CWVEC and the College management, and on proposals, plans and arrangements for the future. The students produce a newsletter for circulation to students on relevant matters.

A diverse selection of appropriate communication media is provided to ensure that easy, efficient, and timely two way communication is possible among all members of the College community. These will include notice boards, documentation, tape recorders, TV and Video, Computers, and other electronic media.

B1.1 Procedures for feedback from Learners

As part of their teaching strategy, subject teachers invite and arrange for consultation with individual learners on the learner's progress.

Learners are informed by their subject/module teachers on their progress with respect to each formal assessment activity undertaken. Formal interim assessment is carried out and documented by subject/module tutors at the end of the first term. A report on each student is compiled by the relevant Course Tutor and discussed with relevant staff at Christmas. Each student is then advised on her/his progress in each subject/module.

Course Tutors will use one hour per week for duties, including consultation with individual learners.

A questionnaire to facilitate learner evaluation of their experience of programmes and services will be implemented once per annum, at a time near to the end of the academic year. This will be concerned with the relevance of modules, the appropriateness of the mode of delivery, the quality of student services, the extent of students' influence on, and endorsement of, Quality Assurance policies and procedures, and the effectiveness of the Students' Representative

Council. (*The questionnaire to be designed and analysed by suitably qualified people*) The Student Representative Council will be invited to contribute to the development and verification of College policies and procedures.

Some learners may be invited to participate from time to time in programme design review bodies, and specialty focus groups.

Evidence of learner feedback can also be provided in management reports, Programme review/design group reports, SRC reports.

B1.2 Procedures for Staff access to information A Teacher Handbook is provided to all teachers.

Teachers have access to policies and procedures, safety statements, and reports of meetings and events. They will include:

- Minutes of College Board of Management (following endorsement by CWVEC) – if agreed by CWVEC
- Minutes of College Staff Council
- Reports of Quality Assurance activities
- Management reports, and reports of College events
- College Newsletter

To aid internal communication of information to teachers, the following facilities will be provided:

- Memoranda issued by the Principal
- Notices of forthcoming events, by memo in assigned pigeonhole, (or intranet, email), or dedicated notice boards.
- Regular scheduled meetings, as set out in B1.3 (below)

B1.3 Procedures for staff feedback Consultation with teachers will take place regularly as required in respect of:

- Post of responsibility duties
- Programme development
- Staff development activities
- Marketing and communication with external bodies
- Changes in duties and conditions of work

-
- Quality assurance policies and procedures
 - Changes in uses and availability of College accommodation and resources

Staff feedback is facilitated at meetings for which a code of practice operates with respect to items for the agenda, conduct of the meeting, availability of minutes of meetings:

- Programme meetings
- Department meetings
- Staff meetings
- Staff Council meetings
- Post holder meetings
- Quality Assurance meetings
- School Development Planning meetings
- Good Practice committee meetings
- Board of management meetings, through staff representatives

Staff Council meetings will be held at least once per term, and Staff meetings at other times as required (also one per term).

[The Constitution of the College obliges it to convene a Staff Council, consisting of all teachers of the school under the chairmanship of the Principal. The Staff Council considers arrangements of the school and may make recommendations to the Board of Management regarding the extension of the subject range, the arranging of the timetable and the provision of school equipment. The Staff Council may, on request, advise the board of Management on any educational problem which the Board of Management may put before it. The council may, on its own initiative make submissions to the Board of Management on any educational matter connected with the school.

The minutes of Staff Council meeting are submitted to the BOM for its information at the next Board meeting.]

Other categories of meetings can be convened as required. Participants may propose matters for inclusion on the agenda to the convenors.

Other facilities might include:

- Staff questionnaires, including suggestions for improvement, to be implemented once per annum, near the end of the academic year. (*The questionnaire to be designed and analysed by suitably qualified people*)
- Evaluation and verification documents.
- Training needs surveys.
- Timetable requests for the coming academic year.

B1.4 Communication with other stakeholders

Information will be provided to stakeholders via the following methods. However, Personal details of staff and students will not be disclosed.

Prospectus: An updated prospectus is produced annually by a designated Assistant Principal, for distribution to all second level schools, in the catchment of Waterford and neighbouring counties, and other relevant organisations.

College Website: updated and maintained by a Special Duties Post Holder in liaison with Web Design company.

Promotional DVD: An audio visual presentation is produced as required.

Open Days: An open day for second level school students and the public is organised once per year, by a designated Special Duties Post Holder. The College activities are suspended for a day and presentations and orientation activities are conducted by the staff and volunteer students.

School visits and Careers exhibitions: A panel of presenters is in operation.

Work Placement feedback: The response to students' work placement, and suggestions for development of College programmes, is sought by monitoring teachers from employers, during work placement visits.

Industrial Liaison: Three Assistant Principals have post duties within this area. The college is a member of the Waterford Chamber of Commerce.

Marketing Communications is carried out by various Post Holders and is concerned with:

- Researching the current student catchment with a view to targeting advertising activities at particular geographical, vocational, and special interest groups (Special Duties Post Holder).
- The design and placement of advertisements in the print and broadcast media (Special Duties Post Holder).
- Organisation of open days (Special Duties Post Holder).
- Production of the College Prospectus (Assistant Principal).
- Organisation of presentations to schools and other promotional events. This includes organising a panel of staff members who will facilitate such visits. (Special Duties Post Holder).
- Identification of new target groups for marketing, e.g. Industrial concerns, Waterford Chamber of Commerce, Area Partnerships, groups representing people with special needs.

Suggested priorities for implementation:

1. A School/College liaison officer to facilitate incoming queries.

Revision Details:

Initial Draft 1 – November 2005

Review & Revision 1.1 – January 2007

Review & Revision 1.2 – January 2008

Review & Revision 1.3 – January 2009

Review & Revision 1.4 – January 2010

Review & Revision 1.5 – January 2011

Review & Revision 1.6 –

Review & Revision 1.7 –





Equality Policy

B2 Equality Policy & Procedures

Policy

The policy of the College is to afford equal respect to all members of the College community and to all applicants to the College.

The College is committed to equality of treatment and regard for all learners and staff. The College has adopted procedures aimed at ensuring that no member of the College community is discriminated against either directly or indirectly and that no person's right to equality of treatment is infringed.

We pledge to take a positive and proactive approach to the promotion and maintenance of equality and dignity. The College is committed to a policy of on-going training of staff and the promotion of equality.

The College is committed to monitoring and reviewing this policy.

The College will comply with the provisions of all the relevant legislation and regulations.

Legislative Context

The relevant legislation governing equality and discrimination includes Article 40, in respect of personal rights, and Article 44, in respect of religious profession belief or status, of Bunreacht na hEireann.

The most important statutory legislation includes the Employment Equality Acts 1998 and 2004 and the Equal Status Acts 2000 to 2004. In addition three European directives: the Race Directive which explicitly applies to education, the Framework Employment Directive which contains provisions that are relevant to the grounds of age, disability, religion and sexual orientation and the Amended Gender Equal Treatment Directive which imposes a duty on the state to promote gender employment equality, which extends to the employment of teachers, take precedence over the aforementioned Irish legislation.

The Protection of Employees (Part Time Workers) Act 2001, the Protection of Employees (Fixed Term Work) Act 2003, and the Safety, Health, and Welfare at Work Act 1998, are relevant to the equal treatment of staff members. The Education Act 1998, the Education (Welfare) Act 2000, and the Education for Persons with Special Education Needs Act 2004 are also relevant in the sphere of equality.

Discrimination is the treatment of a person in a less favourable way than another person has been or would be treated in a comparable situation. The legislation prohibits discrimination, including indirect discrimination and

discrimination by association. We pledge not to discriminate on any of the nine grounds prohibited in the various Equality Acts. Those grounds are:

Gender:

Being male or female. On foot of a EU court ruling, the legislation would also afford protection to transsexual people.

Marital status:

Being single, married, separated, divorced or widowed.

Family status:

Being a parent (or a person in loco parentis) of a child under 18 years old, or a parent or resident primary carer of a person 18 years old or over who has a disability and who requires regular or frequent care. Family status as defined in the Equal Status Act also covers those who are pregnant.

Sexual Orientation:

Being heterosexual, homosexual or bisexual.

Religion:

Having religious beliefs or having none; the term 'religious belief' includes religious background or outlook. The College is a non-denominational educational institution established by the City of Waterford VEC. It may not avail of any exemption on grounds of denominational ethos under the Employment Equality or Equal Status Acts to discriminate among learners or staff on the grounds of membership of a particular religious denomination.

Age:

Discrimination on the basis of age is defined in the equality legislation as treating in a comparable situation any person over eighteen years of age less favourably than another person because of a difference in their ages.

Disability:

The term Disability is defined in the Equal Status Acts to mean the total or partial absence of a person's bodily or mental functions; the presence of organisms causing or likely to cause chronic disease or illness; the malfunction, malformation or disfigurement of a part of a persons body; a condition or malfunction which results in a person learning differently; or a condition, disease or illness which affects a persons thought process, perception of reality, emotions or judgement or which results in disturbed behaviour.

Race:

The equality legislation defines the race ground in terms of race, skin colour, nationality or national or ethnic origin. (Travellers are also covered by the race ground.)

Membership of the Traveller Community:

In the Equal Status Acts, the Traveller community is defined as 'the community of people who are commonly called Travellers and who are identified (both by themselves and others) as people with a shared history, culture and traditions including, historically, a nomadic way of life in the island of Ireland.

Facilitating Diversity

The Access, Transfer and Progression Policy of the College: □ Promotes equality of opportunity,

- Prohibits discrimination on nine specific grounds,
- Prohibits harassment on the discriminatory grounds and sexual harassment, □ Requires reasonable accommodation of people with disabilities, and
- Allows for positive action.

B2 Equality Procedures

B2.1 Equality Training

It is within the remit of the Staff Development Officer to deal with Equality training issues.

Programs conducted may include: understanding sexual harassment, teaching learners with disabilities, non-discriminatory language guidelines, disability awareness training, understanding equal opportunity and affirmative action, cross-cultural awareness, and understanding communication styles.

Applicant Interview Procedure:

Regular meetings to monitor and amend the procedure for Applicant Selection Interviews include consideration of equality and anti-discrimination practices.

Disability Awareness training is provided regularly to staff members.

B2.2 Equality Planning B2.2.1 Support for learners:

- Module teachers provide academic support, including regular feedback on learners' progress
- Class Tutors have one timetabled hour per week to provide support in relation to both academic and personal matters, including formal interim assessment.
- A career guidance/counselling service is available to all learners. Adult access learners are catered for by REGSA, while all other whole time learners are catered for by the college guidance/counselling service.
- Referral of learners to other services is made when necessary
- Extra learning support is provided to learners with learning difficulties where possible.
- Waterford CFE Student Representative Council.

B2.2.2 Learner code of conduct:

A code of conduct is signed by each learner and retained on record by the learner's Class Tutor. The Code sets down the standards required of learners enrolled on courses in the College. It is based on a system of mutual respect. Commitments with regard to attendance, assessment activities, and general behaviour are entered into by each learner.

B2.2.3 Provision for learners with special needs:

The College endeavours to provide support to learners with special needs. The availability of specialised learning support on an individual basis is dependent on the availability of resources provided to the College.

Prospective learners with learning difficulties/disabilities are encouraged to discuss their learning difficulty/disability at the commencement of their course with an appropriate member of staff. This enables the college to identify the nature and extent of support required, and to have appropriate arrangements in place as

quickly as possible.

The Learner Counselling Service is a confidential service available to all registered learners (with the exception of core VTOS learners). The service offers learners support in coping with academic and personal problems or concerns which may interfere with their academic progress.

B2.2.4 Provision for mature learners:

A significant proportion of our learners are over 23 years of age.

It is recognised that mature learners come from a variety of backgrounds, both socially and academically, and have different needs and aspirations that will have an impact on their experience of College life.

Additional induction time is allocated to mature learners in order to give them the opportunity to familiarise themselves with delivery and assessment requirements.

Provision for Core VTOS includes:

- Induction week
- Literacy programme
- REGSA
- VTOS Coordinator
- College prospectus highlights the recruitment of mature learners

B2.2.5 Procedures for dealing with allegations of Sexual Harassment and Bullying

Codes of Practice for dealing with allegations of Harassment and Bullying, and Sexual Harassment, which have been negotiated nationally between the IVEA and the Trade Unions representing the staff of VEC's have been adopted by the CWVEC and are in place for the use of staff.

A procedure for dealing with Allegation by learners of Bullying or Harassment is available.

POLICY ON BULLYING AND HARASSMENT

THE COLLEGE WILL NOT TOLERATE THE BULLYING OR HARASSMENT BY ANY MEMBER OF THE COLLEGE COMMUNITY OF ANY OTHER MEMBER OF THE COLLEGE COMMUNITY.

DEFINITION:

BULLYING CONSISTS OF REPEATED INAPPROPRIATE BEHAVIOUR WHETHER BY WORD, BY PHYSICAL ACTION OR OTHERWISE, DIRECTLY OR INDIRECTLY APPLIED, BY ONE OR MORE PERSONS AGAINST ANOTHER PERSON OR PERSONS WHICH UNDERMINES THE INDIVIDUAL PERSON'S RIGHT TO PERSONAL DIGNITY.

PROCEDURE FOR DEALING WITH ALLEGATIONS BY STUDENTS OF BULLYING OR HARASSMENT INFORMAL PROCEDURE

-
- THE STUDENT SHOULD MAKE A COMPLAINT OF ANY AND ALL INSTANCES OF BULLYING OR HARASSMENT TO A STAFF MEMBER.
-

- THE STAFF MEMBER WILL BRING THE MATTER TO THE STUDENT’S COURSE TUTOR, WHO WILL INITIATE AN INFORMAL CONCILIATION PROCEDURE BETWEEN THE COMPLAINANT AND THE SUBJECT(S) OF THE COMPLAINT(S).
- IF THE INFORMAL PROCEDURE DOES NOT PRODUCE A SATISFACTORY RESOLUTION OF THE MATTER, THE COURSE TUTOR WILL ADVISE THE COMPLAINANT OF THE AVAILABILITY OF A FORMAL INVESTIGATION PROCEDURE.

FORMAL PROCEDURE

- THE FORMAL PROCEDURE MAY BE INVOKED IN THE FIRST INSTANCE OR FOLLOWING THE CONCLUSION OF THE INFORMAL PROCEDURE.
- THE FORMAL COMPLAINT OF BULLYING OR HARASSMENT WILL BE MADE BY THE STUDENT IN WRITING TO THE PRINCIPAL OF THE COLLEGE.
- THE PRINCIPAL WILL CAUSE A FORMAL INVESTIGATION OF THE COMPLAINT TO BE CARRIED OUT.
- IF ANY OF THE PARTIES (COMPLAINANT OR SUBJECTS OF THE COMPLAINT) IS UNDER EIGHTEEN YEARS OF AGE, THE STUDENT’S PARENTS/GUARDIANS WILL BE INFORMED THAT THE INVESTIGATION IS TAKING PLACE.
- *The investigation will seek evidence from all persons involved in, concerned with, or having knowledge of the matter, and will record that evidence.*
- *All stages of the investigation will be documented, and all the evidence gathered will be made available to the subject of the complaint, who will be afforded a right to respond to any and all allegations made against him/her.*
- *The College will set out in writing the investigation outcome, and consequent decisions taken and the rationale for those decisions.*
- *All the documentation relating to the investigation will be destroyed at the end of the academic year in which the last of the parties to the investigation has left the College.*

Learners who wish to complain of bullying or sexual harassment may make such complaints to any member of staff.

B2.2.6 Involvement of Staff and Learners in development of policies

The Learner Representative Council is invited to contribute to the development and verification of College policies and procedures.

Staff participate in policy formation through the Staff Council, and Quality Assurance working groups

All policies are endorsed by the Waterford CFE Board of Management, which includes two staff and two learner representatives

B2.2.7 Provision for learners with disabilities

The College has been awarded the international symbol of accessibility.

The Learner Services Coordinator specific responsibility for inclusion of people with disabilities in the activities of the College.

Provision is made to assist learners with disabilities in consultation with the Student Services Coordinator.

Revision Details:

Initial Draft 1 – November 2005

Review & Revision 1.1 – February 2007

Review & Revision 1.2 – February 2008

Review & Revision 1.3 – February 2009

Review & Revision 1.4 – February 2010

Review & Revision 1.5 –

Review & Revision 1.6 –

Review & Revision 1.7 –





Communications Policy

B3 Staff Recruitment & Development Policy & Procedures

Policy

Waterford College of Further Education is committed to the support of staff development and training to ensure that all staff, academic and support staff alike, can develop both personally and professionally so that we have a highly skilled, highly motivated and professional staff, able to perform consistently to the highest standards.

Introduction.

1. Staff development is an on-going process addressing continuing professional and personal development. A key principle in the process is that of mutuality of benefit, in which both Waterford CFE and the individual member of staff are able to gain from its provision. It follows that both the individual member of staff and Waterford CFE have responsibilities for addressing varying development needs over time and within changing career patterns.
2. Waterford CFE will aim to ensure that:
 - each member of staff understands what his or her job involves
 - each person is trained to perform his or her current job to the required standards
 - staff are prepared and equipped for opportunities created by changes within Waterford CFE
 - each individual is enabled to develop his or her potential, both personally and professionally.
3. The role of those responsible for Waterford CFE's provision of staff development is to ensure that mechanisms and opportunities exist of an appropriate standard and cost. They will act as a central focus for the planning and provision of a range of staff development activities, based on identified needs.
4. The process of development is most effective when each person takes responsibility for his or her own progress. Prime responsibility for learning rests with the individual, in partnership wherever possible, with those who have managerial responsibility for that person's area of work.
5. In accordance with Waterford CFE's Equality Policy there should be a commitment to combating all unfair discrimination by ensuring that relevant staff development opportunities are made available for appropriate staff regardless of age, colour, creed, disability, employment category, health, sexual orientation, marital status, race or sex.

Staff Recruitment and Development Procedures.

B3.1 Staff Recruitment

Detailed **staff skills audit** will be conducted (regularly) in order to ascertain current staff qualifications and their matching to current and future teaching needs. This will also include detailed information on staff retirements, and provision taken for potential shortfalls in all areas. This staff audit should run parallel with any **course development schedules**.

The Principal, in conjunction with this staff audit, can then make recommendations for new teacher appointment (including staff training required for current teachers) to the CEO of Waterford City VEC, with respect to the curricular needs of Waterford CFE, before the beginning of the academic year. New appointments are advertised and teachers are interviewed, selected, and contracted to the CWVEC in accordance with the provision of DES regulations.

B3.2 Staff Induction

3.2.1 Induction of Newly Appointed Teachers

3.2.1.1 Newly appointed teachers who do possess a teaching qualification or practical teaching experience:

1. They will be provided with a **staff handbook** making them aware of college policies and procedures (and any associated documentation including Health and Safety documentation, etc.) – See Appendix 2.
2. A formal Mentoring programme in association with VVV is available to a limited number of staff. This involves senior members of staff receiving training as a Mentor. This Mentor will be assigned to assist a newly appointed teacher.
3. Newly appointed teachers will be encouraged to participate in college working groups.

3.2.1.2 Newly appointed teachers who do not possess a teaching qualification or practical teaching experience:

This teacher should be provided with the staff handbook. However, further regard needs to be had for the lack of teaching experience, or lack of teaching qualification.

1. **Induction** – participation in the Induction Program required.
2. **Teacher Training** – the newly appointed teacher should be encouraged to obtain a Teacher Training qualification. The CWVEC should be contacted directly with regard to the suitability of any course.
3. **Meetings** – attendance at relevant meetings required.
4. **Attendance at external courses and conferences** - attendance at relevant external courses and conferences will be encouraged.
5. **In-house Training events** - participation in relevant in-house training events. Discussed below in section 3.3.2.1.

In the first year the newly appointed teacher will be supported with regard to teaching activities.

3.2.2 Mentoring System for staff in New Roles

Members of staff are sometimes promoted to Assistant Principal, Special

Duties Teacher, or absorb new roles within current posts. To guide the staff member in these new duties, he or she should be advised by a member of staff who has experience or special knowledge in that area.

3.2.3 Non-teaching staff

Non teaching staff shall also be offered an induction programme designed to cater for the specific roles that they shall carry out within Waterford CFE.

B3.3 Staff Development

3.3.1 Identification of Needs

As part of the **needs identification audit** it will be important to have a forum for cross-College debate and consultation on training and development issues.

To this end the **Training and Education Committee (Staff)** which is chaired by the Staff Development Officer exists as a forum for:-

1. Discussion of training and related issues.
2. Exchange of ideas/expertise/experience related to training and development.
3. Identification of common training needs.
4. Agreeing and planning joint training initiatives.
5. Examining ways of reducing training costs and more effectively using resources allocated to training.
6. Evaluating training activity that occurs throughout the College.

The Training and Education Committee is chaired by the Staff Development Officer.

In order that the most effective method of training can be identified the Staff Development Officer and the member of staff must:

1. Clearly identify what they want the training to achieve in terms of improvements in skill or knowledge or in changes of behaviour or practice.
2. Clearly identify personal development goals, and identify the training needed to achieve these goals.
3. Examine the range of options that may be available to fulfil the training needs to ensure that the most effective, economic and efficient method is used.
4. Evaluate the training that has occurred.

3.3.2 Types of Staff Development

Staff development activities can be categorised according to the needs they meet:

- **Organisational needs** - inducting new staff, promoting links between staff in different areas, preparing staff for change, training staff for new duties and positions, learning from external experts, legislative requirements, and preparing staff to carry out more complex levels of responsibility within Waterford CFE.

- **Occupational needs** - skills and knowledge connected with performing the duties of a specific position, maintaining professional expertise in the relevant occupation or discipline, and extending professional expertise to encompass new developments in the area.
- **Individual needs** - job satisfaction, skill development and professional career paths.

Training and development activities, both internal and external, should be co-ordinated and managed in the following ways:

3.3.2.1. On-the-Job Training

Waterford CFE is capable of delivering a considerable amount of training from within its own resources and this option should always be considered before looking for external courses.

On-the-job activities/initiatives may include: learning the tasks of a position, updating systems and processes, learning new technology, adapting to new legislation, lateral transfers, job rotation, multi-skilling, higher duties, project work and membership of committees and can be initiated by either the Staff Development Officer or any staff member.

3.3.2.2. Managerial and Administrative Leadership

Training and Development activities of this nature may be identified as beneficial for both academic (and general staff). Normally, these types of programs are aimed at improving resource management, administrative and leadership skills.

3.3.2.3. Computer Software Training

Computer Software training should be made available to all staff to cater for future course requirements, to assist staff in the preparation of course materials, or for personal development

Computer Based Training packages and/or tutorial notes should be made available on Waterford CFE's Website for introductory courses for Windows Software and Information Technology and Telecommunications Services provide support for staff completing this training.

All other software training is co-ordinated by Staff Development Officer and the IT Department and may be conducted in-house or externally.

3.3.2.4. Other General Staff Activities

Given the diversity of general staff jobs and skill requirements, there are numerous other types of training and development activities that may be deemed appropriate to address identified needs. For example, activities may include training for personal development, e.g. interpersonal skills, interview techniques, conflict resolution, or enhancement of workplace skills, e.g. business writing, drafting reports, or servicing on committees. The training and development needs should be identified through the staff skills audit.

3.3.2.5. Health and Safety

Health and Safety training includes Fire Safety, First Aid, Manual Handling etc. The Health and Safety Officer will be responsible for co-ordinating this training.

3.3.2.6. Equality Training

The purpose of Equality training is to ensure that all staff have an understanding of their role and responsibility under equality regulations. Programs may include: sexual harassment, teaching students with disabilities, non-discriminatory language guidelines, disability awareness training, understanding equal opportunity and affirmative action, cross-cultural awareness, and understanding communication styles.

3.3.2.7. Other Development Activities

This could include a range of specialised programs that provide opportunities for staff development, for example:

- General Staff Study Time and Study Assistance
- Visits to centres of excellence
- Distance/Open Learning
- External Courses/Conferences
- Self-directed learning
- Staff Development Days – each Department could organise events/courses/external visitors etc relevant to that Department during the Staff Development Days. This will need to be co-ordinated with the Staff Development Post Holder.

3.3.2.8 Personal Development

The College might conduct a variety of training to contribute towards the personal development requirements of all staff. Programs conducted may include: Barriers to Cross-Cultural Communication, Cultural Awareness, Data Protection, Introduction to Copyright, Stress Management, Preparing for Retirement, Working with Change, First Aid, etc.

3.3.3 Priorities Staff Development Training

In determining an allocation of resources for training the following priorities:-

1. Training to meet statutory requirements, including Health and Safety etc.
2. Training to meet the needs of Waterford CFEs effective operation
3. Training to meet the needs of external bodies (e.g. FETAC, CACHE, CIDESCO etc).
4. Training to improve quality.
5. Training to develop new programmes and services.
6. Training to underpin the professional/managerial development of individual staff members.
7. Training aimed at improving the career development opportunities of staff.

3.3.4. Budget

The Staff Development Officer in conjunction with the Principal will determine the allocation of any budget.

3.3.5 Records

3.3.5.1 Information collected during Audits

Control of all data/information collected during Staff Skills Audits rests with the Principal and the Staff Development Post Holder.

3.3.5.2 Records of Training

A record will be kept of the training and development provided to all staff whether or not a cost was involved. These records will be used as part of the staff skills audit process and to contribute towards future budget requirement.

3.3.6 [Review of Training](#)

The Staff Development Officer is responsible for ensuring the evaluation of the effectiveness of the training and to identify, where appropriate, how the training/information gained can be passed on to other members of staff.

In the case of Conferences or similar events those attending may pass on relevant information to colleagues who have an interest.

Any experiences of poor standard or badly organised training/conferences should be notified to the Staff Development Officer.

3.3.7 [Monitoring and Evaluation of Policy](#)

The overall staff development policy and its effective implementation will be reviewed annually by the Principal, the Staff Development Officer, the Training and Education Committee and the Quality Assurance Committee.

Revision Details:

Initial Draft 1 – November 2005

Review & Revision 1.1 – February 2006

Review & Revision 1.2 – February 2007

Review & Revision 1.3 – February 2008

Review & Revision 1.4 – February 2009

Review & Revision 1.5 –

Review & Revision 1.6 –

Review & Revision 1.7 –





Access, Transfer & Progression Policy

B4 Access, Transfer & Progression Policy & Procedures

Policy

It is the policy of Waterford CFE to operate a system of access to full time courses, transfer between full time courses and progression from full time courses which is in all ways transparent, accountable, open and fair.

B4.1 Information Provision B4.1.1 Prospectus

The annual Waterford CFE Prospectus outlines each course in terms of Course Description, course code, duration, minimum entry requirements, certification, course content, progression and career prospects. It also includes general information, entry requirements, application procedures and detachable application form. Copies of the prospectus are distributed to all second-level schools in the catchment area and neighbouring counties.

B4.1.2 Student Planner & Diary

All registered students are provided with a copy of the current student Planner and Diary which outlines information relevant to student participation in college life.

B4.1.3 Website Information

This is available at www.wcfe.ie. It provides information similar to that available in the Prospectus, and provides prospective students with the opportunity to apply for courses online.

B4.1.4 Guidance Counsellor

The Guidance counsellor informs and updates students on issues relating to progression opportunities at local and national level.

B4.1.5 Class Tutors

Class Tutors outline college procedures on such issues as Attendance Policy etc. at the commencement of the course and keep students updated on new developments.

B4.1.6 Career Exhibitions A stand at local career exhibitions is manned by staff providing required information.

B4.1.7 Open Day

The general public and local senior second-level students are invited to the annual Open Day where information on courses is provided.

B4.1.8 Second Level School Visits

Staff visit local schools at their request to inform students of course details.

B4.2 Learner Entry Arrangements

There are four sequential stages identifiable in the process of Learner Entry are;

- Application
- Interview
- Selection
- Registration

APPLICATION

The Waterford CFE Prospectus, including Application Form, is published annually and distributed to relevant second level schools, information centres and interested individuals.

The college also provides an online application system for applications.

With some exceptions, the **MINIMUM ENTRY REQUIREMENTS** for all courses are:

(a) Successful completion of Leaving Certificate or equivalent. (b) Satisfactory interview.

OR

LEAVING CERTIFICATE APPLIED at a minimum level or pass (60% - 69%) or 120-139 credits.

LCA candidates who have acquired less than 120 credits receive a Record of Experience. This is not acceptable for entry purposes.

Foundation level subjects are acceptable.

Leaving Certificate Vocational Programme link modules at minimum pass grade (50% - 64%) are acceptable as equivalent to Leaving Certificate ordinary D3.

Successful completion is defined as a minimum of five (5) ordinary level subjects at grade D or better

Exceptions to the above requirements are indicated in the Prospectus and Web Site.

Non standard Applicants

These are defined as applicants whose application is based on qualifications / examination results other than the Irish Leaving Certificate. For the purposes of registration, all non standard applicants must provide documentation to prove that their qualifications are recognised by the National Qualifications Authority of Ireland (www.qualificationsrecognition.ie).

English Language All candidates are required to satisfy the English language requirements.

Applicants whose first language is not English and who do not present any WCFE recognised English Language qualification will be required to take a 12 - part English Language Test set by Waterford CFE and attain a minimum Level 4. (Level needs to be looked at??? P.Deegan)

Applicants whose application is based on examination results other than the Irish Leaving Certificate should see the college Prospectus and Web Site.

Completed application forms are acknowledged by the Admissions Office within days of receipt.

- The **CLOSING DATE** for the receipt of applications for the **FIRST ROUND** of interviews is indicated in the Prospectus and college website.
- Applications who apply by this date receive, from the Admissions Office inviting them to attend for interview prior to the Easter Break.
- Applications are allocated interview dates and times by the Admissions Office.

They are requested to present appropriate documentation consisting of:

- (a) A copy of any relevant examinations results.
- (b) Two recently – taken passport sized photograph.
- (c) A completed interview form.

Interview forms request information not available on the application form, which is relevant to the interview, such as career plan, hobbies, etc.

- All courses are open to **MATURE APPLICANTS**. These are defined as applicants who are aged 23 years or over at the beginning of the academic year. Admission requirements based on Leaving Certificate results do not apply in this case. Selection of mature students is based solely on standard interview criteria.

English Language All candidates are required to satisfy the English language requirements.

Applicants whose first language is not English and who do not present any WCFE recognised English Language qualification will be required to take a 12 - part English Language Test set by Waterford CFE and attain a minimum Level 4. (Level needs to be looked at??? P.Deegan)

INTERVIEW

- INTERVIEW BOARDS for each course consist of two staff members who are where possible are actively involved with that course.
- Students are interviewed according to the **INTERVIEW CRITERIA GUIDELINES**. Marks are allocated under a minimum of twelve (12) selected criteria. These are:
Punctuality, Presentation, Documentation, Knowledge of Course, Interest in Vocational Area, Work Experience, Career Plan, Leisure / Hobbies, Attitude, Focus, Motivation and Communication Skills.

Other criteria specific to a particular course may be added at the prior discretion of the relevant Head of Department.

- Marks are allocated for each of the criteria and recorded on the **INTERVIEW RECORD**. These range from a minimum of zero (0) to a maximum of four (4).
- A weighting (indicated by the column marked W) may be added to each of the criteria at the prior discretion of interview board. In order to allow for the maximum percentage marks possible, the final total of all numbers allocated to the weighting column should, of course, amount to 25.
- Other relevant details such as time, date, duration of interviews and names of interviewers are also required.
- Each interview is normally approximately fifteen (15) minutes in **DURATION**.
- Each **SECOND ROUND** of interviews is held in late May, under an identical procedure. Applicants who applied between the First and Second Round Closing Dates are interviewed at this stage.

SELECTION

- On completion of the second round of interviews, INTERVIEW RECORDS for both rounds are rank – ordered on the basis of the percentage total achieved by each applicant.
- Interview records are then allocated to one of three categories:
 - a) Refusal
 - b) Admission
 - c) Waiting List

REFUSAL: Candidates who score equal to less than a previously agreed Refusal Cut Off Point.

This figure may vary from course to course.

ADMISSION: Remaining candidates are offered a place subject to

- (a) Rank Ordered Priority.
- (b) Availability of places.
- (c) Achievement of required minimum entry requirements as outlined in the prospectus, where relevant.

WAITING LIST: Remaining candidates for whom places are not available are put on a waiting list in accordance to their rank order position.

- **A THIRD ROUND** of interviews **may be** held in early September for candidates who apply between the Second and Third Closing Dates. Subject to the availability of places on courses.

APPEALS.

Appeals regarding applicant not receiving an offer of a place should be directed, in the first instance, in writing to the Principal.

The Principal will review the documentation to establish that the correct procedures have been followed. The Principal will convey the result of the appeal to the appellant.

All communication with the appellant will be directed through the Principal.

REGISTRATION

- Applicants are informed in June, by the Admissions Office, of the result of their interview.
- The successful Applicants is invited to return his / her **ACCEPTANCE FORM** accompanied by the Registration Fee, before a specified date. Confirmation of the receipt of this registration fee is issued by the Admissions Office by return post.
- This correspondence also informs applicants of the times and dates at which they are required to attend the college for **REGISTRATION** as full time students for the coming academic year.
- Students who have recently completed the Leaving Certificate are requested to bring their results at this time. All non – EU students must also pay a full economic fee.
- Failure to register will result in that place being offered to the next applicant on the waiting list.

B4.3 Recognition of Prior Learning

- FETAC is developing Guidelines for RPL.

B4.4 Facilitating Diversity

1. The Access, Transfer and Progression Policy of this college complies with the provisions of the Equality legislation insofar as it:

-
- Promotes equality of opportunity,
 - Prohibits discrimination on nine specific grounds,

- Prohibits harassment on the discriminatory grounds and sexual harassment, □ Requires reasonable accommodation of people with disabilities and
- Allows for positive action.

2. The nine grounds on which discrimination is prohibited are:

- *Gender* - being male or female
- *Marital status* - being single, married, separated, divorced or widowed.
- *Family status* - being pregnant or having responsibility as a parent in relation to a person under 18 years, or as a parent or the resident primary carer in relation to an adult with a disability who needs care or support on a continuing, regular or frequent basis.
- *Sexual Orientation* - Being heterosexual, homosexual or bisexual.
- *Religion* - Having religious beliefs or having none; the term 'religious belief' includes religious background or outlook.
- *Age* - Applies to everybody over 18.
- *Disability* - The term 'disability' is broadly defined. It covers a wide range of impairments and illnesses. It covers all physical, sensory and intellectual disabilities.
- *Race* - Includes race, colour, nationality or ethnic or national origins.
- *Membership of the Traveller Community* - Being a traveller.

3. The college will pursue an on-going policy of staff training on equality issues.

SUGGESTED PRIORITIES FOR IMPLEMENTATION

1. The appointment of an Admissions Officer to deal with the implementation and evolution of on-going Admissions Policy.

Progression.

Level 5

Level 6

Revision Details:

Initial Draft 1 – November 2005

Review & Revision 1.1 – November 2006

Review & Revision 1.2 – November 2007 Review & Revision
1.3 – November 2008

Review & Revision 1.4 – November 2009

Review & Revision 1.5 – November 2010

Review & Revision 1.6 –

Review & Revision 1.7 –





Programme Design, Delivery & Review Policy

B5 Programme Design, Delivery & Review Policy & Procedures

Policy

It is the policy of the Waterford College of Further Education that the needs and views of a broad range of stakeholders will inform the development and delivery of all of the programmes operated by the college.

- We commit to partnership, characterised by ongoing consultation and review, with relevant parties in education, regional and national business and industry, as well as care and community groups to ensure the development of quality programmes.
- Our aim is to provide further education opportunities underpinned by excellence in teaching and delivery and the utilisation of resources appropriate to the learner.
- We commit to the maintenance and enhancement of quality, relevance, variety and flexibility in our programmes through a process of ongoing consultation with a variety of stakeholders.

B5.1 Identification of Need

The purpose of this procedure is to identify ways in which the need and demand for programmes/ courses can be gauged so as to inform the future development of programmes of learning by Waterford CFE.

- Programmes of study at Waterford CFE are established and developed in response to an identified need.
- There are a number of ways in which need is identified.
 - Information obtained through formal and informal networking with a variety of local and national agencies.
 - Collation of enquiries from the public.

B5.1.1 Formal Links with relevant agencies

- The Management of Waterford CFE maintains active communication, on a regular basis, with the various

agencies, for example: ○ Waterford Institute of Technology ○ Waterford Chamber of Commerce ○ National Association of Guidance Counsellors

- Information regarding the demand for programmes of study and the requirement to revise existing programmes is collated on an ongoing basis by management of Waterford CFE.

B.5.1.2 Research informing programme development.

- Employers who currently accept students as part of the Work Experience placement programme, provide information on an informal basis regarding the following:
 - Skill and competence requirements
 - Transferable skill requirements
 - Organisational specifics regarding the duration and timetabling of work placement
 - Advice for students presenting for interview.
- This information is used by class tutors and heads of departments to inform adjustments to modular content on an ongoing basis.
- A number of the courses currently offered by Waterford CFE are certified by external agencies. These agencies provide important information regarding the structure (modular content) of courses as well as information to ensure quality of programme design and delivery.

B.5.1.3 Collation of Learner Enquiries

- There are a number of ways in which enquiries by interested parties are made regarding the provision of courses at Waterford CFE.
 - Enquiries made through the administration office (Telephone and face to face)
 - During school visits by members of the Waterford CFE staff
 - At career exhibitions.

B.5.1.4 Communication and Information Dissemination

- All staff members are supplied regularly with quantitative data relating to applications, as well as statistical information on numbers attending for interview, intake and registration.

B.5.2 Programme Design and B.5.3 Programme Approval

- The involvement of all staff members in the development of new programmes/courses of study is actively encouraged.
- If a teacher has an idea for a course then they will consult with Programme Development, Development and Review Officer. This post holder will provide the teacher with a new course proposal form and other information regarding the process of programme design.
- The new course proposer will draft the documentation needed.

The approval process has two separate steps:

1. **Internal approval** – the Principal, the course proposer and the Programme Development, Development

and Review Officer will meet to discuss the resources, requirement and merits of proceeding with the course.

2. **Dept. of Education & Science (DOES) approval** – normally in early March of each year. The Programme Development, Development and Review Officer will ensure that all required documentation is developed (or provided) to the Principal to enable the application to occur.

The Principal forwards all documentation to the VEC, who forward them to the DOES

B 5.4 Programme Planning B5.4.1 Programme Plan and Schedule

In addition to the course proposal form the course proposer will further develop a course allocation sheet to indicate the various modules, their time requirements, room requirements and any additional information required to timetable the new program.

B5.5 Programme Delivery

The purpose of this procedure is to ensure that programmes/courses are delivered in a professional manner utilising methodology and technology appropriate to the learner.

B5.5.1 Staff Development programme: Learner Styles and Delivery methodology

- Focus on learning styles, designing delivery modes suitable to these learning styles and the use of Information and Communications Technology in teaching are addressed as part of the ongoing professional development programme of the college.

B5.5.2 Teaching Equipment

- An audit of portable teaching aids and resources is conducted annually. Teachers are afforded the opportunity to request the acquisition of new or additional resources as deemed important to the delivery of course content.

B 5.5.3 Monitoring Effectiveness of Delivery

- As part of the normal process of professional appraisal and personal development subject teachers constantly monitor the effectiveness of their own delivery style and teaching methodology. (Reflective Practitioners)
- The teachers handbook and best practice handbook does contain information on appraising teaching effectiveness.
- End of year Questionnaires are employed as one means off evaluating the effectiveness of programme/course delivery.
- The completed evaluation questionnaires are available for review by all of the teachers assigned to a particular course.

B5.5.4 Timetables

- Teachers are responsible for obtaining up to date module/course descriptors and to complete all of the

tasks described therein.

- Timetables are adhered to over the course of the academic year.
- Application for room changes to facilitate the use of other resources are made at least one day in advance and made to the Deputy Principal.

B5.6 Learner Records

The purpose of this procedure is to ensure that the participation and progress of the individual learner is charted and that adequate feedback is provided to the learner.

B5.6.1 Attendance Record

- *As required by the attendance policy, detailed, individual attendance records are maintained to assist in the provision of an overview of a student's participation.*
- *Many tutors maintain their own record of student attendance.*

B 5.6.2 Progress Reports

- *Individual ~~subject~~ **module** teachers maintain a record of the progress of individual learners as they progress through the required activities of a course/module.*
- *These individual records are collated by the relevant course tutor. They form the basis of feedback provided to learners by the course tutor throughout the academic year and at specific times allocated for Interim assessment and facilitation of feedback to learners.*
- *Final module/component grade should not be given out by module teachers. Official results will be issued by FETAC in July of each year.*

B5.6.3 Learning Support

- *Where the need for additional learning support is identified, a referral is made to the Student Services Officer.*
- *A class tutor, in partnership with the individual module teachers and other relevant personnel adopt a case management approach to the need for individual learning support.*
- *All learning supports that are implemented are recorded in the individual learners file and reviewed on an ongoing basis.*

B5.6.4 Records of Certification and Achievement

- *Individual subject teachers maintain records of the percentages and grades achieved by learners as part of the internal assessment procedure. These data are collated by the tutor for each group and recorded in the individual learners file (Interim Assessment).*
- *Details of the certification achieved by all of the learners in any given academic year are maintained by the post holder with responsibility for FETAC examinations co-ordination.*
- *Feedback from external assessors with FETAC and other certifying bodies is made available to all staff*

and learners.

B5.7 Provision and Maintenance of Learning Facilities/Resources

The purpose of this procedure is to ensure that the resources necessary for successful participation by learners are allocated to and maintained on programmes.

B5.7.1 Availability of Resources

- Resources are allocated in accordance with the requirement of that course.
- The adequate allocation of resources is the responsibility of the Head of Department and the Principal.
- The Student Services Officer has responsibility for conducting needs analyses and compiling recommendations for resources and assistive technology to students with disabilities.
- *Tutors compile recommendations for learning support in the case of learners whose first language is not English.*

B5.8 Health and Safety

The purpose of this procedure is to develop a mindset that is responsive to hazards as they present and to provide a learning environment that is conducive to health and safety.

Physical premises / facilities operated by the College are accessible and maintained in such a fashion as to ensure the health and safety of staff and learners.

- The use of permanent and temporary premises (where this applies) are reviewed on an ongoing basis to ensure that they meet the access needs of all current and potential learners.
- This is verified by the Safety Representative.

B5.8.1 Safety Statement

- *The College Safety Statement is available to staff and learners.*
- *In line with recommendations of the Health and Safety Authority, a Safety Committee has been convened within Waterford CFE. The Committee is structured as detailed in Appendix 1.*
- *The Safety Statement covers all of the premises operated by Waterford CFE including*
 - *Main campus (Parnell St.)*
 - *All auxiliary facilities buildings on this site.*
 - *Waterside annex*
 - *Johnstown workshops and office area*
 - *Durand's Court.*
- *A copy of the Safety Statement is available at various locations within Waterford CFE.*

B5.8.2 Safety Representative Verification

- *Waterford CFE has an elected Safety Representative.*

-
- *An elected Safety Representative will hold the position for a maximum term of five years.*

- *As well as these the Safety Representative at Waterford CFE is a member of the Safety Committee which will be responsible for the ongoing process of reviewing the Safety Statement.*

B5.8.3 Review of the Safety Statement

- *The content of the Safety Statement will be reviewed regularly*
- *This review will be conducted external consultants*
- *The Safety Committee will record and report any instances that come to their attention, of failure to comply with the Safety Statement. This will be conducted on a ongoing basis.*
- *The Student Representative Council is formally represented on the Safety Committee and holds one place with an elected individual holding this position for a term of one academic year.*

B5.8.4 Ongoing Identification of Hazards

- All staff are required to report to the Health & Safety Coordinator any hazards of which they have become aware.*

B5.8.5 Health and Safety Training

- Topics relevant to health and safety in the workplace form part of the professional development programme for staff of the college.*

B5.8.6 Budget for the maintenance of premises and facilities

- There is a specific budget allocation made by the City of Waterford VEC for the maintenance of premises and facilities of the College.*

B5.8.7 Fire Drill

- *The College is served by a fire detection and alarm system. Detailed maintenance and testing of the system is conducted at regular intervals.*
- *The Safety Statement covers all of the premises operated by Waterford CFE including*
 - *Main campus (Parnell St.)*
 - *All auxiliary facilities buildings on this site.*
 - *Waterside annex*
 - *Johnstown workshops and office area*
 - *Durand's Court.*
- *A copy of the Safety Statement is available at various locations within Waterford CFE.*

B5.8.2 Safety Representative Verification

- *Waterford CFE has an elected Safety Representative.*
- *An elected Safety Representative will hold the position for a maximum term of five years.*
- *As well as these the Safety Representative at Waterford CFE is a member of the Safety Committee which will be responsible for the ongoing process of reviewing the Safety Statement.*

B5.8.3 Review of the Safety Statement

- *The content of the Safety Statement will be reviewed regularly*
- *This review will be conducted external consultants*
- *The Safety Committee will record and report any instances that come to their attention, of failure to comply with the Safety Statement. This will be conducted on an ongoing basis.*
- *The Student Representative Council is formally represented on the Safety Committee and holds one place with an elected individual holding this position for a term of one academic year.*

B5.8.4 Ongoing Identification of Hazards

- *All staff are required to report to the Health & Safety Coordinator any hazards of which they have become aware.*

B5.8.5 Health and Safety Training

- *Topics relevant to health and safety in the workplace form part of the professional development programme for staff of the college.*

B5.8.6 Budget for the maintenance of premises and facilities

- *There is a specific budget allocation made by the City of Waterford VEC for the maintenance of premises and facilities of the College.*

B5.8.7 Fire Drill

- *The College is served by a fire detection and alarm system. Detailed maintenance and testing of the system is conducted at regular intervals.*
- *As part of the induction procedure each student is required to certify that they have had the evacuation procedure explained to them by the class tutor.*
- *A fire drill has been developed that utilizes a systematic evacuation procedure and designated muster points.*
- *A fire drill is conducted on a regular basis and a report (check with Tina on report) compiled for management by the relevant person. An emergency plan for evacuation in the event of fire is also implemented in the case of other emergencies.*
- *Safety and exit identification signage is utilized throughout the building.*
- *The Principal will liaise with the media in the event of an emergency.*

B5.8.8 Health Activities

The Student Welfare Officer in conjunction with the Student Representative Council organise and facilitate an annual activity and information week aimed at raising awareness of relevant health issues.

B5.9 Programme Review

The purpose of this procedure is to ensure that quality, relevance, variety and flexibility of programmes is maintained through a process of ongoing and comprehensive review and evaluation.

Currently a review is carried out at the end of the year at Course/Department Review meetings.

Revision Details:

Initial Draft 1 – November 2005

Review & Revision 1.1 – April 2006 Review & Revision
1.2 – April 2007

Review & Revision 1.3 – April 2008

Review & Revision 1.4 – April 2009

Review & Revision 1.5 – April 2010

Review & Revision 1.6 –

Review & Revision 1.7 –



Table of Contents

POLICY 2

ASSESSMENT PROCEDURES 2

B6.1 COORDINATED PLANNING OF ASSESSMENT 2

B6.2 INFORMATION TO LEARNERS 2

B 6.3 SECURITY OF ASSESSMENT RELATED PROCESSES AND MATERIAL 3



- Special needs are identified as early as possible and an appropriate response is put in place in accordance with QQI regulations.
- Written notice is given to all learners in the form of an assignment brief, to include an assigned deadline for submission (*See: WCFE-WWETB brief template – appendix 2*). It is the learner's responsibility to obtain an assignment brief from the module teacher if he/she was absent when brief was originally distributed.
- Submission of work - learner work must be directly handed to module teacher. The learner signs a class submission list (*See: sample attached – appendix 2*). The learner must confirm in writing that it is their own original work & that they have kept a copy. Late submissions are not allowed. The only exception to this is if the learner has a medical certificate for the day of submission. Learner work (including a copy of the medical cert covering all days missed) must be submitted immediately upon the learner's return to the college.
- Feedback in the form of provisional results for assignments/coursework is given to learners within six weeks of submission of learner work unless those six weeks incorporate the term after Easter, in which case feedback does not have to be provided. Learners sign to confirm they received this feedback. (*See: sample attached – appendix 2*)
- An exam timetable for each department is posted on the QQI Notice board and a copy of the relevant timetable is given by tutors to each learner. It is the learners responsibility to obtain a copy of the exam timetable if they were absent on the day it was originally distributed. The module teacher is responsible for the provision of examination papers to the QQI exam office. Where possible exams are supervised by non-module teachers.
- There is no provision for the rescheduling of end of year exams.
- Exam regulations are posted on the QQI notice board & distributed by class tutors to their tutor groups.
- Internal assessors in providing feedback to learners, do not disclose the final modules results to learners, as they are only provisional until externally approved.
- Official results are forwarded to learners when they arrive from QQI. All candidates are informed of QQI procedures and deadlines for appeals. A record is kept of all appeals.
- Interim assessment at Christmas provides detailed feedback to learners.

B 6.3 Security of assessment related processes and material

- It is the module teacher's responsibility to securely retain learners work.
- It is the module teacher's responsibility to prepare exam papers. A common exam paper and marking

scheme is prepared for each module. The previous year's exam paper should not be used.

-
- Storage containers are available in a designated storeroom. This storeroom is locked and entry is by keypad system.
 - Learners must confirm by signature that it is their own original work.
 - All learners sign 'Examination Attendance & Submission Roll' when sitting exams. (*See: appendix 5*)

-
- Learners are afforded the opportunity to inform staff of any issue involving a disability requiring accommodation. Any such disability must be professionally certified within the last 5 years.
 - A meeting takes place early in the year to agree on what accommodation will come into operation. A meeting report is written and filed and circulated to all teachers concerned.
 - Reasonable accommodation takes place in the learner's assessment e.g. extra time, audio tapes, readers,

- A supervisor's report form is given to the employer by the learner at the end of the placement. This form is embossed and only this original, not a photocopy, will be accepted back. Also provided for the employer is a cover letter outlining the importance of the report to the learner. Completed reports are returned directly to the learner. A random sample of these reports is then verified by telephone.

B6.7 Authentication process

B6.7.1 Internal verification

- Work is verified on a course basis i.e. all modules for a particular course go into one room. Individual rooms are allocated to each course and all work is assembled and arranged in good time. It is the responsibility of the module teacher to ensure that the work is available in the appropriate room for the IV process and that each box of work is labelled correctly (*See: appendix 7*). Each module teacher must also submit the 'teacher checklist' (*See: appendix 8*) with each box of work.
- All teaching staff act as internal verifiers – they are randomly matched to internally verify a course that they do not teach on.
- Each Internal verifier fills in the 'WCFE Internal verification report' for each box of work. A blank copy (*See: appendix 9*) of this form is left in each box by the module teacher with the top part (in bold print) filled in, prior to IV day.
- Internal verification involves two things;
 - For all learners – check that there is work there for every name on the blue results sheets. All students on the blue sheet must be accounted for so if a student has left or not handed up work, a mark sheet should be filled out for this student indicating such. (Module teacher simply writes in 'not submitted')
 - For a sample of learners (20%) – randomly pick 4 from a box of 20, for example, and check that individual mark sheets are attached, that tots are done correctly and transferred correctly, that briefs are there and deadlines were given etc. The IV report form tells you exactly what to check.
- The Internal Verifier makes two copies of the IV form, when completed –put the original back in the box, put one copy in the module teacher's pigeonhole and the third copy in a central location (folder in the staffroom)
- The module teacher checks the IV report returned to their pigeonhole - check if there were any problems with your module and make the necessary adjustments. If blue results are re-printed, destroy the old one, sign the new one and get the internal verifier to sign the new one also.

B6.7.2 External Authentication

- QQI coordinator organizes visits of external authenticators in conjunction with the WWETB QA officer. All major awards & courses are externally authenticated every year.
- Schedule of visits of externs is notified to all module teachers.
- Individual rooms are allocated to each extern and all work is assembled and arranged in good time. It is the responsibility of the module teacher to ensure that the work is available in the appropriate room for the extern and that the work is returned to the store-room at the end of the external examination process.
- All assessment forms are signed by module teachers & internal verifiers in advance of extern visit.
- All staff are available to meet External Authenticator.
- Feedback from extern examiners report is made available to all staff.

B6.8 Feedback to learners

B6.8.1 Module Teachers feedback

- i. Module teachers provide feedback on progress to learners regularly throughout the year. Evidence must be provided by learners that such feedback was provided e.g. learner initials/signature at end of each learner brief or on a separate feedback confirmation sheet. (*See: sample – appendix 2*). Such evidence will be required for internal verification in May.
- ii. Feedback must be given to learners within six weeks of submission of learner work unless those six weeks incorporate the term after Easter, in which case feedback does not have to be provided.

B6.8.2 Class tutor feedback

- Interim assessment – Each tutor compiles report/review sheet for each learner in their class group. The information on this sheet could include results, attendance and other comments on progress so far, for every module. The tutor gives each learner their report and discussion on a one-to-one basis follows, if necessary. See ‘Interim Assessment Form’ attached. (*Appendix 10*)
- Internal assessors, in providing feedback to learners, do not disclose the final module results to learners, as they are only provisional until externally approved.

B6.8.3 Assessment Malpractice

As defined by QQI, assessment malpractice includes:

- Learner plagiarism i.e. passing off someone else’s work as the learner’s own with or without their permission
- impersonation of another learner

-
- fabrication of evidence
 - alteration of results
 - Behaving in any way such as to undermine the integrity of the assessment process.

The onus is on the learner to

- Attest to the fact that all projects, assignments, learner records and collections of work presented for

B6.10 Results Approval Process

Page 47 of 23

- The purpose of the RA meetings is to investigate any situations where a learner has not achieved a full award because he/she has failed **one** module by a few percent. Therefore the purpose is not to bring grades from a pass or merit to a higher grade.
- RA meetings are scheduled by the QQI coordinator and attendees at each meeting are comprised of the following –QQI coordinator/Assistant QQI coordinator, department head, class tutor, module teachers.

Appendices

1. *Sample* Assessment plan
2. *Sample* Submission & feedback confirmation form
3. & 4. **WCFE**-WWETB Assessment brief template
5. **WCFE** Exam attendance & submission roll
6. **WCFE** Cross moderation form
7. **WCFE** Box label
8. **WCFE** Teacher Checklist
9. **WCFE** Internal verification form
10. *Sample* Interim assessment form
11. **WCFE** Assessment malpractice form
12. *Sample* Exam envelope cover page

Please note:

- *Sample* – can be adjusted to suit specific needs of individual/ course.
- **WCFE** – cannot be adjusted/same format must be used by all.

Business Studies – Assessment Plan 2017/18

Month	Module	Assessment	Due date (approx.)
October			
November			
December			

January			
February			
March			
April			
May exams			

Class Submission & Feedback Form

Class: _____ **Module:** _____

Teacher: _____

I confirm that I submitted the assignments required for this module		I confirm that I received feedback in relation to my assignments
Assignment no.1 Due date:	Assignment no.2 Due Date:	Feedback date:

Assessment Brief			
Centre Name:	Waterford College of Further Education	Centre Number	72240C
Component Title & Code:			
Teacher Name:			
Learner Group:			
Assessment Technique:			
Title of this Assessment Activity:			
Assessment Weighting:			

Learning Outcome Numbers Assessed:	
Issue Date:	
Submission Date:	

Assessment Criteria/ Marking Scheme	Maximum Mark
<i>Refer to the assessment criteria in the Learner Marking Sheet(s) of the programme module. You may wish to copy the assessment criteria directly from the Learner Marking Sheet and paste it into this table.</i>	

Learner's Authorship Statement (on submission):

I confirm that I have submitted work in line with the guidelines in this brief and that this is my own original work.

Learners Signature: _____

Date: _____

Assessment Activity Description and Instructions to Learner:

Refer to section 11c of the programme module. Ensure that information entered here corresponds to the Learning Outcomes covered by this assessment. Explain what you require the learner to do in order to complete this assessment activity, in clear easy to follow steps.

Learners must have sufficient information and parameters with regard to content, presentation, format (typed/digital/video), referencing, bibliography, word count, font and font size for the assessment task. EXPAND THIS SECTION AS REQUIRED. INTEGRATE ASSESSMENT ACTIVITIES WHERE POSSIBLE

Feedback Section: Module teacher should tick which option they are using –Option A or Option B

Option A:

I confirm that I received feedback in relation to my assignment

Learner's Initials: _____ Teacher's Initials: _____ Date: _____

----- **Option**

B:

Learner signs separate Class feedback form/ module teacher includes this in teacher pack.



Waterford College of Further Education Examination Attendance & Submission Roll



Module: _____

Class: _____

Exam date: _____

Supervisors: _____

	Student name: Please print in block capitals
1.	
2.	
3.	
4.	
5.	
6.	

7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	



WCFE CROSS MODERATION FORM



Centre Name: _____

Centre Roll Number: 72240C

QQI Module: _____

Assessor/Teacher Name: _____

Cross-Moderator Name: _____

STUDENT NAME	TYPE OF COURSEWORK E.G. ASSIGNMENT, EXAM,PRACTICAL	VALID GRADE Y/N	COMMENT	OUTCOME

Cross-Moderator's signature: _____ Date: _____

Note: Please return a copy of completed form to the QQI exam office and include a copy in your teacher pack for Internal Verification.

Container/Box Label



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



Centre Details: Waterford College of Further Education - 72240C

Course Name: _____

Module Name: _____

Module Code: _____

Teacher Name: _____

Date: _____

Container Number 1 of

WCFE Assessment Checklist for Teacher

The following documentation must be included with Box in this order.		Teacher Initials
Label attached to all Containers/boxes		
All learner work Sorted Alphabetically		
One copy of Internal verification form with top section filled in		
	Blue module results sheet	
	Programme module OR component specification	
Assignments/	Briefs (with clear deadlines)	

Folder containing the following to be placed at the front of the container	Project etc.	Marking schemes	
		Submission list with learner signatures	
		Feedback confirmation with learner signatures	
	Examination <i>(if relevant)</i>	Paper	
		Outline solutions & marking scheme	
		Exam attendance & submission roll	
	Cross moderation form <i>(or confirm that you are the only teacher of the module)</i>		

Declaration: I confirm that I have adhered to WCFE assessment policy and procedures as outlined in B6 Fair and Consistent Assessment of Learners.

Name (Block Capitals):

Signed:

Date:

Waterford CFE Internal Verification Report



Module Teacher Name: _____ **Class Code:** _____ **Module Name & Code:** _____

Number of Learners: _____ **Sample Size:** 20% **Identify learners used in sample:** _____

Provisional Blue Results Sheet	Component Specification OR programme module	Assessment Briefs	Marking schemes for briefs	Assessment submission list	Student confirmation of feedback received	Examination paper	Exam outline solutions & marking scheme	Exam attendance & submission roll	Cross moderation form
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
	No <input type="checkbox"/>			No <input type="checkbox"/>		n/a <input type="checkbox"/>	n/a <input type="checkbox"/>	n/a <input type="checkbox"/>	n/a <input type="checkbox"/>
Items to be Checked for ALL Learners						Yes	No	Comments	
Is there a mark sheet for all learners listed on the blue module results sheet (including those who did not submit work)?									
Does the number of portfolios available match the number of learners who submitted work, set up in alphabetical order?									

Items to be Checked for the selected SAMPLE of Learner Evidence	Yes	No	Comments
Does the evidence in each portfolio match the techniques in the component specification / programme module?			
Are learner marking sheet/s attached to each portfolio?			
Are marks totalled / percentage marks calculated /grades allocated correctly?			
Are the marks transferred correctly from learner marking sheets to the provisional results sheet/report?			
Is there a signed statement confirming that the work is the learner's own?			
Is there evidence that deadline dates for the submission of assessment evidence were issued to learners?			

Is there confirmation from learners that they received some feedback?		
Is there a signed Assessment Checklist included by the teacher?		

Internal Verifier Name (PRINT):

Signature:

Date:

Student Name: _____

Course: _____

MODULE	RESULT	ATTENDENCE	COMMENT

Tutor's Signature: _____

Date: _____

Student Name: _____

Course: _____

Module: _____

Assessment title: _____

Reporting Teacher: _____

Details of suspected malpractice (attach evidence, if possible)

Decision: _____

Reporting teacher's signature: _____ Date: _____

Meeting with student held on: _____

Student signature _____

Teachers – please attach this form to the relevant assessment

EXAM ENVELOPE COVER PAGE

Module: _____

Class: _____

Date: _____

Time: _____

Room: _____

Teacher: _____

Supervisors: _____

ANY NOTES/SPECIAL INSTRUCTIONS TO SUPERVISORS:

Revision Details:

Initial Draft 1 – November 2005

Review & Revision 1.1 – April 2007

Review & Revision 1.2 – April 2008

Review & Revision 1.3 – April 2009
Review & Revision 1.4 – April 2010
Review & Revision 1.5 – April 2013
Review & Revision 1.6 – April 2015
Review & Revision 1.6.1 – February 2018



Revision Details:

Initial Draft 1 – February 2006

Review & Revision 1.1 – February 2006

Review & Revision 1.2 – February 2007



Revision Details:

Initial Draft 1 – November 2005

Review & Revision 1.1 –

Review & Revision 1.2 –





Self-Evaluation of Programmes and Services Policy

B9 Self Evaluation of Programmes and Services Policy & Procedures

Policy

B9.1 Assignment of Responsibility

Department Heads will be responsible, with assistance from others at a rate of one evaluation per two Programmes? A procedure for selection and deployment of personnel must be agreed, for each Department

B9.2 Frequency of Evaluations

A Services evaluation will be carried out every three years with the involvement of an extern evaluator. This will be based on a questionnaire completed by a representative sample of respondents. Programme evaluation, review, and development events will be conducted each year, with the involvement of a “critical friend” for each programme.

B9.3 Range of Programmes Each Department will review the full range of its programmes.

B9.4 Learner input to Evaluation

A Questionnaire will be given to all learners each year with respect to Programmes. There will be Learner involvement in programme review, and development, through the relevant bodies.

A Questionnaire concerned with Services will be given to a representative sample of respondents every three years.

B9.5 Selection of External Evaluator

An Extern Evaluator should be chosen on the basis of specific criteria, including experience of Further or Higher Education, and of evaluation work in an educational setting.

B9.6 Methodology of Evaluation

The Evaluation will be initiated by completion of the FETAC Self Evaluation Checklist. An Evaluation Report, based on information from the Checklist will be produced by the College Self

Evaluation Team, assisted by the External Evaluator. (The External Evaluator might be involved from the beginning, in the compilation of the Checklist, or by a process of sampling to verify the findings of a Draft Report, and to assist in the production of the final Evaluation Report.)

Revision Details:

Initial Draft 1 – November 2005
Review & Revision 1.1 – Review
& Revision 1.2 –
Review & Revision 1.3 – Review
& Revision 1.4 –
Review & Revision 1.5 – Review
& Revision 1.6 –
Review & Revision 1.7 –