Quality Manual
Version 2.0
December 2020

GLOSSARY OF ABBREVIATIONS

APEL	Accreditation of Prior Experiential Learning
AQC	Academic Quality Council
CE	Community Employment
CGC	Commercial Governance Council
CPD	Continuing Professional Development
CPI	Crisis Prevention Ireland
CPR	Cardiac Pulmonary Resuscitation
DMS	Document Management System
DP	Data Protection
EQF	European Qualifications Framework
ETB	Education Training Board
FoI	Freedom of Information
GA	Gap Analysis
GDPR	General Data Protection Regulation
HR	Human Resources
KPI	Key Performance Indicator
LMS	Learner Management System
MAPA	Management of Actual or Potential Aggression
MIS	Management Information System(s)
NFQ	National Framework of Qualifications
PAEC	Programmes and Awards Executive Committee
PEL	Protection for Enrolled Learners
PLAC	Programme Leadership and Assessment Committee
PREB	Programme Review and Evaluation Board
QA	Quality Assurance
QIP	Quality Improvement Plan

QAM	Quality Assurance Manual
QQI	Quality & Qualifications Ireland
RAP	Results Approval Panel
RPL	Recognition of Prior Learning
SLA	Service Level Agreement
SME	Subject Matter Expert
SOP	Standard Operating Procedure
TNA	Training Needs Analysis
ToR	Terms of Reference
VLE	Virtual Learning Environment

Quality Manual – Iona College	
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Quality Manual – Iona College	
Title: Amendment History	
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Amendment History

Date	Version	Section	New Version	Reason	Amended By
10.12.2019	1.0		2.0	Root and Branch Review	H. Macken

Procedures Manual – Iona College	
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Procedure	Section	Version	New Version	Reason for Amendment	Amended By
Complete Manual		1.0	2.0	Root and Branch Review	H. Macken

	Quality Manual – Iona College	
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Controlled Document List

Document No.	Version	Document Name
A1	1.0	Learner Handbook
A2	1.0	Tutor Handbook
A3	1.0	Learner Induction Presentation Slides
A4	1.0	Tutor Induction Presentation Slides
A5	1.8	Contract for Services
A6	1.0	Learner Contract
A7	1.0	Client Email Confirmation
A8	1.0	Letter of Offer
A9	1.0	Tutor Confirmation Email
B1	1.0	Authorship and Plagiarism Statement
B2	1.0	Learner Evaluation Forms
B3	1.0	Chain of Submission of Evidence Form
B4	1.0	Cross Moderation Form
B5	1.0	Learner Appeals Form
B6	1.0	Tutor Feedback Form
B7	1.0	Tutor Evaluation Form
B8	1.0	Training Needs Analysis Form

B9	1.0	Programme Approval Sign off Form
B10	1.0	Brief Cover Sheet
B11	1.0	Examination and Assignment Briefs
B12	1.0	Post Course Evaluation Report Form
B13	1.0	Tutor Induction Sign Off Form
B14	1.0	Workplace Monitoring Visit Form
B15	1.0	Interview Record Form
B16	1.0	Learner Starter Form
B17	1.0	Recognition of Prior Learning Application Form
B18	1.0	Briefing Attendance Sign Off Form
B19	1.0	Employee Induction Sign off Form
B20	1.0	Marking Scheme
B21	1.0	CV Template
B22	1.0	Reasonable Accommodation and Mitigating Circumstances Form
B23	1.0	Stakeholder Survey
B24	1.0	Module Summary Results form
C1	1.0	Venue Checklist
C2	1.0	Course Commencement Checklist
C3	1.0	Risk Assessment Template
C4	1.0	Internal Verification Checklist
C5	1.0	Self Evaluation Checklist
C6	1.0	Tender Proposal Template
C7	1.0	Internal Audit Template
C8	1.0	Meeting Template
C9	1.0	Meeting Schedule
D1	1.0	Internal Verification Report

D2	1.0	External Authentication Report
D3	1.0	Final Statement of Results Letter Template
D4	1.0	Notification of Results of Appeals Process Template
D5	1.0	Notification of Unsuccessful Appeal Template
D6	1.0	Corrective Action Log
D7	1.0	Customer Complaints Log

Quality Manual – Iona College	
Title: Circulation List	
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Circulation List

The Quality Manual is issued on controlled circulation, under the responsibility of the Director of Learning and Development who must ensure that amendments are circulated to, and obsolete copies are disposed of. The Director of Learning and Development issues numbered copies of the Quality Manual and procedures as follows.

Copy No.   **Holder**

1.   Managing Director
2.   Director of Learning and Development (Master Copy)

Quality Manual – Iona College	
Preface	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 December 2019	

Welcome to Iona College

Iona College would like to extend a warm welcome to you as a learner, employer or staff member.

College Background

Iona College was originally set up in June 2004 and was called Iona Training Services Ltd. Since February 2005 the College has been facilitating QQI Level 5 and 6 certificate programmes. We are committed to creating an environment where you can enjoy a positive learning experience and achieve your goals. We are an Irish owned training and job placement company providing training and career services to a wide variety of clients. Our team of experts is enthusiastic and ready to respond to the needs of our learners. We are dedicated to helping our learners achieve their full potential by ensuring that all our courses are engaging, relevant and progressive.

Iona College designs courses through their bespoke training programmes for individual learners, groups of learners, companies and organisations that need to develop their Attitude, Skills and Knowledge. Courses are also designed with the individual in mind, whether seeking employment or looking to advance careers in the workplace by upskilling or cross skilling. As a service to our learners, we offer a complete realistic career path analysis.

We are a leading provider of health, child and social care courses in Ireland. In addition, we deliver professional development programmes in animate and inanimate lifting, First Aid Responder, CPR and MAPA training.

Bespoke training interventions certified or uncertified are developed and delivered on request by clients who are typically local employers who require a solution based training intervention to an issue that they have encountered in their workplace or to inform them of new best practice in key vocational areas to support CPD of their workforce. To ensure good return on investment, clients are met for initial consultation and a training needs analysis is completed to ensure that a training intervention will meet the needs before designing a bespoke intervention which is focused on meeting the requirements, within budget both monetary and time which is evaluated post training using the Kirkpatrick model to assess the outcomes which may include personal and/ or professional development of staff or management, improved job satisfaction, improved communication both bottom up and top down. Training may be delivered in our college which has a number of training suites or if desired on site at a time that is convenient to the client. Training may be lecture based, skills based or through workshop style training interventions.

Our tutors are selected for their pedagogical and professional experience and we endeavour as much as possible to match the tutor to the intervention. Our tutors are the face of our college and represent our college in classes, nationwide. They use a range of teaching strategies which are fun, informative and meet the expressed learning outcomes of the training using a variety of methodologies to meet the learning styles of the adult learner.

Most of our courses require work experience which is facilitated within our network of employers which assists with experiential learning to enhance retention of information and reflective practice. Consistent positive feedback from our clients which is received during workplace monitoring visits confirm that this is their preferred type of training which may be further confirmed by the fact that the majority of our learners are employed by said clients prior to the completion of their work placement.

From a learner point of view and learner testimonials received, learners feel that through training in Iona College, they have received the knowledge and skills to perform competently and confidently in their role in the workplace. Our innovative training methods enhance employee's ability to manage the demands of their role more effectively, with increased confidence and with greater insight based on new knowledge and skills gained.

Our clients include nursing homes, crèches, CE schemes, community employment childcare network, not for profit organisations, day care services, hospitals, hospices, homecare agencies, ETBs and SMEs.

Our Memberships/Associations include QQI (Quality Qualifications Ireland), PHECC, American Heart Association, Irish Heart Foundation, Irish Institute of Training & Development (IITD), and CPI Ireland.

Equality

Iona College is committed to equality within our organisation and the provision of training to all sectors of our learning community, equally and fairly.

Iona College is an equal opportunities employer for existing and future employees and external subcontractors.

Iona College is committed to taking action to prevent, protect against and eliminate any direct or indirect practices or acts of discrimination which act as a barrier to providing fair and equitable training services for all learners. Iona College strongly opposes any form of unlawful or unfair discrimination covered in the 9 grounds of discrimination legislation Equal Status Act 2015 or as amended thereafter or any condition or requirement which places another person at a disadvantage and cannot be justified.

Quality Manual – Iona College	
Title: Mission Statement	
Version: 2.0	**Authorised By:** Helen Macken
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Mission Statement

Iona College endeavours to achieve the highest standards of education and training by providing programmes that enhance continuing vocational development and thus employment opportunities. Programmes are certified by QQI and other awarding bodies which enable graduates to further their careers in accordance with legislation. The overall aim is to achieve productive outcomes of education and training so that graduates are encouraged to be lifelong learners as well as effective and sought-after employees.

Iona College Motto

Just ASK is our motto. ASK is an acronym for

● Attitude

● Skills

● Knowledge

We teach knowledge, adjust and improve skills and enhance attitudes.

Iona College Rules

Rule #1 If you don't want it done to your mother or your child, don't do it to anyone else's.

Rule #2 If your manager walked in and saw you doing this task, would they think it was appropriate?

Quality Manual – Iona College	
Title: College Philosophy	
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College Philosophy

The purpose of Iona College is to facilitate the vocational and personal development of learners as well as developing their skills in the workplace. The prior experience, knowledge and practice of the learner are acknowledged at the outset, and this is reflected in the development of Iona College courses. Iona College has as its core value, respect for persons, equality and life long learning for learners with diverse needs as can be seen from our equality statement which we prominently display with pride in our college.

Adult education philosophy underpins the process and structure of Iona College programmes. Learners are facilitated to become articulate, creative, reflective and self-directed. Within the educational / training process there is emphasis on partnership between learners and tutors.

At Iona College we recognise the hurdles faced by learners returning to study and commencing post leaving certificate study, and facilitate as much as possible courses at weekends, night courses as well as conventional day courses.

Our programmes are aimed ultimately at developing in the learner the attitude, skills and knowledge necessary for safe, competent practitioners in the workplace, committed to an efficient and effective performance.

At Iona College we make every effort to stay in touch with former learners and inform them of courses that are developed which may augment their previous learning. We do our best to keep ahead of the times and to continually improve our courses. We accept feedback from learners' suggestions on via our post course evaluations, and the innovative thinking of the tutors or client requirements on foot of detailed TNA.

Structure of the Quality Assurance Manual (QAM)

The QAM will be broken into 11 comprehensive sections in line with the QQI Core Statutory Quality Assurance Guidelines to ensure completeness and compliance. Iona College has also developed learner and tutor handbooks which follow this format for ease of access. These handbooks are written with the audience in mind and so the QAM is written for review by staff, management, external personnel and tutors as required.

The 11 sections are as follows:

Section 1:   Governance and Management of Quality

Section 2:   Documented Approach to Quality Assurance

Section 3:   Programmes of Education and Training

Section 4:   Staff Recruitment, Management and Development

Section 5:   Teaching and Learning

Section 6:   Assessment of Learners

Section 7:   Support for Learners

Section 8:   Information and Data Management

Section 9:   Public information and Communication

Section 10: Other Parties involved in Education and Training

Section 11: Self Evaluation, Monitoring and Review

These sections will be further broken down into sub sections to provide the detail around the policy document to explain how Iona College manages this area of the Quality Assurance System.

Quality Manual – Iona College	
Title: Section 1: Governance and Management of Quality	
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Section 1.0 Governance and Management of Quality

Iona College are committed to working to the legislation set out in the Qualifications and Quality Assurance (Training and Education) Act 2012 and the QQI Core Statutory Quality Assurance Guidelines 2016 to facilitate a root and branch review of quality assurance process relating to Iona College quality assurance policies, procedures and associated processes and, to assure good management, supervision and governance of the academic process. Separation of powers between commercial and academic decision-making considerations will be assured through governance structures that are in place and are diligently monitored, reviewed and updated via organisational governance and management. The Senior Management Team under the direction of the college director ensures that all courses are adequately resourced and managed.

The Iona College Academic Quality Council (AQC) is represented by internal and external stakeholders which includes employers, tutors, learners and directors. When required external consultants are employed for key commercial decision-making activities where independent oversight is required or, for subject matter expertise which is not readily available in the college.

Principles underpinning the practice in Iona College include but are not limited to:

- All practices are bound by the laws of the State/EU.

- The views of all staff and stakeholders are respected and have equal merit.

- The decision of the majority will be successful when making decisions after careful consideration.

- Constructive dissent is welcomed to make a stronger process.

- Decisions made by the college are open, transparent and communicated to all relevant stakeholders as necessary.

- The college is accountable for all decisions made.

- The college is inclusive to all learners and staff and facilitates equality for all stakeholders.

- The college endeavours to react positively and efficiently to all communication from stakeholders.

- All procedures in the Iona College Procedures Manual map to best practice and are regularly monitored and reviewed.

Governance Structure
Fig 1

Iona College Governance Structure of the QA process

Mission

Evaluation

Company Directors
Senior Management Team
Operations Management

Decision Direction

Decision Direction

Q A Policies

Commercial Governance Council
Commercial Interests of the business

Academic Quality Council
Academic interests of the business

Complaints Committee

Fees and Finance

Sales and Marketing

Complaints Appeals Committee

Stakeholder Engagement

Budgeting

Disciplinary Committee

Recruitment

Disciplinary Appeals Committee

Customer Service and Complaints

Risk Management

Payroll

Programme Review and Evaluation Board PREB

New Programme Design and Development

Programme Validation

Programme Review and Evaluation

Benchmarking

Programme Leadership and Assessment Committee PLAC

Disciplinary Committee

Academic Appeals Committee

Complaints Committee

Programme Delivery and Assessment

Learner Support

Results Approval Panel Rap

External Authenticator

Internal Verifier

Cross Moderation

Certification

Procedures

Stakeholder Monitoring and Feedback

Iona College abides by the robust governance and management processes which have been implemented and are overseen by the AQC. Iona College recognises that there must be a separation of powers and decision-making, relevant to either academic standards and/or commercial considerations and to this end, the AQC does not provide oversight in relation to financial governance. This is provided by way of the Commercial Governance Council (CGC).

1.1.1 Principles of Good Governance

- Openness that every aspect of decision may be discussed in a non-judgemental empathic approach;
- Always adhere to the rule of law;
- A cross section of stakeholders are included in discussions and for oversight purposes as deemed necessary;
- Majority rules so all decisions are consensus orientated and are made so as not to disadvantage the learner;
- The Academic Quality Council is accountable for all decisions made with the exception of commercial decisions;
- Records are maintained in line with our GDPR standard operating procedures for the required time frame and are available for review;
- Decisions are made promptly with a commonsense approach;
- A system of continuous improvement is encouraged so that we are exceeding expectations as much as possible;
- Innovative deliveries to make learning and training more fun where possible by looking and learning from other sources;
- Equality and Inclusiveness are at the core of all decisions made and that policies are accessible and easily understood by all stakeholders;

1.1.2 Academic Governance

Iona College manages academic governance within their Academic Quality Council (AQC). Open transparent discussions are made and are inclusive of all stakeholders including representation from learners, tutors, senior tutors, Director of Learning and Development and training consultants whose services may be employed when further guidance is required to ensure a consistent, fair practice. Decisions of an academic nature could include but are not limited to:

- Validation or revalidation of a programme ;
- Selection and Management of Virtual Learning Environment (VLE) ;
- Training Needs Analysis ;
- Cross moderation ;
- Internal Verification ;
- RAP meeting ;
- External Authentication ;
- Development of new programmes ;
- Consultation with external subject matter experts ;
- Peer review Process ;
- Learner request for support ;
- Programme Delivery and Assessment ;
- Certification of Learners ;
- Programme Review ;
- Academic Appeals Procedure.

These matters are overseen by the Academic Quality Council, the positioning of which can be seen in the Governance structure chart above in Figure 1A;

1.1.2.1 Sub Committees

A range of sub committees may from time to time be required on an ad hoc basis as the need arises. These may include but are not limited to:

- Disciplinary Committee (Academic)
- Disciplinary Appeals Sub-Committee (Academic)

1.1.2.2 Disciplinary Committee (Academic)

A disciplinary committee is established under the academic governance council to investigate academic disciplinary hearings.
These may include but are not limited to:

- Non attendance
- Malpractice of assessment
- Plagiarism of assessment

The disciplinary committee consists of three members. One of whom is a director, a senior manager or the training co-ordinator and a tutor. This committee will adjudicate on the hearing allowing both sides to make representations and then deciding on the outcome and communicating it to both parties. If the learner accepts the findings, they must agree to meet the terms laid out by the committee to resolve the matter. These could include but are not limited to:

- Downgrade of assessment mark
- Withdrawal of the module for certification
- Removal from the programme of study
- Dismissal from the college and inability to study at the college in the future.

The outcome will depend on the severity of the charge. The person is offered the opportunity to appeal the findings and can do so the Disciplinary Appeals sub committee within ten days of the receipt of the findings of the Disciplinary committee.

1.1.2.3 Disciplinary Appeals Sub-Committee (Academic)

The disciplinary appeals sub committee will receive notice of appeal and will respond that the appeal has been lodged and will be investigated with the findings being communicated within ten days of the receipt of the appeal letter. The sub committee consists of a director, an external person and a tutor, none of whom have been involved in the investigation to date. The disciplinary appeals sub committee will meet to review the findings of the disciplinary committee. They will review all evidence presented and make an adjudication which may be:

- Agree with the findings of the committee
- Overturn the findings of the committee
- Offer alternative resolution

The findings of the appeals sub committee are communicated in writing to the person within ten days of the receipt of the appeal. This is the final internal disciplinary mechanism available to the college. If the person is unhappy with the results of the appeal, they are advised to contact QQI.

1.1.3 Corporate Governance

Corporate governance is managed operationally by the Managing Director and Senior Management team, each of whom are collectively responsible for the day to day running of the business. The strategic framework to support this activity is overseen by the Commercial Governance Council (CGC) and includes but is not limited to:

- Recruitment of staff;
- HR issues e.g. disciplinary;
- Policy implementation;
- Sales and Marketing;
- Budgeting;
- Accounts;
- Customer Service;
- Complaints Procedure;
- Commercial Interests of the business;
- Strategy and Planning;
- Risk Management;
- Payroll.

1.1.3.1 Sub Committees

A range of sub committees may from time to time be required on an ad hoc basis as the need arises. These may include but are not limited to:

- Complaints Committee
- Complaints Appeals Committee
- Disciplinary Committee (Generic)
- Disciplinary Appeals Sub-Committee (Generic)

1.1.3.2 Complaints Committee

The role of the complaints committee is to handle complaints from stakeholders in relation to the delivery and management of training when issues cannot be resolved locally by the training co-ordinator or the tutor. Where the complaint involves the tutor or the training co-ordinator, the senior management team delegates the handling of the complaint to the complaints committee. The complaints committee is made up of three people including one senior manager and a tutor who has not been involved in the complaint thus far.

Complaints are dealt with in an expeditious manner with the stakeholder receiving communication from the committee within 5 days of receipt of complaint to determine the next steps for the investigation of the complaint. Complaints are resolved within 10 days from receipt of the initial complaint. If the stakeholder is unhappy with the result of the complaint, they are entitled to appeal to the complaints appeal committee.

1.1.3.3 Complaints Appeals Committee

The complaints appeal committee is an ad hoc committee of three people who will review the findings of a stakeholder's complaint to determine if the appeal is warranted. The committee consists of a director, and a tutor and an external person who have not been involved in the complaint to date.

The findings of the appeals committee could be:
- Overturn the findings of the committee
- Agree with the findings of the committee
- Partially agree and suggest alternative resolution

An appeal must be lodged within ten days of the receipt of the results of the complaints committee's findings. The findings of the appeal committee will be forwarded to the stakeholder within ten days of receipt of written appeal.

If the stakeholder is satisfied with the outcome, the matter is closed and any corrective actions noted for follow up in the college if they arise. If the stakeholder is dissatisfied, they can contact the Office of the Ombudsman and are advised on the process to do this.

1.1.3.4 Disciplinary Committee (Generic)

A disciplinary committee is established under the commercial governance council to investigate non academic disciplinary hearings.
These may include:

- Issues with tutors
- Issues with staff
- Issues with learners

The disciplinary committee consists of three members. One of whom is a director, a senior manager or the training co-ordinator and a tutor. This committee will adjudicate on the hearing allowing both sides to make representations and then deciding on the outcome and communicating it to both parties. If the person accepts the findings, they must agree to meet the terms laid out by the committee to resolve the matter. These could include but are not limited to:

- Letter of apology
- Mediation meeting with concerned stakeholders
- Pay for damages incurred
- Suspension of their role for a specified period of time
- Dismissal from the college and inability to work or study at the college in the future.

The person is offered the opportunity to appeal the findings and can do so the Disciplinary Appeals sub committee within ten days of the receipt of the findings of the Disciplinary committee.

1.1.3.5 Disciplinary Appeals Sub-Committee (Generic)

The disciplinary appeals sub committee will receive notice of appeal and will respond that the appeal has been lodged and will be investigated with the findings being communicated within ten days of the receipt of the appeal letter. The sub committee consists of a director, an external person and a tutor, none of whom have been involved in the investigation or event to date. The disciplinary appeals sub committee will meet to review the findings of the disciplinary committee. They will review all evidence presented and make an adjudication which may be:

- Agree with the findings of the committee
- Overturn the findings of the committee
- Offer alternative resolution

The findings of the appeals sub committee are communicated in writing to the person within ten days of the receipt of the appeal. This is the final internal disciplinary mechanism available to the college. If the person is unhappy with the results of the appeal, they are advised to contact the office of the Ombudsman or other related bodies e.g. WRC.

Quality Manual – Iona College	
Title: Section 1.1.4 Academic Quality Council	Policy Document
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Section 1.1.4 Academic Quality Council

Iona College aims to be a college of excellence which complies with all pertinent legislation to the highest degree. The nature of our business offers openness and transparency around decision making to be fed up the chain or down the chain to the necessary stakeholders in an effective and efficient manner. As previously described our academic and commercial structures are sufficiently separate to allow for solid decision making but are required to interact from time to time depending on the nature of the issue at hand. Where key commercial or academic decisions need to be made, a network of independent advisors may be called upon to make an informed and objective decision. Where matters are brought to the attention of the Director of Learning and Development, these matters will be discussed with the Academic Quality Council to ensure fairness, openness and transparency through subject matter expertise.

1.1.4.1 Membership & Selection of the Academic Quality Council

The AQC members will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) Act 2012 (revised 18 November 2014).

The AQC members will be as follows:

- A Chairperson – this is typically an external person with expertise in the area but with no bias in terms of decision making and is adept at administrative tasks and keeping to time constraints, notifies members of meeting place and time and agenda if required. This person has significant experience of Quality Assurance as well as being an SME in the area with professional and pedagogical experience who is not employed by the company.
- One senior tutor minimum who has significant experience in the field is familiar with the issue and is educated to level 8 or above on the National Framework of Qualifications and/or at least 6 years' experience in the field of adult education.
- Iona College Director of Learning and Development, co-owner of Iona College
- Learner representative who has successfully achieved certification with Iona College if needed and appropriate to matter under discussion.

1.1.4.2 Terms of Reference

Iona College has put in place a structure in its Academic Quality Council that ensures that all academic activities, obligations, policies and processes are determined, applied, enforced, and managed to ensure best practice in all validated QQI courses delivered by or on behalf of Iona College. Regular review with external parties ensures that we have access to up to date information and that we can respond to continuous improvement suggestions promptly. This will in turn expand our knowledge base keeping us relevant and aware of new developments .This will also inform the training that we are imparting in terms of Attitude, Skills and Knowledge to develop a well-rounded professional learner who is eminently employable which is the goal for the majority of learners who commence training with Iona College. Our approach to academic integrity via our AQC provides reassurance to learners and employers of our fair, transparent and consistent approach to further education and training. Learners and employers can be confident that the provision of teaching and learning provided aims to be exemplary and reflective of best practice in academic standards.

1.1.4.3 The Role of the Academic Quality Council (AQC) includes but is not limited to:

- Policy development in line with current and future guidelines in the areas of assessment, data retention and management;

- Evaluation and review of staff;

- Review of teaching and learning methodologies;

- Communication and implementation of policies to relevant stakeholders;

- Review of reports e.g., External Authentication, RAP Meeting minutes, complaints received to facilitate a system of continuous improvement and inform best practice and to inform future practice through recommendations;

- Subject matter guidance on best practice or newly acquired evidence-based research to be distributed to programme review board, learners and tutors;

- Develop a learner centred approach;

- Review of assessments;

- Course monitoring;

- Tutor Evaluations;

- Maintenance and update of the Quality Manual, tutor handbook, learner handbook;

- Programme review;

- Staff appraisal;

- Self-evaluation of programmes;

- Learner appeals;

- Learner requests for additional assistance within reason and determined by budget;

- Regular policy review;

- Malpractice of assessment issues;

- Learners have access to up to date, practical and relevant information in relation to access, transfer and progression to work or further education routes;

- Learning outcomes and course expectations are explained to learners through Iona College website, learner handbook, and appropriate course materials;

- Learners are made aware of their requirement to attend their course in full unless there are mitigating circumstances;

- Learners are given information in relation to payment of fees and supports that are available to them such as Technical Support grants and pay as you go options;
- Complaints, appeals and results procedures are explained to them in the unlikely event that they are dissatisfied with their outcomes;
- Learners have reasonable access to tutors both in person and via email during their course of study;
- Learners will receive both formative and summative feedback on assessments produced to enable them to recognise areas in need of improvement as well as areas of competence thus increasing their learning opportunities;
- Benchmarking and trend analysis reviews for continuous professional programme development and review.

1.1.4.4 Reporting

The AQC will have the authority to make decisions within their remit as previously described which may be communicated to the senior management team if desired. They have the authority and autonomy to make binding decisions for the college. These decisions may be informed by information sought from other colleagues in the college. It is the responsibility of all staff whether they are employed or contracted to ensure that all information pertaining to the matter is shared and made available in a timely fashion to inform best practice.

1.1.4.5 Meetings

From June 2020, meetings will be scheduled twice per year unless they need to be more frequently held due to exceptional circumstances. Please refer to each individual committee's schedule for this information.

Council members will be advised of the date and time of the meeting a minimum of 2 weeks in advance and any matters that they wish to discuss can be included in the agenda which will be circulated to all members prior to the meeting. Copies of any documents for discussion (if there

are any) will be attached to the minutes so that all members are fully informed prior to meeting commencement.

 The Director of Learning and Development will have a copy of the Procedures and Quality manuals available for review should the need arise.

Where an issue arises which requires further consultation or resources, or where consensus cannot be achieved, the meeting may be reconvened for another time no more than 2 weeks later than the original date.

Draft minutes will be circulated by the chairperson for approval by AQC members and then final drafts are agreed, signed and dated. Minutes will also be circulated to those members who were absent from the meeting so everyone is aware of decisions made. Minutes will be held securely in line with GDPR protocols.

Format of the Meetings

The format of the agenda for each meeting will be as follows:

• Note of apologies for anyone absent from the meeting;

• Review and approval of minutes from the previous meeting;

• Matters arising which required follow up from previous meeting and the current situation;

• Agree the agenda for the meeting;

• Work through the agenda points;

• Any other business;

1.1.4.6 Decisions **/Recommendations**

The members will review each item on the agenda and will openly discuss each matter before reaching a decision or developing an action which will be assigned to a council member. All discussion items will be recorded in the minutes with actions clearly assigned with a defined time frame. Once consensus is reached decisions are recorded. If any member strongly disagrees with the decision made, this too can be noted on the minutes. Voting that results in a

split decision will require a reconvening of the meeting where further opinions may be accrued from other stakeholders or the decision may be trialed for a period of time to see how it works out before forcing any policy changes for example, or the Director of Learning and Development may be deemed to have a casting vote in the event of a split decision as the senior member of the council.

In the event of the issue being in response to a complaint or appeal, the appropriate staff will be made aware of the decision of the AQC and the interested parties notified by email of the recommended actions and their right to appeal to QQI if they are unhappy with the outcome if it is for assessment appeal for example.

The Director of Learning and Development will present summary findings of decisions made with a commercial consideration to the Senior Management team and other relevant personnel as needed.

1.1.4.7 Review

A review of this procedure will occur annually and/or in conjunction with centre self-evaluation.

Fig 2 Summary of AQC Remit

Academic Quality Council	
Purpose:	Overview of remit of committee is key academic decision making
Terms of Office	3 years with the option of extending their service if appropriate.
Membership:	- A Chairperson - One senior tutor - Iona College Director of Learning and Development, co-owner of Iona College - Learner representative
Quorum:	Must consist of a minimum of 3 people (casting votes) + 1 Externality
Duties & Responsibilities (of committee & roles):	Academic decision making
Meeting Details – timings & frequency:	2 times per year typically after certification submission.
Standing Agenda:	Discussion of all matters arising that require input from the AQC. Reflection on the findings of EA and Rap meetings
Reporting Requirements & Approval Sign-off:	Who reports to committee? PLAC, PREB , RAP and ad hoc committees from time to time Who provides approval sign-off? Chairperson and one other

Title: Section 1.1.5: Senior Management Team & CGC	Policy Document
Version: 1.0	**Authorised By:** Helen Macken
Date: 10 December 2019	

1.1.5 Senior Management Team & CGC

The role of the CGC is to determine the current resource funding allocation and assess future required financial resources for courses that are currently running, awaiting validation or are in development. The senior management team is responsible for operational governance.

1.1.5.1 Membership

The CGC members will be selected on the basis of expertise and experience in the area of commercial governance.

The CGC members will be as follows:

- A Chairperson – this is typically the administrator who will take minutes of the meeting and distribute accordingly. A person who has no bias in terms of decision making and is adept at administrative tasks and keeping to time constraints, notifies members of meeting place and time and agenda if required.

- Iona College Managing Director, co-owner of Iona College

- Iona College Director of Learning and Development, co-owner of Iona College

- External SME as required who has significant experience of Commercial governance and business risk e.g. company accountant, HR specialist.

- A tutor who may have developed the project, course under discussion who can make representations to the CGC on marketing strategies and return on investment or if there is a required spend on equipment to facilitate training delivery. This tutor may be a member of the AQC

- Employer representative who will be able to frame the project in the commercial space to maximize the potential of the company spend and risk register.

1.1.5.2 Role of the CGC:

The role of the CGC includes but is not limited to:

- Determine the budgetary requirements for current and proposed course delivery;
- Providing for the mandatory required equipment and resources for quality delivery of courses;
- Considering budgets including planned QA activities;
- Determining commercial and business risk and maintaining the risk register;
- Assessing the commercial viability of a programme. A minimum of 8 learners are required to attend a QQI validated programme to ensure the course is commercially viable.
- External HR specialist advises on updates to legislative and regulatory requirements which are communicated to relevant committees.

1.1.5.3 Terms of Reference

Iona College has put in place a structure in its Commercial Governance Council that ensures that all commercial activities planned or current are adequately resourced to ensure exemplary training delivery. Regular review with our network of employers ensures that we have access to up to date information and that we can respond to continuous improvement suggestions promptly. This will in turn expand our commercial base keeping us relevant and aware of new developments in the industry. This will also inform the training that we are imparting in terms of commercial viability so that it is required and seen as advantageous to the industry for all employees. A risk register is maintained to highlight courses that are not being accessed which might require a marketing strategy to enable continued delivery.

1.1.5.4 Meetings

Meetings are held twice a year or more-so, if exceptional circumstances require so. Typically held once at the start of the year and again in the middle of the year but may be more frequent depending on the need.

1.1.5.5 Reporting

The Managing Director via agreement from the CGC will develop a report outlining the future budget and will inform the senior management team to enable future budgeting, recruitment and planning.

Fig 3 Summary of CGC Remit

Commercial Governance Council	
Purpose:	Overview of remit of committee is key commercial decision making
Terms of Office	3 years with the option of extending their service if appropriate.
Membership:	• Chairperson • Iona College Managing Director , co-owner of Iona College • Director of Learning and Development, co-owner of Iona College • External SME, HR Specialist • Tutor • Employer representative
Quorum:	Must consist of a minimum of 3 people (casting votes) + 1 Externality
Duties & Responsibilities (of committee & roles):	Commercial decision making, budgeting, HR issues and recruitment
Meeting Details – timings & frequency:	2 times per year or as issues arise.
Standing Agenda:	Discussion of all matters arising that require input from the CGC. Suggestions for budget spend
Approval Sign-off:	Who reports to committee? Disciplinary committee, complaints committee Who provides approval sign-off? Managing Director and one other

Quality Manual – Iona College	
Title: Section 1.1.6: Programme Leadership & Assessment Committee	Policy Document
Version: 1.0	**Authorised By:** Helen Macken
Date: 10th December 2019	

1.1.6 Programme Leadership and Assessment Committee (PLAC)

The role of the Programme Leadership & Assessment Committee (PLAC) is the day to day running of the programmes on behalf of Iona College. The team will assess and determine which areas of the programmes are running well and gather feedback on suggested areas of improvement which will feed into the AQC and Senior Management Team in terms of programme review and funding.

1.1.6.1 Membership

The membership of the PLAC includes senior tutors, assessors, the training co-ordinator and a learner representative when required for feedback or suggested areas of improvement.

1.1.6.2 Role of the PLAC

The role of the PLAC includes (but is not exhaustive of):
- The day to day delivery of courses including staffing;
- Classroom management
- Provision of assessment guidelines;
- Marking of assessments;
- Provision of learner supports;
- Certification;
- Harnessing feedback from learners;
- Malpractice of assessment

1.1.6.3 Terms of Reference

The PLAC will consist of the senior tutors, assessors, tutors, learners and training co-ordinator but from time to time there will be representation required from the AQC for example if there is a required fundamental review of programmes as a result of feedback received on a post course evaluation form. Tutors complete daily training reports to report on content delivered and any issues arising. These reports are emailed to the training co-ordinator and directors on a daily basis and follow up is provided in a timely manner depending on the urgency of issues arising. This allows for good contingency planning in the event that a tutor needs to be replaced at short notice, e.g. taken ill, a replacement tutor armed with lesson plans and training report should be able to pick up seamlessly where the original tutor left off so as not to disadvantage the learner.

1.1.6.4 Meetings

Meetings are held as required depending on time of the year or client/tutor requests. Typically held once at the start of the year and again in the middle of the year but may be more frequent depending on the need.

1.1.6.5 Reporting

The Senior tutor will develop a summary report and will inform the Director of Learning and Development of the outcomes of the meeting and actions arising.

Fig 4 Summary of PLAC Remit

Programme Leadership and Assessment Committee	
Purpose:	Overview of remit of committee is the day to day running of programmes
Terms of Office	3 years with the option of extending their service if appropriate.
Membership:	• Training Co-ordinator • One senior tutor • Senior assessor • Learner representative
Quorum:	Must consist of a minimum of 2 people (casting votes) + 1 Externality
Duties & Responsibilities (of committee & roles):	Day to day delivery of courses , classroom management and harnessing feedback from learners
Meeting Details – timings & frequency:	Meetings are held as required but typically twice a year or as the need arises
Standing Agenda:	Discussion of all matters arising that require input from the PLAC. Reflection on the stakeholder feedback surveys
Reporting Requirements & Approval Sign-off:	Who reports to committee? Training co-ordinator and learners Who provides approval sign-off? Chairperson and one other

Quality Manual – Iona College	
Title: Section 1.1.7: Programme Review & Evaluation Board	Policy Document
Version: 1.0	**Authorised By:** Helen Macken
Date: 10th December 2019	

1.1.7 Programme Review and Evaluation Board

The function of the Programme Review & Evaluation Board (PREB) is to review and reflect on programmes or elements of the programme being delivered to assure that they are the best practice, in line with current legislation and to facilitate continuous improvement and to develop new programmes for approval and ultimately validation.

1.1.7.1 Terms of Reference

Programme review and evaluation is a necessary part of the Iona College Quality Assurance process and may be undertaken for any of the following reasons:

- New legislation;
- New HIQA , Tusla , CORU , QQI standards, learning outcomes or guidelines issued;
- In response to a request from a learner or an employer;
- As a result of a bespoke training intervention which could become part of the mainstream delivery;
- In response to a report as a corrective action or for continuous improvement;
- From a suggestion/recommendation of a tutor or other SME;
- To freshen the content to improve the experience of the learner or the tutor delivering it;
- Ensure that programmes remain fit for purpose;

The PREB may contract SMEs to develop the content/policy and the new content/process will be uploaded onto the Smartsheet knowledge bank and from there distributed to all parties concerned, to include tutors and learners once agreed upon.

1.1.7.2 Membership

The PREB will consist of the following members:

- Director of Learning and Development
- Managing Director
- Senior Tutor
- Tutor
- Training Coordinator /Chairperson
- External SME if desired
- Employer if desired
- Learner if desired

1.1.7.3 Role and Responsibilities

The PREB will be responsible for:

- Maintaining a high level of standards associated with training delivery in or on behalf of Iona College;
- Ensuring the quality of the learner experience;
- Review of documentation including post course evaluations from learners and tutors, employer recommendations, circulars received from awarding bodies, tutor meetings, workplace monitoring reports, External Authentication reports and determining the required action warranted, if any;
- Sign off on programme changes and monitor their implementation;
- Monitor attendance, progress, retention rates and certification statistics;
- Testimonials from former learners on social media or thank you cards received; Compliments are every bit as important to the business of Iona College as complaints and are relayed to those involved.

1.1.7.4 Reporting

The Board members will be advised of the date and time of the meeting a minimum of 2 weeks in advance where possible and any matters that they wish to discuss can be included in the agenda which will be circulated to all members prior to the meeting. Copies of any documents for discussion (if there are any) will be attached to the minutes so that all members are fully informed prior to meeting commencement.

Members are encouraged to add to the agenda by contacting the training co-ordinator in advance of the meeting.

1.1.7.5 Meetings

The format of the agenda for each meeting will be as follows:

- Note of apologies for anyone absent from the meeting;

- Review and approval of minutes from the previous meeting;

- Matters arising which required follow up from previous meeting and the current situation;

- Agree the agenda for the meeting;

- Work through the agenda points which may include learner attendance, success or retention rates, completion statistics, learner or tutor feedback, workplace monitoring visits, feedback from external personnel and anecdotal evidence;

- Propose changes and developments;

- Action the changes to the most appropriate person with an agreed timeframe or use for future strategic plan or continuous improvement plan;

- Any other business;

Meetings will be held every quarter or biannually depending on the need. They may be held in response to an urgent need in exceptional circumstances e.g. as a result of an incident or accident. The minutes of the meeting will be developed and agreed before being distributed to the members and other interested parties for example the CGC if there are funding requests associated with the review.

Fig 5 Summary of PREB Remit

Programme Review and Evaluation Board	
Purpose:	Overview of remit of committee is to review and reflect on programmes delivered
Terms of Office	3 years with the option of extending their service if appropriate.
Membership:	- A Chairperson - One senior tutor - Iona College Director of Learning and Development, co-owner of Iona College - Managing Director, co-owner of Iona College - Tutor - Training Co-ordinator - Learner representative - External SME , if desired - Employer representative, if desired
Quorum:	Must consist of a minimum of 3 people (casting votes)
Duties & Responsibilities (of committee & roles):	Maintaining standards of training delivery and the quality of the learner experience
Meeting Details – timings & frequency:	2-4 times per year typically depending on the need. They may be held in response to an urgent need in exceptional circumstances.
Standing Agenda:	Discussion of all matters arising that require input from the AQC. Reflection on the findings of EA and Rap meetings
Reporting Requirements & Approval Sign-off:	Who provides approval sign-off? 2 directors of the company

Quality Manual – Iona College	
Title: Section 1.1.8 Results Approval Panel	Policy Document
Version: 1.0	**Authorised By:** Helen Macken
Date: 10 December 2019	

1.1.8 Results Approval Panel

The Results Approval Panel is the final step in the quality assurance process as described in the policy of fair and consistent assessment of learners. Results approval occurs after the internal verification (IV) and external authentication (EA) diligence has been undertaken, and before the learner's results are finalised to QQI through the QBS for Certification. The results approval process (RAP) applies to all assessments leading to a QQI award to learners. All learner results are provisional until approved by the Results Approval Panel. The RAP process must be completed before results are finalized and submitted for certification to QQI and this must be confirmed on the QBS and signed off by the Director of Learning and Development.

1.1.8.1 Role of the Results Approval Panel

The Results Approval Panel must ensure that:
- All assessments submitted to it have been comprehensively reviewed and QQI QA procedures have been complied with;
- Comprehensive internal verification has taken place in terms of accurate calculation and transfer of marks and an IV report has been generated;
- External authentication has been completed, as and when required, with academic integrity checked and a detailed report generated;
- That the total number of assessments to be certified matches those reported on IV and EA documentation;

- A process of cross moderation takes place where the work of various tutors is sampled by other tutors and assessed to compare and contrast marks/ grades awarded;

- Where significant variance is noted between tutors and the grades awarded, a senior tutor will be asked to undertake an additional marking exercise to determine the final mark. This will be the mark forwarded for review by RAP;

- Results are quality assured and signed off by authorised personnel prior to submission to QQI;

- The outcome of the assessment, verification and authentication processes is determined to be appropriate;

- Assessment procedures are observed and there is evidence of consistency amongst tutors; especially in situations where modules are taught by multiple tutors. As Iona College delivers nationwide, all assessments are marked by senior tutors so that there is reduced variance in the marks to assure fair and consistent assessment of learners and to reduce the number of tutors marking to be sampled.

- There is ample evidence of record keeping and thorough application of assessment and administrative procedures;

- Records must be available to be presented as prescribed;

- All suspected irregularities have been highlighted and reported to the Director of Learning and Development and are explained to EA at time of audit;

- Issues arising from the IV are noted and will be reviewed at the Academic Quality Council meeting held after the RAP meeting and if necessary, brought to the Programme Review Board meeting;

- Any assessments where learners were unsuccessful are reviewed to ensure that the result is correct and no mitigating circumstances were brought to the attention of the RAP before sign off;

- In the absence of particular item/s of evidence as described in the assessment brief the results, approval panel may in exceptional circumstances consider the tutor's report if appropriate alternative evidence is presented;

1.1.8.2 Terms of Reference

The Results Approval Panel is made up of a minimum of 3 individuals all of whom are quality/education experts to ensure the assessment decisions are valid. The Chairperson of the Results Approval Panel will be the Director of Learning and Development who has oversight of programme development, delivery, and review. Other RAP members will include IV, senior tutor and other tutors as needed. All tutors and EA are required to be accessible by phone during the RAP in the event that further testimony is required by making a final decision. The Director of Learning and Development is responsible for appointing members to the Results Approval Panel and will assure impartial decision making to avoid any conflicts of interest.

All decisions are made by the RAP in light of the evidence placed for review. Final results will be approved and signed off by members of the RAP panel.

1.1.8.3 Decision Making

Minutes of the RAP meeting are developed which includes the issues arising, overall impression of the assessment event and decisions made. Decisions are made by consensus. Where consensus cannot be reached, the Director of Learning and Development has the casting vote. The RAP meeting minutes along with the QBS report by learner group, IV, cross moderation and EA reports are all retained for later review or for consultation or auditing purposes.

Where instances of malpractice of assessment or irregularities or errors in the assessment tools have been noted, they must be brought to the attention of the Director of Learning and development in the first instance as part of the Fair and Consistent Assessment of Learners policy SOP as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the qualifications and quality assurance (education and training) Act 2012 (revised updated to 18 November 2014).

All decisions of the RAP are recorded in the RAP meeting minutes and the Director of Learning and Development will arrange for learners and other relevant parties to be notified of relevant

outcomes in line with QA protocols. Learners are made aware that all results prior to RAP meeting are provisional by nature and so if there has been a change to provisional results the Director of Learning and Development will ensure that the learner is informed of the amended result and is made aware of the Appeals Process by email. Permission is then granted by the RAP to proceed with entry of results into the QBS as final results. Any non-conformances identified are notified to the Academic Quality Council for the determination of appropriate reparative actions.

Fig 6 Summary of RAP Remit

Results Approval Panel	
Purpose:	Overview of remit of the panel is to manage the quality assurance process up to certification.
Terms of Office	3 years with the option of extending their service if appropriate.
Membership:	- Iona College Director of Learning and Development, co-owner of Iona College (Chairperson) - Managing Director, co-owner of Iona College - One senior tutor - One senior assessor - Training Co-ordinator - Internal verifier
Quorum:	Must consist of a minimum of 3 people (casting votes)
Duties & Responsibilities (of committee & roles):	Maintaining standards for certification purposes
Meeting Details – timings & frequency:	Meetings are held for each certification submission event.
Standing Agenda:	Discussion of all matters arising for the certification period and the findings of the IV and EA reports.
Reporting Requirements & Approval Sign-off:	Who reports to committee? Tutors and training co-ordinator Who provides approval sign-off? 2 directors of the company

Quality Manual – Iona College	
Title: Section 1.1.9 Risk Management	Policy Document
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1.1.9 Risk Management

The Iona College Senior Management team   considers risk management as the cornerstone of effective governance practice. Risk management is a basic component of the quality assurance process informing guidance and good practice into procedure and practice including the QQI GDPR Guidelines (August 2018) and the GDPR Data Protection Impact Assessment and additional guidelines as are on the Data Protection Commission website.

Iona College have made significant progress in the enhancement of a Risk Management Policy and accompanying Risk Register. The objective of the Risk Register is to improve the capacity of Iona College to deliver transparent, professional adult training within an environment where risk be it environmental, or operational is well managed. This system enables a further education training environment which is conducive to learning. This system maximizes the opportunities available to Iona College to deliver in the commercial and academic areas of the business ensuring that neither are mutually exclusive.

1.1.9.1 Risk Management Process

Iona College cannot possibly control all risks and so those risks deemed unavoidable must be managed. This is achieved initially by identifying the inherent risk and evaluating to determine if it is a risk to be controlled. Using the 3x3 matrix (see figure1G.1 3x3 matrix below) we determine the risk rating by looking at the probability of the risk occurring and the consequences if it does occur. This also considers the number of people who may be affected and the frequency of the occurrence. A risk which is calculated above risk rating 4 must be

controlled. Those risks below 4 while not insignificant will be monitored and reduced where possible or practicable.

3x 3 Matrix (Google Images)

Risks to be controlled are evaluated using the Hierarchy of Control so as to enable re-evaluation of risk once controls are implemented to devise a new risk rating which should be lower than the original one if it is not possible to eliminate the risk completely. At a minimum, risks are reduced to the lowest practical and acceptable level. Iona College recognises that it is not possible to eliminate all risks and so must accept some level of risk. The options open to us include:

1. **Eliminate** – avoid the risk (e.g. terminating a risky activity);

2. **Substitute** – for a safer alternative or transfer the risk to a third party if cost-effective (e.g. by contracting out);

3. **Treat** – retain and control the risk through engineering and administrative controls where appropriate;

4. **Tolerate** – exposure to the risk is tolerable with training and PPE provision on how to handle the unavoidable risk.

Iona College also recognises that this is a dynamic process which must continue on an ongoing basis and all persons affected must be vigilant to apply policy and procedure and review it whenever necessary. It is of utmost importance to the oversight mitigation control to communicate to all relevant stakeholders the changes where new risks have been determined which must be mitigated against or have evolved so that risk resilience may be retained. This may be achieved by further training, communicated at safety or team meetings or via email.

Iona College as a QQI provider is bound by legal obligations in the provision of health, safety and data protection (GDPR) to its staff, learners, stakeholders and visitors. Iona College must protect its material assets and to minimise its losses and liabilities as much as possible.

1.1.9.2 Risk Management Objectives

Risk management is embedded in the culture of Iona College training provision. The Iona College risk management objectives include:

• Ensure that risk management is consistently applied to all areas of the business both commercial and academic using evidenced based practice;

• Risk management is guided by best practice and is compliant with legislative areas including GDPR, safety and health, QQI standards, and codes of practice;

• A Risk Register and process of periodic review is agreed in response to the changing vocational area to include environmental, commercial, social, academic, and legislative requirements;

• Prevent risks where possible which could lead to death, injury, damage and losses, and reduce the cost of risk;

• Inform policy and operational decisions by identifying risks, in terms of frequency of occurrence, how many people will be exposed to the risk, and their likely impact;

• Communicate to all stakeholders the need for risk management and ensure all stakeholders are accountable for the management of risks within their remit of control;

• Ensure that all significant risks of risk rating 4 or more are controlled to a reasonable practical level and where necessary are reported to the Senior Management team;

• To provide a commitment to all stakeholders that risk management is at the heart of the day to day running of Iona College with their assistance;

1.1.9.3 Requirements for Effective Risk Management

In order for the risk management in Iona College to be deemed effective the following are required:

• Clearly defining the roles, responsibilities and lines of communication within Iona College;

• Evidence that the risk management principles are being applied universally and transparently through documented procedures, training and supervision;

• Reinforcing and communicating the importance of effective risk management as part of the role and responsibility of all staff;

• Maintaining a register of risks linked to Iona College academic and commercial business considerations, as well as those risks linked to working in partnership(s);

• Investigating all incidents, accidents and dangerous occurrences so that procedures, policies and risk register can be reviewed and updated as needed;

• Completing compliance audits;

• Preparing contingency plans to ensure business continuity where there is a potential for an event to have a major impact upon Iona College's continued viability;

• A system of continuous improvement is encouraged so that we are always improving our practice;

1.1.9.4 Risk Register

The identified risks and relevant control measures and actions will be managed through the Iona College Risk Register. The Iona College Senior Management team will manage and review the Risk Management Policy and Risk Register. Concerns raised by the Senior Management team will be communicated to relevant stakeholders in a timely manner through meetings, briefings, CPD training or other appropriate communication channels.

1.1.9.5 Risk Management Review

The Risk Management Policy document is reviewed on an annual basis unless there is a requirement for an urgent review in response to a change of legislation, an accident or improved code of practice.

A Risk Register review will remain as a standing item on the Senior Management team agenda where the Senior Management team will consider and discuss emerging and evolving risks as notified. The information gathered will be used to inform performance and practice.

This information to be considered during the review includes:

• Leadership: Is risk management being effectively and appropriately managed?

• Risk Strategy and Policies: Are risk strategy and risk policy transparent and understood by all stakeholders?

• People: Are all stakeholders informed of their responsibility to manage risk and are they equipped to do so?

• Partnerships, Procurement and Resources: Are there effective arrangements and resources in place for managing risks with partners through the procurement process?

• Procedures: Do Iona College procedures clearly incorporate effective risk management?

• Risk Management: How are risks being managed and can they be further controlled?

Fig 7 Risk Management Roles and Responsibilities

Academic Quality Council (AQC)	Ultimate responsibility for academic related risk management Oversight and review of risk management activities.
Commercial Governance Council (CGC)	Ultimate responsibility for finance and business risk management Oversight and review of risk management activities.
Programme Leadership & Assessment Committee	Identifying and communicating risk and their controls in their area of remit to appropriate stakeholders on an ongoing basis
Programme Review & Evaluation Board	Identifying and communicating risk and their controls in their area of remit to appropriate stakeholders on an ongoing basis
Senior Management Team	Oversight and review of all risk management activities. Final approval of the Risk Management Policy and Risk Register any amendments

Quality Manual – Iona College	
Title: Section 2: Documented Approach to Quality Assurance	
Version: 2.0	**Authorised By:** Helen Macken
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Section 2: Documented Approach to Quality Assurance

Iona College has developed a comprehensive policies and procedures manual which describes all of the tasks required by the business. This manual is provided to all staff and contracted tutors and described in detail during induction training. Pertinent aspects of the manual will also be included in the learner handbooks.

2.1.1 Documented Policies and Procedures

Iona College has developed robust policies and procedures which are informed by best practice and communicated to all relevant stakeholders. The policies are reviewed annually or more frequently if required, for example in response to a risk identified by the senior management team, E.g. Covid-19 pandemic.

Procedures are developed to be easy to understand and implement across all aspects of the business of Iona College. Procedures are reinforced by regular tutor evaluations and feedback from the training co-ordinator, learners and tutors. All policies and associated operating procedures are developed, reviewed and updated within our governance functions and as outlined in QA1.

2.1.2 Iona College Quality Statement:

Commitment to Quality

Iona College is committed to quality assurance policies and procedures, all of which are in place to ensure our services fully meet the requirements of all our stakeholders at all times; staff, tutors, partnership providers and learners.

Our goal is to continue to provide excellent further education and training opportunities and to achieve this we are committed to implementing, maintaining and continually assessing operational systems and processes.

Approach to Quality

Iona College firmly believes in continually striving for improvements in the quality of provision. Our Quality Policy is based on 3 fundamental principles:

1. Ensuring that we fully identify and conform to the needs of our learners;

2. Monitoring, evaluating and reviewing our further education and training provision processes; identifying the potential for errors and risk and taking the necessary actions to eliminate them;

3. Iona College staff and tutors understand how to fulfil their roles and responsibilities and work professionally at all times, to do so.

As detailed in QA1, within our quality assurance we are committed to operating our company under the disciplines and control of a diligent governance structure, supported by a Quality Management System, conforming to the QQI QA Core Criteria and adhering to the Qualifications and Quality Assurance (Education and Training) Act 2012, as well as additional legislative and regulative directives and policies which will be documented throughout this manual. Our quality system, including all policies and associated operating procedures are developed, reviewed and updated within our governance functions and as outlined in QA1. Iona College is working towards the maintenance of a robust system of documented version control procedures.

To ensure that all our policies and procedures are successfully implemented at operational level, Iona College are responsible for identifying learner, tutor and programme requirements, and ensuring that the correct procedures are followed to meet those requirements.

Objectives needed to ensure that the requirements of all policy areas are met and that continual improvement is maintained in line with the spirit of the policy is set, determined and monitored by the AQC.

Iona College regards their internal quality assurance and standard operating procedures as essential to;

- Ensuring regulatory compliance;
- Guide decision-making;
- Manage internal processes;
- Manage risk;
- Efficiently utilise availability of resources;
- Determine consistency in professional practice;
- Support incidents of difficulty where arbitration may be required;

2.1.3 Quality Assurance Responsibilities

These are outlined as follows:

- Responsibility for delivering quality services rests with everyone at Iona College;
- Each Tutor has 'operational' responsibility for monitoring the quality of training and course/programme services for their current training programme;
- Overall responsibility for maintaining and evaluating our Quality Management System rests with the AQC, with the support of the Senior Management Team.
- The AQC are responsible for carrying out independent audits/self-evaluations of the Quality Management System on an annual basis.
- The AQC are responsible for commissioning biennial external reviews of the Quality Management System on a biennial basis.

2.1.4 Communication

The Quality Policy principles and objectives are communicated and available to staff, tutors and learners at all times. Induction provides a fundamental opportunity to staff, tutors and learners as it is the 'process' whereby individuals are introduced to the working/learning environment via the suite of policies and procedures, i.e., those standard operating processes which guide how we, as an organisation, 'perform. Iona College embraces and communicates the quality system as an efficient, seamless and practical road-map for day-to-day operations.

Training and regular briefing sessions via team meetings are an integral part of our quality assurance strategy as this is the vehicle by which we aim to achieve all our objectives. The policy is also available to other stakeholders upon request.

2.1.5 Training & Support

We ensure that all Iona College staff and tutors understand and fully implement our policies, procedures and objectives and are able to perform their duties effectively through ongoing support, briefings and training and development opportunities;

- As part of the company induction to Iona College, all staff/tutors are fully briefed on our Quality Assurance and overarching aims and objectives;
- Iona College staff and tutors are provided with full training to ensure they can carry out all functions of their role, as per guidelines set out in our quality systems;
- Annual appraisals are held for all staff and tutors to assess performance and identify training needs;
- All training needs identified, to ensure quality is maintained, are fed into an overall training plan and assessed and implemented, whilst considering any budgetary constraints;
- Objectives and action points are reviewed via an agreed supervisory schedule with staff and tutors in 1:2:1 supervision meetings with the Director of Learning and Development.

2.1.6 Monitoring & Evaluation

Iona College work towards a plan of continuous review, whereby we will improve upon our provision of services to ensure tasks are completed in the most cost effective and timely manner for the benefit of all our stakeholders.

Iona College aim to achieve this by:

- Obtaining both learner and tutor feedback following the completion of each programme;
- Conducting an annual stakeholder survey relating to Quality Assurance and systems;
- Undertaking an end of programme learner survey, measuring all aspects of learner care;
- Closely monitoring our ad hoc compliments and complaints procedure;
- A scheduled plan of governance meetings to assess and agree actions to amend and improve quality management systems, where and when necessary, appropriate and relevant;

- Internal auditing annually;
- Biennial audit by external provider.

Iona College is committed to operating continuously to the highest possible quality standards and will maintain the necessary Quality Approvals consistent with our stakeholder, QQI and legislative requirements.

Quality Manual – Iona College	
Title: Section 3: Programmes of Education and Training	
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Section 3: Programmes of Education and Training

Iona College is committed to develop, design, deliver and regularly review courses that respond to the needs of all stakeholders to include learners, employers and that are responsive to an ever-changing vocational area. We achieve this by:

- Seeking feedback from learners at the end of each session
- Feedback from tutors
- Feedback from employers who we meet during TNA
- Feedback from employers who we meet on workplace monitoring visits
- Advice of external personnel
- Ensuring that learners feel supported throughout their journey to certification through regular contact with Iona College staff face to face, by phone, email, website or social media
- Review of evaluation forms
- Analysing current trends and new standards or codes of practice which need to be incorporated into new or existing courses
- Complying with equality and diversity legislation and through the operational implementation of our Equality Policy

Iona College's goal is to enable our learners to reach and surpass their goals by maximizing their learning potential and building our supportive network of employers who actively seek to employ our learners on completion of their programme of study and often, at times during their work placement. This is further underpinned by the fact that the employer's invariably ask us to complete their CPD for their existing staff who have expressed an interest in a field of study described or noted while the learner was on placement working alongside them. This openness particularly in healthcare and social care to new learning ensures a system of continuous improvement which is cyclical and dynamic with forward and backward feedback ensuring a 360 approach to learning and teaching.

On the learner's first day, and as part of their induction, we describe the full process to certification, our commitment to them and the required commitment from them so that we have a pathway for success.

At this stage we can also advise on access to, or transfer between programmes as well as further progression to work or studies. Tutors are encouraged to check in with learners where new courses become available or employers have contacted and are looking for new hires so that the communication stream stays consistent. In this way learners are facilitated to make their best choices and to be supported to achieve.

Quality Manual – Iona College	
Title: Section 3.1: Programme Development & Approval	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

3.1 Programme Development

Iona College is committed to developing and designing courses that respond to the needs of learners and potential employers while staying responsive to a dynamic vocational area and demonstrating compliance with QQI programme validation criteria, where necessary and relevant. The Iona College Policy and supporting procedural documents details the processes involved.

Programme design is facilitated by the AQC in conjunction with the tutors to develop content to meet the perceived training needs, appropriately mapped to the National Framework of Qualifications (NFQ) and the NFQ Grid of Level Indicators, and to reflect QQI learning outcomes. Typically, as Iona College works with a variety of health care and social care facilities, the programme designed must be suitable for roll out to many facilities and so, programme design must consider nationwide delivery to ensure a consistent best practice approach to training.

When designing programmes for QQI validated approval, alignment to the 'Policies and Criteria for the validation of programmes of education and training' must be complied with. The AQC support the Programme Review and Evaluation Board (PREB) in the development of a programme plan to ensure the programme maps to QQI criteria and relevant major, special purpose and component award specific validation requirements, learning outcomes and assessment procedures. Iona College prepares programme application submissions using the Programme Descriptor Template and aligns all content to the available guidelines. The Programme Review and Evaluation Board (PREB) is the lead committee on all new programme development.

Included in the programme design are:

3.1.1 Structure

The structure of the training:
- Classroom based, tutor led lecture and discussion
- Blended i.e., in class and some online, portion of the training may be done before classroom-based training due to Covid restrictions to limit the amount of face to face contact
- Workplace based skills demonstration activities; for example, demonstrating how to use a new hoist,
- Toolbox talk where a short training intervention is required,
- Workshop sessions; for example, to give practical ideas of activities to be delivered to residents with moderate dementia.

3.1.2 Duration

The duration of the training intervention will vary depending on the complexity of the training to be delivered, certification requirements and the budget available for training. If budget is a major concern the main challenges are dealt with first which are deemed to be mandatory content and then the areas which are more aspirational are delivered, should the budget allow.

3.1.3 Certification

Iona College tries where possible to offer flexibility to clients and learners to meet the demand of the workplace. Iona College therefore offers three levels of certification:
- Certificate of Attendance; the learner attends a talk on a topic and leaves without any level of assessment e.g. Suicide Awareness. The certificate is awarded by Iona College. This is a good way of introducing a topic and seeing if further training interventions are required.
- Certificate of Achievement; The learner attends training for a half-day or full-day and completes an assessment on the day, which must be passed e.g. manual handling. The certificate is awarded by Iona College and is renewable every 2 years.
- Certification by an awarding body (e.g. QQI); The learner must attend training in full and complete and submit for grading, all assessments within the specified submission period, to achieve certification.

3.1.4 Content

Content for the training is developed by an appointed subject matter expert which is typically either the Director of Learning and Development, AQC member or one of the contracted tutors. Content may include pictorial/visual images, written instruction/guidelines, video-clips and/or presentations or, a combination.

Content will be relevant to the proposed audience of adult learners and set at an academic level that is difficult enough to be challenging but not so difficult as to be off-putting. It will be framed using language that is easy to understand, i.e., colloquialisms are not used and using the Iona College templates to show consistency of branding and to avoid confusion. Many of our learners have English as a second language so the content must be fluent and basic enough for the purposes of translation into a more usable form.

Content, in some module content may also need to be multi-level; basic information is needed for certain staff whereas more in depth knowledge of the same topic may be needed for managers or supervisors.

Content is sourced and acknowledged through referencing for non-original content and distributed to other tutors for review, editing and comment before approval is sought. Depending on consultation with the client group or learner, learning outcomes will be developed in full and reviewed to ensure that they meet established criteria. Assessments will also be developed where required and distributed to the AQC to commence initial validation or for programme approval depending on the level of the programmes being designed.

3.1.5 Methodologies

Flexible training methodologies are important for the adult learner as we need to determine how they learn best. To determine methodologies, we use the VARK model which defines adult learning styles as the following:

- Visual; The learner learns visually via images such as charts, diagrams and possible, observation.
- Auditory; The learner is 'aural' e.g. prefers to hear the information and in doing so tend to take notes during class time (as opposed to watching the tutor). Learners who learn principally via listening also work well within discussion sessions.
- Reading/Writing; The learner learns via the written word and will engage well with handouts, power-point presentations, undertaking their own research. Similar to the auditory learning, this learner also likes to take copious notes.
- Kinaesthetic; The learner prefers to learn using more hands-on, practical modes. They are physically involved in the learning process and so, the learning experience can be quite sensorial.

Iona College endeavours where possible to use methodologies which are easily understood by all learners. For example, when teaching the circulatory system in anatomy and physiology we will show a diagram of the heart, show a video clip of how the circulatory system works, describe in words and provide a presentation and then bring in a stethoscope to listen to the heartbeat. This assists learners in the retention of information and tends to be more interactive, allowing for more meaningful sessions.

Methodologies may include:
- Tutor led lecture
- Power point presentation
- Online tutorial
- Forums
- Group discussion
- Mini tasks
- Video clip
- Cartoons
- Skills demonstration
- Anecdotal stories
- Diagrams
- Reflective practice

3.1.6 Programme Approval

All programmes developed must be sent to the AQC for approval and sign off prior to delivery. If the programme is to be QQI approved and therefore, has to be forwarded for validation (or revalidation), the AQC must authorise this process prior to further work being undertaken and final submission made.

Programme Approval is achieved by:
- Initial consultation with QQI re scope of provision
- Frequent consultation with tutors, clients. learners and members of AQC
- Completion of up-to-date QQI documentation
- Submission of QQI documentation and any other supplementary documentation that is required and relevant to the programme developed
- Payment of required fees
- Responding to any requests for further information (RFI)
- Attending a validation panel meeting
- Responding to the panel report and recommendations

In order for a programme to be approved by QQI or internally, programme development must meet the following criteria:

- Learning outcomes must be developed in response to TNA
- Training course must meet the needs identified in the TNA
- Content is designed appropriately and accurately to the National Framework of Qualifications, i.e., the programme breadth is aligned to the level of study and knowledge skill and competency sub-strands documented on the Grid of Level Indicators are
- Programme drafts must be sent to AQC before submission for validation to QQI
- Programmes must comply with requirements for Access, Transfer and Progression

- Programmes once approved, are subject to regular review depending on frequency of delivery
- Lesson plans must be developed to ensure consistent standardised delivery of training regardless of tutor so as not to disadvantage the learner.

3.1.7 Protection for Enrolled Learners

Iona College offers protection for enrolled learners as required by the QQI guidelines. PEL is only activated in the event of the unexpected cancellation of a programme that has already commenced, or closure of the college. Once a programme has commenced, we aim to ensure the programme will be completed in full so as not to disadvantage the learner. Programmes are delivered on a module by module basis and last a maximum of 4 weeks so it is highly unlikely that a programme will start if there are insufficient numbers (minimum of 8 learners) or the college is likely to close. No fees are paid in advance of the programme commencement. Learners are encouraged to pay fees on the first day of the programme by EFT.

All learners join the college on a module by module basis and as each module lasts for less than 4 weeks, Iona College commit to completing that programme of study. Procedures are in place to facilitate the learner through a programme deferral or the issue of a refund if necessary.
Iona college has in place academic bonding with 2 registered approved providers and an academic insurance in the event that a learners wishes to enrol for a major award. This practice is not encouraged and to date no learner has registered for a major award.

Quality Manual – Iona College	
Title: Section 3.2 Learner Admission, Progression and Recognition	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

3.2. Learner Admission, Progression and Recognition

Iona College welcomes all adult learners regardless of age, gender, race or religion or any other ground of discrimination.

One of the first items that was purchased when we moved to our current premises was a scratch map of the world and learners are encouraged to check if their country has been uncovered or if they are the first from their country to attend college. This map is entitled Our Global Family and sits outside our training suites. Our Global Family means a lot to Iona College as we truly welcome people to join our college from all over the world.

Quality Manual – Iona College	
Title: Section 3.2.1 Learner Admission	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

3.2.1 Learner Admission

Iona College document all approved entry requirements and progression opportunities for each programme module within the QQI validation application. Upon approval this information is then published on all promotional marketing materials, including the company website.

Admission criteria are based on:

- The NFQ award level;
- QQI component award specification;
- The approved programme delivery method;
- The required learner entry competencies such as language proficiency and agreed previous qualifications and/or experience or equivalent.

Iona College aim to ensure that all potential and new learners considering registration to study, have an understanding of programme expectations and recognise their own levels of learning capacity to work towards the achievement of the associated programme learning outcomes.

3.2.1.1 Learner Registration

Learners may register by phone, email, through the website or call to the office in person. The training co-ordinator will answer any queries that they may have and they are given the schedule of upcoming courses and a flyer detailing the structure of the course. If the enquiry is made by phone, the learner will be sent the flyer either by email or by post, whichever is most convenient for the learner. Some learners will be admitted to the college by their employer or CE supervisor.

The Iona College website has details of all QQI programmes validated for delivery and the training co-ordinator will explain the basic information about the course e.g. assessments, schedule, work placement requirements. If the learner requires more specific academic detail

about the course, their enquiry is transferred to a relevant tutor who will answer their questions more comprehensively.

On initial consultation, the training co-ordinator will register the learner by phone or face to face by completing a learner starter form, to determine basic information in terms of contact details, recent work/education history, and what field of study they are interested in. For many of our learners it is at this stage that they will admit that they maybe had a tough time at school or that it is a long time since they studied and are nervous about coming to college and doing assessments. Reassurance at this stage is vital. Learner supports will also be determined at this point e.g. large type briefs, sending materials in advance for translation.

3.2.1.2 Learner Entry Requirements

To attend a QQI course with Iona College, entry requirements are documented on our QQI programme descriptors, following programme approval. Admission requirements are considered according to the level of QQI/NFQ award, the component award specification, the course delivery methodologies (and competencies required to participate and successfully complete the award). The most common (fundamental) entry requirements are as follows:

- A basic level of education to Junior Certificate standard or equivalent;
- Basic proficiency in written and spoken English;
- Life experience to encourage a safe learning environment for all.

Quality Manual – Iona College	
Title: Section 3.2.2 Learner Recognition	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

3.2.2 Learner Recognition:

LR RPL recognition: RPEL, APCL – EQF, NFQ, NARIC

The statutory requirements regarding Ireland's facilitation of recognition of prior learning (RPL) is clearly set out in the Qualifications and Quality Assurance (Education and Training) Act 2012. The Act documents responsibility of regarding the development and implementation of a consistent policy led approach to RPL.

QQI defines RPL as;

'…a *process which* is *used to evaluate skills and knowledge gained through life outside of formal education and training, for the purpose of recognising life achievements against a given set of standards or learning outcomes*.'

Through its Recognition of Prior Learning (RPL) policy and associated procedures, we aim to ensure that our QA systems emulates the principles of recognizing learners prior learning and in doing so, safeguards learner achievement in a manner that is reliable, valid, fair and consistently aligned to the standard of the award in question.

Iona College defines RPL as;

'… the assessment of an individual's relevant prior learning; either formal, informal or non-formal; the outcome of which is then used to determine credit outcomes of the individual's application for credit against the award'.

Iona College supports the process of RPL assessment as we recognise the benefits of RPL in supporting our learners to acquire their formal qualifications and thereby, contribute to enhancing employability and lifelong learning opportunities.

Iona College recognises the importance of considering prior learning, and will not force learners to go through a course of learning when they already have the knowledge, understanding and competence to meet the assessment criteria.

The recognition of prior learning (RPL) is where learners demonstrate that they can meet the assessment criteria within a module through knowledge, understanding or skills they already have, without having to undertake further, accredited learning. Iona College respects that this is a nationally acknowledged assessment activity developed and implemented within regulated standards.

We manage RPL as an overall process which embraces two sub-strands;

(1) **Accreditation of Prior Experiential Learning (APEL)** – this is the process whereby a learner seeks formal recognition of prior learning they have achieved through experience, such as career, professional or voluntary work, and/or self-directed non-accredited study.

(2) **Accreditation of Prior Certificated Learning (APCL)** – this is the process whereby a learner seeks formal recognition of prior learning from qualifications they already hold but may not be recognised within the rules of 'combination' of the proposed qualification.
It is not unusual for RPL to be claimed against one or more modules, but not against part of a unit, and the learner is responsible for making relevant staff aware of their wish to make an RPL application as early into the course as possible.

Our full RPL policy and procedure document details our operational processes of administering RPL, provides links to other policy areas and includes templates of forms and information to LRs.

3.2.2.1 Non-Completion of Programme/Drop out

It is the policy of Iona College to protect the interests of learners who participate in all the training programmes and services Iona College offer at all times.

To achieve this policy Iona College offers learners who are unable to complete their programme of learning for valid reasons due to illness or other reasonable circumstances, the option to transfer to the next available programme or next available examination sitting. On occasions such as illness or unforeseen circumstances, special examination sittings are arranged for groups of learners. Any extension to deadlines or requests to attend assessment outside of the scheduled timetable must be applied for in writing by the learner to the Director of Learning and Development for review prior to deadline.

Should a programme be cancelled due to reasons beyond our own control, Iona College will reimburse learners in full for the training which was cancelled. Because of the short duration of the programmes that Iona College deliver, Iona College will commit to deliver all programmes.

Quality Manual – Iona College	
Title: Section 3.2.3 Learner Induction	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

3.2.3 Learner Induction

All learners are required to complete a learner starter form on the first day of training if it has not already been completed by the training co-ordinator on initial contact. These will be provided in the tutor folder by the training co-ordinator. The tutor then distributes the form to all new learners who have not studied in the college previously. The tutor advises the learner of the requirement for the completion of the form and any GDPR consent requirements.

The tutor collects the form, checks that all of the required information has been included and returns the completed forms to the training co-ordinator who uploads the information to the Learner Management System (LMS). Completed forms are then shredded.

Learners sign the attendance register and following this, complete three documents on the first day;

These documents consist of:
- Learner Starter Form
- GDPR consent & privacy
- Emergency contact page

New learners are then given the link to the learner handbook from the website and requested to read through it. The Tutor provides an overview of quality systems relevant to the learning experience via power-point which includes information about assessment, plagiarism, deadline for submission and protocols in relation to certification and appeals.

Quality Manual – Iona College	
Title: Section 3.2.4 Learner Progression	
Version: 2.0	**Authorised By:** Helen Macken
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3.2.4 Learner Progression

Iona College has in place transfer and progression routes into and onwards from programmes leading to awards on the framework. This information is communicated to all learners during the induction process. Learners who successfully complete a QQI component module or Major award will also have further learning opportunities within a learner progression pathway (e.g. studying for further modules or Major awards). Throughout the course of study, tutors advise learners of other modules that they can undertake in terms of expanding their breadth of knowledge at the same level or encouraging learners where appropriate to study at level 6. From time to time, learners will inform tutors that they wish to migrate to another field of study and learners are advised on how this can be achieved. Examples are from childcare to health or social care awards.

Iona College is developing a learner progression pathway in partnership with an external guidance service/expert career guidance consultant to support learners with further education and training opportunities.

Quality Manual – Iona College	
Title: Section 3.3 Programme Monitoring and Review	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

Currently all Iona College programmes are Tutor led through a virtual learning environment as a direct result of the Covid-19 pandemic and associated restrictions.

3.3.1 Programmatic Review

Iona College aims to undertake a review of one QQI major award programme per annum, on a five-yearly cycle. Iona College refers to this as a programmatic review.

The aim of the programmatic review aims to provide a platform for the continual enhancement of programmes, by identifying gaps and analysis areas requiring revisions.

3.3.2 Programme Monitoring

Iona College monitors each individual component programme on an on-going basis. To facilitate the continuous monitoring of programmes, Iona College seek feedback on all elements of programmes; assessment, delivery, teaching and learning.

The Programme Review and Evaluation Board (PREB) takes responsibility for the review of information generated by the monitoring activities. It is also tasked with identifying a reason for continuous improvement and proposals for programme modification, where necessary. When making any proposals for modification, initial feedback is sought from the Director of Learning and Development. Minor modifications are approved internally by the PREB whereas major modifications require QQI approval prior to implementation. In such cases the AQC must approve signoff. Such modifications are defined below:

Minor Modifications:

Changes to the admissions process,
- Changes to module indicative content without impact on the learning outcomes of the module,
- Revisions to assessment processes in a module, providing such changes remain consistent with the approved programme information.

Major Modifications:

- The addition of modules to a major award programme which have not previously been validated by QQI.

3.3.3 Annual Programme Review Report

Iona College aims to produce an annual programme review report. This will be a joint collaborative project between the Director of Learning and Development and the Training Coordinator under the auspices of the PREB. The outcome of this report is to produce an annual Programme Quality Improvement Plan (PQIP) aimed at ensuring identification of gaps, identification of effective practice (nationally and internationally) recommendations and the identification of other key inputs such as:

- Programme related feedback received from QQI,
- Review/recommendations from the PREB,
- Learner completion rates,
- Learner achievement rates,
- Review of programme related marketing material,
- Review of programme related material and resources,
- Feedback from Learners and Tutors,
- Feedback from Training Coordinator,
- Review of relevant and new developments in training delivery,
- Review of research into related programmes offered by other providers and for benchmarking purposes.

The Iona College AQC is responsible for approving the review of findings from the PREB on programme reviews and will provide the final approval and signoff on the Annual Review Report.

Quality Manual – Iona College	
Title: Section 4: Staff Recruitment, Management and Development	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

Section 4.0 Staff recruitment, Management and Development

4.1 Staff Recruitment

This Iona College Policy statement is in compliance with the Qualifications and Quality Assurance (Education and Training) Act 2012 and outlines our approach to staff recruitment and development. Iona College always endeavours to recruit staff /contractors who are the best person for the job at hand and who will work under the guises of Iona College's mission and philosophy at all times.

Recruitment of said staff will be guided by our Human Resources Policy, Equal Opportunity legislation and effective human resource practices and principles. This policy applies to all ongoing and fixed term, full and part-time appointments and contracted tutors.

4.1.1 Key Principles

The following key principles inform our decision-making in relation to recruitment and selection of staff;

- Recruitment, selection and appointment will be undertaken and completed by the directors of the college;
- Recruitment and selection will be based on requirements of relevant legislation, industry accreditation and our moral responsibilities;
- To sustain a working environment that attracts, develops and retains committed employees, who share in the company's goals, objectives and ongoing achievements;
- To take all reasonable steps to ensure that the policies and procedures are executed in the most cost-efficient manner;
- All appointments will be made on the basis of the careful and consistent application of the principle of 'best person for the job' depending on the job description;
- Appointments will be made in open competition by external or internal application by word of mouth in the college, on the college website www. ionacollege.ie or on social media;
- Recruitment and selection processes will be conducted on the basis of fair and equitable treatment of all applicants;
- The information provided at interview will be deemed confidential and governed by both GDPR legislation and our internal Privacy Policy;

- Recruitment and appointment processes, including decisions, will be consistent, transparent, professional and timely;
- Decision-making will be the responsibility of the directors and will be merit based;
- All appointments will commence with a period of probation for 12 weeks or as deemed appropriate to the position;
- Where equal merit occurs between an external and internal applicant, preference will be given to the internal applicant;
- Clearly defined job descriptions are in place for all levels, which are used in the selection process. These include detailed recruitment criteria (person specification) and recruitment processes that are in keeping with employment equality legislation.

4.1.2 Staff Roles

Iona College employs two directors and a training co-ordinator; all other staff are contracted as required. As a small company, there would not be sufficient hours to employ tutors on an ongoing basis. Many of the contracted tutors are employed by other colleges and are also working in their vocational area. As a result, tutors are well informed and aware of current training needs in the area, new recommended codes of practice and they will advise us of same offering a level of external stewardship for programmes to improve content for programmes and disseminate information to learners. This approach also assures tutors that they have continuous work from several employers and that we have a bank of tutors available at all times.

Both directors own 50% of the company and are full time employees of the college.

The role of the Managing Director is to:
- Manage the stakeholder relationships,
- Commercial governance ,
- Marketing campaigns,
- Recruit staff,

The role of the director of learning and development is:
- Management of the QA system,
- Management and approval of programme content,
- Certification,
- Monitor tutor performance,
- Provide feedback to learners and tutors,
- Academic governance.

Jointly both directors, manage the day to day operations of the college.

The training co-ordinator role is administrative and includes:
- Online marketing,
- Managing the website,
- Dealing with learners from registration to inviting them to graduation,
- Booking tutors,

- Sourcing training venues,
- Engaging with host companies to seek work placement for learners,
- Garda vetting process,
- Preparing portfolios for marking and invigilation,
- Management of content on Smartsheet
- Learner Support
- Review of end of programme learner surveys

All persons working for Iona College complete the national vetting process.

Tutors

Tutors are required to have a qualification one level above the level that they are teaching and to have at least 1 year relevant vocational experience as well as a qualification in training and development.

Depending on the programme, tutors may in addition need specific professional qualifications for example people moving and handling qualification or Cpi certified MAPA instructor.

Tutors are responsible for their own CPD as they are employed on a contracted basis.

Tutors are encouraged to submit CV and copies of relevant certifications for review by the directors who will then interview and appoint tutors as appropriate. As required, tutors are requested to renew their certifications and provide the college with new certifications as received. One of the college directors will visit the tutor on site to review their performance in an unannounced monitoring visit and offer constructive feedback to them at least once per year/ per programme depending on the length of the programme.

Administration Staff

Administration staff are required to possess relevant qualifications and experience of business administration suitable to their role in addition to good IT competency.

Quality Manual – Iona College	
Title: Section 4.2: Staff Communication	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

4.2 Staff Communication

Iona College communicates with all staff academic and non-academic through telephone, email, or face to face. Meetings are held with the training co-ordinator to determine rosters which are emailed to relevant tutors typically one month in advance of delivery. Tutors confirm booking through email. In the event that the tutor cannot deliver the training due to an emergency, they must contact the training co-ordinator who will try to find a replacement tutor. Where this is not possible, both directors can deliver training and so can replace the tutor at short notice.

Tutors send in a daily report which outlines the content delivered and any issues arising that need attention. This report is acted on where necessary by the training co-ordinator and or the directors of the college where appropriate. Where issues arising affect other tutors, they will be contacted by email or by phone depending on the urgency of the issue.

Staff suggestions are emailed for the attention of the senior management team who will respond by forwarding suggestions to the relevant committee for review and or response. Staff may also make suggestions at team meetings or by phone to the college. Tutors have access to and are notified of changes to a knowledge bank for content, assessment materials and learner supports through the learner management system.
Communication from learners is forwarded to tutors via text message if someone cannot attend for example.

Tutors are shown their learner evaluations and are advised of all compliments received on their behalf, as are all staff. Where complaints are received tutors and staff are advised of the nature of the complaint and supported through the complaints process.

Tutors and staff are invited to attend the bi-annual graduation and distribution of certificates to formally acknowledge their hard work and support.

Quality Manual – Iona College	
Title: Section 4.3: Staff Development	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

4.3 Staff Development

This policy statement relates to the training and development of all staff employed by Iona College. Iona College is committed to the development of each individual's potential and career opportunities in terms of the Iona College motto of "attitude, skills, and knowledge" which will ensure a system of continuous improvement for our College. This training and development may be delivered in Iona College and delivered by own senior staff or may be sought externally to the company as CPD from another college or university. The development of staff encourages:

- Improved performance by renewing skills or revising knowledge
- Extending current provision of courses
- Keeping the College relevant and up to date
- Developing potential for all staff
- Making the college more efficient
- Understanding systems to improve learner experience
- Responding positively to staff suggestion for training after staff appraisal
- Improved job satisfaction
- Improved competence and self confidence
- Improved staff retention

Iona College encourages all staff to further develop by attending conferences, briefings, workshops and communicating with other staff to improve peer to peer communication and thus encourage reflective practice. Iona College encourages tutors to sit in on the classes of fellow tutors to evaluate tutor's performance or to shadow fellow tutors to learn other methodologies that they could bring to their classes.

An ongoing system of staff development encourages the development of a well-rounded, well performing team who are known to each other as sometimes the work of a tutor can be very isolating especially in a classroom setting offering rare chances for peer to peer reflection other than while on breaks. While offering opportunities for CPD, Iona College recognises that all staff must keep their knowledge and certifications up to date which requires time and effort.

Quality Manual – Iona College	
Title: Section 5.0: Teaching and Learning	Policy Statement
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

Section 5.0 Teaching and Learning

5.0 Policy Statement

Iona College is committed to continuously developing teaching and learning strategies so as to optimise the learning experiences of our learners. At Iona College we promote the development of the person – the learning experience is not solely about the acquiring of learner knowledge and skill but also focuses on encouraging learners to evaluate and reflect on their own competencies, capabilities and aptitude. Iona College believes that developing confidence in the learner's own abilities will naturally progress their appetite for learning. Currently QQI programmes facilitated by Iona College are all either online blended in response to the Covid-19 pandemic or more traditionally classroom based. Tutors received training on how to set up and deliver training in a virtual classroom and Zoom licenses were obtained for all tutors.

The teaching and learning policy is developed on the elements of teaching experience, qualifications, subject matter knowledge and understanding the mutually-respectful 'teacher-learner' relationship.

Up until recently all Iona College facilitated QQI programmes have been classroom based, with Iona College ensuring the provision of a safe, inclusive and expertly managed space. However, the current Covid-19 pandemic has required us to migrate all teaching and learning provision into the online-blended learning space. This has not impacted upon the quality of the teaching and learning experience and it continues to be subject to regular monitoring, reflecting Iona College's commitment to internal reviews, self-monitoring and self-evaluation. The detail of which is documented in QA 4 and much more specifically in QA 11.

Quality Manual – Iona College	
Title: Section 5.1: Promoting a Learning Ethos	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 February 2020	

5.1: Promoting a Learning Ethos

Teaching Approach

At Iona College we coordinate a learner-centric approach by offering varied learning methodologies to suit the needs of the holistic adult learner. These methods will encourage peer to peer learning, discussion and think tank sessions which are currently explored through the facilitated classroom environment.

We provide access to a high-quality training and education experience by ensuring all tutors are appropriately qualified, experienced and committed and aim to:

- Provide for all adult learning styles i.e. visual, auditory, reading, writing and kinaesthetic Encourage learners to seek additional guidance and support if returning to education or with limited experience of undertaking assessment;

- Assist tutors to assess the success of content and enable a system of continuous improvement supported by learner and tutor feedback;

- Monitor progress of learners throughout their learning journey and in doing so, provide motivation and encourage continued participation.

Respond quickly to ever changing and emerging vocational needs or in response to employer's request for particular training

Our approach to teaching and learning encourages the development and enhancement of knowledge, skills and aptitude for learners, and challenges to make the learning experience much more relevant and interesting. This is further cemented by requiring learners and employers to complete a training needs analysis (TNA) using the following process:

5.1.1 TNA (Learner)

Iona College determines the needs of the learner by:
- Initial consultation by phone, email or social media to determine the needs of the learner in terms of their course preference;
- Completion of learner enrolment form;
- Request for disclosure on requirements for any additional support;

- Review of draft submission of assessment and feedback to learner;
- Formative and summative feedback to learner;
- Review of workplace monitoring visit to employer;
- Post course evaluation;
- Tutor feedback.

The training need is typically determined by communication to the training co-ordinator who will confirm that the needs of the learner will be met by attending an existing course or that a course may need to be amended/edited or a new course will need to be developed as a bespoke training intervention for a particular group of learners because of the nature of their training need e.g. caring for a client with a particular need which requires more specific assistance. It could also be determined at this stage that a meeting of the AQC needs to be called and a programme needs to be developed for validation.

5.1.2 TNA (Employer/Client group)

Iona College determines the needs of the employer/client group as follows:
- Initial consultation by phone, email or social media to determine the needs of the learner group in terms of course preference or a challenge they have encountered in the workplace that requires a training intervention;
- A result of an inspection report from a regulatory body which highlights areas of improvement which can be met by a training intervention;
- Request to upskill or cross skill staff;
- Response to staff appraisal request;
- Change in legislation or process.

5.1.3 The Learning Experience - Promoting Learning

Iona College takes a consistent and balanced approach to the learning experience with all award relevant guidelines and documentation standardised centrally;
- Programme Materials are developed from, reflective of and aligned to the programme validation documentation and to the NFQ Grid of Level Indicators to ensure that the criterion applicable to the level of learning has been accurately reflected in the development and attainment of knowledge, skills and competency;
- Programme development meetings and programme reviews completed by the PREB; in response to completed TNA, corrective action, or change in legislation.
- Our teaching strategy is coherent and variable. This allows for a range of techniques to be used to support individual learner styles and appropriateness to the learning pathway and methodology, such as classroom, online and/or blended. Our techniques include but are not limited to,
  - Inquiry-Based Learning
  - Cooperative Learning
  - Visualisation
  - Differentiated Learning
  - Professional Development

The learning experience is monitored from the outset with potential new learners being informed prior to registration of their requirements to engage in a learning experience that is autonomous. Learners are informed upon commencement via the Learner Handbook that their participation and engagement throughout will be monitored.

The Learner Handbook and the in-class induction session clearly detail the teaching, learning, assessment and on-going monitoring procedures as well as coherently outlining the relevant policies and procedures.

5.1.4 Diversity of Learners

Iona College recognises that there is increasing diversity in learners entering further education, including non-traditional groups. i.e.,
- People with English as a second language or third language
- Learners with visual impairment
- Learners with mild intellectual disability
- Early school leavers
- Learners with literacy and numeracy challenges

Iona College aims to respond to and support the range of diversity presenting across its Learner profile through its ethos of mutual respect and dignity and respect policy. As outlined above and with regards to teaching strategies, Iona College appreciates its responsibility to adapt to different learning requirements and offer Reasonable Accommodation for those that need learner support. Where literacy and /or numeracy challenges arise, learners are directed to a literacy support agency to support their learning and therefore postpone commencement of training until their skills improve.

5.1.5 Assuring Quality of Training

Assessments completed by learners demonstrate critical thinking and transfer of knowledge which informs programme development and assures the quality of training delivery. Employers are actively seeking to employ learners from Iona College with some employers only taking learners from Iona College exclusively for work placements. This is a measure of the quality of the training delivered.

5.1.6 Complaints

Iona College is committed to resolving issues in the context of complaints to the satisfaction of all parties, where possible.

Learners are asked to submit their initial complaint via written notification to the training co-ordinator who will then forward the complaint to the tutor or the senior management team depending on the severity and nature of the complaint who will then work to resolve the issue(s) presenting. In instances where the complainant remains unhappy with the outcome, they may appeal the findings. The procedural process of making and resolving complaints is outlined in our Complaints Policy and detailed in the learner handbook.

The procedure regarding learner complaints which relates specifically to the assessment and appeals process is outlined in QA 6 and is also comprehensively documented in the learner handbook.

In all cases of complaints, appeals and any other type of dispute with learners, tutors, employees and/or other stakeholders, it is the policy of Iona College to communicate through email so as to ensure a clear and transparent communication trail.

Quality Manual – Iona College	
Title: Section 5.2.1 Programme Delivery	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

5.2.1 Programme Delivery

In order to guarantee the consistency and quality of service, all Iona College tutors must be equipped with all the training materials, resources and equipment necessary for effective course delivery. All tutors will be provided with a lesson plan, content, assessments and a pre-course checklist that will highlight any issues that need to be addressed by the tutor/ Iona College prior to course commencement.

The checklist will include the following:
- Location of venue
- Equipment required
- Location of fire exits
- Name of first aider
- Location of toilets
- Location of canteen if required
- Health and safety checklist
- Location Risk Assessment
- Location of Assembly point
- Signage
- Venue Checklist

The tutor will be provided with the following at the location:
- Attendance register
- Learner Enrolment forms
- Flip chart
- Flip chart markers
- Markers
- Projector
- Iona College training materials which will contain Iona College logos (may be tutor's own materials which they have developed and sent forward for review by the Director of Learning and development or content developed by Iona College or a combination of the two) Branding the training materials with Iona College logo does not suggest intellectual property rights and issues relating to intellectual property will be dealt with in the contracted training contract for service.
- Pens

- A4 notepads
- Name templates
- Course evaluation forms
- Assessment portfolios containing briefs, marking sheets and cover sheets
- Camcorder if needed

Quality Manual – Iona College	
Title: Section 5.2.2: Academic Integrity	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 February 2020	

5.2.2 Academic Integrity

Iona College is committed to and guarantees to demonstrate honesty, morality, respect, fairness and responsibility to and for staff, learners and tutors. Iona College has the procedures and processes in place to ensure that a positive and progressive life-long learning experience is available to all. These include but are not limited to:

- Programme Content as appropriately designed to the syllabus of the relevant subject learning outcomes and discipline.
- A Synergistic Andragogy (SA) Approach is applied to the learning process to enable powerful, interactive, practical and constructive learning.
- Tutors are subject to monitoring visits followed by the sharing of constructive feedback.

Iona College manages the process of academic integrity through a number of policy, procedural and process related practices. These include, but are not limited to:

- Quality Assuring Assessment: Assessing Assessments
- Malpractice of Assessment Policy
- Exam Supervision Policy
- Handling Academic Misconduct
- Certification of Learners Policy
- Academic Appeals Policy
- Tutor Code of Professional Practice and Code of Conduct
- Learner Code of Conduct
- Data Security and Retention Policy

In addition to the above, Iona College also works to instill and ensure the practices of the following fundamental values of academic integrity:
Honesty – Iona College encourage practice of the quest for truth and knowledge through intellectual and personal honesty in learning, teaching and service provision.

Trust – Iona College fosters and relies upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows the inquiry of learning to reach its fullest potential.

Fairness – Iona College establishes clear and transparent expectations, standards, and practices to support fairness in the interactions of learners, tutors and administrators.

Respect – Iona College defines the value of academic integrity as inclusive of respect: the interactive, the cooperative and the participatory nature of learning. Iona College honors, values and considers diverse opinions and ideas.

Responsibility – Iona College builds its reputation upon the foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

Iona College aims to promote a learning experience whereby academic integrity allows learners and staff the freedom to build new ideas, knowledge and creative works while respecting and acknowledging the work of others. Iona College will respond to academic misconduct in a fair, consistent, transparent and timely manner.

Quality Manual – Iona College	
Title: Section 5.3: National & International Practice	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 February 2020	

5.3: Our Community of Practice

Iona College engages in networking with neighbouring providers at both local and national level to understand and determine current best practice in teaching, learning, assessing, monitoring and evaluation in further education and training. The involvement of externality in Iona College processes such as through the Academic Quality Council, External Authentication, the Independent over-sight and QQI updates and publications also provide opportunities to understand what is deemed to be effective, relevant and reliable. Iona College considers such findings and recommendations in the context of their own practice and continuous improvement.

Iona College belongs to or has membership with a range of external organisations including:

1. PHECC: The Pre-Hospital Emergency Care Council which protects the public by independently specifying, reviewing, maintaining and monitoring standards of excellence for the safe provision of quality pre-hospital emergency care. One of PHECC's statutory functions is to set and review standards of education in pre-hospital emergency care.
2. American Heart Association/ Irish Heart Foundation: The AHA/ Irish Heart Foundation is aimed at healthcare providers who wish to teach a range of Advanced Cardiac Life Support courses. Instructor certification is valid for two years. We have a BLS/ CFR instructor on site.
3. IITD: Irish Institute of Training and Development which allows the college to avail of exclusive access to professional development, supports and networking opportunities to like-minded people. The IITD offers a knowledge centre that helps to develop training and people within the organisation.
 4. City & Guilds who develop programmes of learning, learning technology, certification and assessment to support services and flexible learning options to enable people to progress in their careers.
5. Crisis Prevention Institute to deliver Management of Actual or Potential Aggression (MAPA). As a nationally recognised and leading programme, MAPA is a behaviour management system that teaches skills for assessing, managing, and responding to risk behaviour. The focus is on verbal de-escalation, prevention, and early intervention. The programme gives you an effective framework for decision making and problem solving. Iona College has a MAPA instructor on site.

5.3.2 International Community of Practice

At an international level, Iona College strives to keep abreast of how teaching and learning practices in further education and training across different countries enhances the quality of the learning context. This does not only apply to the processes and systems of disseminating content and assessment but also when sharing learning and knowledge relevant to the subject and topic fields. Our colleagues in Rutledge Recruitment and Training, offer benchmarking information on best practice and deliver training in similar fields under the City and Guilds accreditation in the UK and abroad. They also assist with progression pathways for learners to study abroad.

5.3.3 Standards and Benchmarking - Effective Practice

The Iona College Peer to Peer Review purpose is to assist the college in identifying comparative strengths and weaknesses both within and across programmes, and use the findings as a basis for developing improvements in academic quality. Iona College define benchmarking as a quality process which is used to evaluate performance by comparing internal academic practices to sectorial good practice.

Areas of effective practice for peer-to-peer processes to be used for benchmarking include;

1. Understanding what defines 'good practice' in further education and training,
2. Identifying specific areas of good practice within different programmes, i.e., teaching and learning facilitation including use of resources, assessment materials and instruments, procedural approaches to assessing assessment, responding to learner requests for support/reasonable accommodation,
3. Collaboration between tutors and assessors,
4. Internal communication processes.

In order to continuously work towards application of best practice in the quality of our teaching and learning, Iona College engages in benchmarking activities through;

- Trend Analysis in grade distribution via the QQI Info-graphics; nationally and by sector (within RAP)
- Documented self-evaluation assessments (cyclical)
- Peer to Peer Activities (Tutors compare and contrast)

Benchmarking reviews provide Iona College with the opportunities to reflect on alignment to QA sub-areas of specific interest (for example, Learner registrations-Learner completions; Grade distributions in specific components). Findings going forward will be reported to the Academic Quality Council for discussion and next steps to be identified and ratified for implementation. Cross moderation of portfolios is completed for each certification submission where portfolios from all tutors and all assessors are remarked to ensure consistency of marking and awarding of grades.

Quality Manual – Iona College	
Title: Section 5.4 The Learning Environment	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 February 2020	

5.4: The Learning Environment

Iona College is committed to the provision of training facilities which are fit for purpose, clean, comfortable and accessible for all learners whilst providing learners with an environment that is conducive to learning. This process is supported by:

- Funding budget for upkeep of premises
- Venue checklist
- Complaints procedure
- Tutor daily report

5.4.1 Health and Safety

Iona College endeavours to provide a safe and healthy working environment for all staff, learners and contracted tutor and to encourage an atmosphere that is conducive to learning which is respectful and inclusive for all people who may wish to use our service. Iona College ensures that health and safety practices are adhered to by tutors and tutors in external training venues.

Iona College recognises its obligations and duties as an employer to direct and manage and to ensure, so far as is reasonably practicable, the safety, health and welfare of all employees, contracted tutors and members of the public who may visit its premises as required under the Safety, Health and Welfare at Work Act 2005.

5.4.2 Safety Management Structure

5.4.2.1 Directors

The directors of the Company are responsible for the overall management of safety of all people using our service and the development and maintenance of policy to support this.

Duties include but are not limited to:
- Taking a proactive response to facilities management to ensure safety for all users by completing a risk assessment of all training facilities and resolving issues on the ground prior to course commencement. Risk assessments to be visible and available in all training facilities and regularly reviewed.

- Ensure that there are sufficient funds available to maintain safe facilities as much as is reasonably practicable
- Where director needs additional assistance that this may be sought from third party advisors
- Communicate and enforce safety statement to all stakeholders on a regular basis
- Recruit responsible staff and contractors using the recruitment policy
- That all staff, contractors and learners are held accountable for the actions in relation to health and safety in the workplace and actively communicate this on a regular basis and formally during appraisal where appropriate.
- Provide adequate training for relevant stakeholders to ensure a safe place of work relevant to their roles
- Exemplify good, safe work practices at all times
- Maintain fire exits clear at all times, fire certification and fire-fighting equipment
- Communicate evacuation procedures to a clearly marked assembly point
- Maintain good housekeeping standards to ensure sanitary, hygienic conditions with good waste management to control pests/
- Complete accident or incident investigations promptly once reported and to communicate findings to relevant stakeholders.

5.4.2.2 Employees and Subcontractors

The responsibilities for this group are the statutory obligations under the Safety, Health and Welfare at Work Act 2005, Part II Section 9, which includes the following:

• Take reasonable care of their own safety, health and welfare and any other person who may be affected by their actions or omissions while at work.
• Co-operate with their employer and any other person, in order to comply with any of the relevant statutory provisions.
• Use the safety equipment or clothing provided, or other items provided for their safety, health, and welfare at work.
• Report to their Manager or tutor, without delay, any defects in equipment, place of work or systems of work which might create a danger to the safety, health, and welfare to themselves and others.

They must not:
• Intentionally or recklessly interfere with or misuse any appliance, or safety equipment provided to secure the safety health or welfare of persons arising out of work activities.
• Only carry out duties you are trained to perform.
• Keep work areas and canteen clean.
• Be careful when moving items.
• Do not run on floors and stairs.
• Any form of dangerous pranks or unauthorised hazardous activities are totally prohibited on the premises or in training venues.

5.4.2.3 Safety Representative

Appointment of a Safety Representative is described as a duty of the employer under the Safety, Health and Welfare at Work Act, 2005.

Duties of the Safety representative are as follows:

- Communicate with management on any aspects of safety, health, and welfare at the place of work.
- Investigate accidents and dangerous occurrences.
- Receive and seek advice and information from inspectors on matters of safety, health, and welfare at work
- Carry out inspections of the premises to determine any potential hazards on the premises.
- Investigate potential hazards and complaints made by any stakeholder at the place of work.
- Iona College has a nominated Safety Representative.

5.4.2.4 Provision of Safety Training and Instruction

The Company provides all necessary training to each employee/contractor to ensure their safety and health in the workplace. The Company recognizes that safety procedures and instructions are still required to reinforce the safety training delivered and all managers are required to lead by example in terms of safe practices.

All staff be they employed or contracted receive induction training on commencement of employment in relation to safe practices in Iona College and in other venues where they may be working as required. Staff are made aware of the need for vigilance to ensure a safe working environment and that it is the responsibility of all staff and learners to highlight hazards when observed so that they can be controlled or removed where possible.

The Company recognises the important role of our safety representative as set out in Section 13 of the Safety, Health and Welfare at Work Act, 2005 and is committed to cooperating with it.

5.4.2.5 Welfare

Toilet and canteen facilities are provided in all of our training venues to ensure the welfare of employees, contracted staff and learners. A separate canteen is provided where practicable for the learners to have lunch breaks away from staff facilities is also provided. All persons using the facilities are responsible for their hygienic upkeep.

The Company adheres to the provision of the Safety, Health, and Welfare at Work (Pregnant Employees etc.) Regulations 2000, (SI 218/2000). Any person who is employed or contracted or is a learner on any of our courses has a pregnancy risk assessment completed to ensure their continued safety with the College/host company. If a learner is on placement, they are encouraged to inform their manager as soon as they are aware of their pregnancy so that they too can risk assess to confirm a safe place of work for mother and baby.

Persons who are under medical supervision or on prescribed medication and who has been certified fit for work should notify the Training Co-ordinator/Managing Director of any known side effects or temporary physical disabilities which could prevent them completing their work in full or where they may pose a danger to others or themselves e.g. using equipment, or driving. Other work may be arranged where possible for the person until they are deemed fit to return to full duties.

Nobody is permitted to enter or remain on the premises while under the influence of illicit drugs or alcohol. Any person found in breach of this stipulation will be liable to instant dismissal.

5.4.2.6 Dignity at Work Policy

The Company is committed to providing a safe place of work which is free of any kind of harassment. The Company enforces a strict policy prohibiting all forms of harassment. The Company's Dignity at Work policy applies to all persons involved in the operations of the Company and prohibits harassment by any employee or contractor of the Company, including directors, tutors, staff, learners, and guests, as well as by any person doing business with or for the Company. Harassment in any form, including verbal, physical and visual conduct, threats, demands, and retaliation, is prohibited. Harassment includes but is not limited to:

- Verbal conduct such as derogatory comments, slurs or unwanted sexual advances.
- Visual conduct such as derogatory posters, photography, cartoons, drawings or gestures.
- Physical conduct such as assault, unnecessary or unwanted touching, blocking normal movement or interfering with work.
- Threats or demands
- Retaliation for having reported or threatened to report harassment.
- Communication via social media, email or in writing that could be deemed offensive or unwanted.

A robust grievance procedure is in place which may be instigated at any time if a person feels that they have been the victim of a breach of the Dignity at Work policy. A complaint may be filed to either of the directors or tutors as appropriate and will be promptly investigated.
A complaint in writing will be provided outlining the matter as soon as it arises and given to the aforementioned staff. It should include:
- What happened
- When
- Who was involved
- Who witnessed the incident
- How it made you feel

The Company will immediately undertake an effective, thorough and objective investigation of the harassment allegations. Once the investigation is completed and determination is made regarding the alleged harassment, the result is communicated to you as soon as possible.

5.4.2.7 First Aid

There is a first aid box available in all training venues to deal with minor injuries. In the event of a more serious injury being sustained, Certified First Aider if available will treat where possible and call for ambulance if necessary. Details of next of kin are requested from all learners and will be notified in the event of a serious incident as will the directors and the safety representative so all reports can be completed and accident investigation commenced where appropriate. Most of the tutors who are employed by or contracted to Iona College are nurses or are certified FAR and CFR certified as is the Managing Director.

5.4.2.8 Fire and Emergency Plan

Plans for fire and other emergencies have been prepared and are in place. Evacuation drills will take place at least once a year or more often if required. Staff and learners comply with the tutor/ manager in the event of an evacuation incident. From induction training the procedure is gone through in detail with everyone and the assembly area is identified regardless of the training location. All emergency exits are clearly marked and free from obstruction at all times. Fire extinguishers are provided and appropriately sited and tested and serviced on an annual basis by specialised contractors.

Fire extinguishing appliances are readily identified, with easy access and will be unobstructed at all times. The appliances must not be interfered with in any way. No person must enter a smoke-filled area or area on fire.

5.4.2.9 Accident/Incident Reporting

All incidents, no matter how trivial, and whether to employees or visitors must be reported immediately to the tutor/manager / training co-ordinator and the appropriate form must be completed. This will provide for better safety for all by informing the Company of previously unrecognized hazards which need to be controlled to prevent recurrence. The staff will ensure appropriate first aid is applied where necessary.

Where an accident investigation is necessary, everyone is required to co-operate fully with such an investigation and to provide any information which may be useful in establishing the circumstances leading up to the accident. If an employee is absent from work for more than three calendar days due to an industrial injury or illness, it is a statutory requirement (S1 No. 44. 1993) that formal notice is given to the Health & Safety Authority on the appropriate form 'IR.1'.

5.4.2.10 Smoking

Iona College and all of its external training locations operate a no smoking policy. This includes vaping of any description. Smoking is permitted outside of the venues in designated areas only. Any breach of this policy may result in disciplinary action or request to vacate the premises. Smokers are required to:

- Smoke only in the designated areas
- Not to block entry or exit to buildings
- Ensure that all naked flames, matches/lighters are extinguished in full.
- Receptacles providers for smokers are used to prevent littering of area

5.4.2.11 Learning Opportunities

Learning opportunities have arisen as a result of the Covid 19 crisis this year where within one week all of the teaching in the college migrated to an online platform in response to the Ireland's Call initiative in conjunction with the Education and Training Boards.

Where previously training had been delivered classroom style, we opted to deliver in an online classroom using the Zoom application with the same content and tutors so as not to disadvantage learners who were in the middle of programmes so that they could finish their course of study.

With approval of the AQC, alternative arrangements were put in place to replace theory examinations which would require face to face interaction. The tutors developed replacement assessment instruments to meet and assess the learning outcomes which were approved by the PREB and ratified by the AQC.

On review of end of programme learner surveys, the overall consensus was that this could become a preferred method of learning. Contingency plans were developed and forwarded to QQI to keep them informed of our continued commitment to QA.

New learners requested that they too could attend courses so the scope of delivery expanded to deliver to all learners online, all programmes with attendance in full mandatory.

Learning opportunities also arose at this time to complete online infection prevention and control for nursing homes and social care providers to advise staff of new procedures to manage the virus and maintain their health and well being and that of their clients.

5.4.2.12 Learning Environments

Iona College delivers in our own training centre as well as in a variety of settings including:

- ETB Training centres Healthcare Support and Early Childhood Care and Education
- Nursing homes CPD courses including Safeguarding the Vulnerable Adult, Infection Control, Patient Moving and Handling or modules including Palliative care
- Day care centres CPD courses including CPR and Patient Moving and Handling

- Social care outreach centres courses including MAPA, fire safety and manual handling
- Schools courses including CPR
- Sports clubs courses including FAR and CPR
- Hotels various training
- County childcare facilities Early Childhood Care and Education major award
- Ardee business park Healthcare Support major award
- Community centres e.g. IWA Kilkenny Healthcare Support major award

Regardless of the setting, the training co-ordinator before booking the venue will go through the venue checklist to ensure that the training venue meets the required standard. The dates and times of attendance are confirmed and sent to the tutor in advance of training. Should issues arise once the tutor is at the venue, they will contact the manager of the venue to rectify issues locally and if this is not possible, they will contact the training co-ordinator to advise of the issue and look for alternative venues if required.

Quality Manual – Iona College	
Title: Section 5.4.3 Learning Off Campus	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 February 2020	

5.4.3 Learning off-campus

Each of the QQI major awards programmes Iona College offer require an element of work experience placement. This work placement is facilitated in a host company known to the college or individually sought by the learner. In either case, the learner makes the initial contact. If they are unsuccessful in confirming the placement, Iona College will then contact the network of host companies to secure an alternative placement for the learner. Iona College promotes a minimum of 250 hours typically for healthcare learners as the HSE will employ learners only with a minimum of 300 hours work placement training with 200 hours for childcare as opening hours are shorter. Invariably once the learners commence training, they are regularly offered paid employment after approximately 80 hours completed as the employer has determined their competence to work. These hours are still considered placement hours even though the learner is now employed by the host company.

The learner agrees the schedule of work placement duration directly with the host company, providing Iona College with a copy of a signed letter from the host.

Support to learners is increased during the work placement so as to include on-site visits to both the learner and the provider. There is also increased contact by phone, initially to host companies to confirm the placement and forward insurance details and CPD certification where required.

The tutor for the module or one of the directors will visit at the start of placement, mid-way and then before placement is completed to ensure host company and learner expectations are being met and to alleviate any issues arising from either side.

Feedback is generated as a result of these meetings, collated and documented on the Iona College 'Work Placement Visit Form'.

Iona College manages learner code of conduct during the work placement via the requirement of each learner to sign a 'Code of Conduct' declaration. The learner and host company each hold a copy of the signed document with an additional copy retained in the learners' file in Iona College.

Iona College insurance covers;
Public Liability €6,500,000
Products Liability €6,500,000
Employers Liability €13,000,000
Professional Indemnity €1,300,000

Learners have to complete and sign timesheets for each shift completed, recording start and finish times plus supervisor's report at the end of the placement.

Iona College has in development, a 'Workplace Guidance' policy and supporting procedural processes. The policy and operational processes are inclusive of a broad range of legislation, regulations and standards including but not limited to;

- Learner Code of Conduct;

- Tutor Code of Conduct;

- Host Company expectations;

- The Safety, Health & Welfare at Work Act;

- Children's First Act 2015;

- Safeguarding of Vulnerable Adults;

- Infection, Prevention and Control.

All of the above information is explicitly detailed in our Learner Handbook and supporting Code of Conduct procedures.

Quality Manual – Iona College	
Title: Section 5.4.4 Physical Premises, Equipment and Facilities	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 February 2020	

5.4.4. Physical Premises, Equipment and Facilities

Iona College is committed to ensuring the availability and accessibility to safe and healthy teaching and learning environments for all staff, learners and contracted tutors and to encourage an atmosphere that is conducive to learning; one that is mutually respectful and inclusive for all.

Iona College recognises its obligations and duties as an employer to direct and manage and to ensure, so far as is reasonably practicable, the safety, health and welfare of all employees, contracted tutors, learners and members of the public who may visit its premises or alternative premises hired by Iona College, use of associated facilities and equipment, as required under the Safety, Health and Welfare at Work Act 2005.

Iona College recognises that facilities and premises must take account of diversity of needs and seek to ensure requests for accommodations are appropriately granted. All premises and associated facilities will be checked to ensure accessibility. A venue (health and safety) checklist will be completed prior to use to confirm any one or more of the following;

- Wheelchair accessibility
- Appropriate room size (and to enable appropriate room layout)
- Appropriate lighting and ventilation
- Appropriate access to and standard of facilities such as toilets
- Car parking and building access
- I.T. availability
- Identification of hazards
- Wi-Fi

Iona College manages its own arrangements within its own physical premises;
1. Training room is set up for the required number of delegates in U-shape configuration.
2. The designated room is reserved for the duration of the course.
3. Projector is in working order.
4. Ensures that climate control is operational.
5. Training room is fit for purpose.
6. Flip charts and pens are provided.
7. Refreshments are provided as per contract of services.

Iona College schedules the course venues and facilities in advance of course advertising. The quality assurance of such venues and facilities external to the Iona College site in Kells, is monitored both by way of regular visits by the Managing Director and/or The Director of Learning and Development and by way of completed documentation for each booking made.

The training co-ordinator coordinates these areas of work and related elements and is responsible for following up on a premises check which subsequently informs a contract of service and, where necessary, a Service Level Agreement. The training facilities 'requirement' check includes (but is not exhaustive of);

1. The training room allows for disability access, including an operational lift should the room not be on the ground floor.
2. The training room has ample capacity for the number of participants and can be set out in either a u-shape composition and/or classroom style.
3. The required training room is available for the duration of the course and for the designated times needed.
4. There is ample natural daylight, especially if a course is running over the course of a full day.
5. There is appropriate, safe and working temperature control.
6. Electrical equipment is safe and in working order.
7. Associated training room resources such as projector, flipchart(s) and availability of flipchart paper (and pens) can be provided, are safe and to the appropriate standard.
8. Safe access to additional and appropriately hygienic facilities such as WCs (including hand basins) are provided.
9. Refreshments, where required or access to refreshments can be provided.

Where issues do arise, Tutors are required to report such issues immediately or as soon as is possible to the training co-ordinator. The training co-ordinator will then liaise directly with the appropriate person (Facilities Manager/Duty Manager/Other) to ensure issues are resolved in a timely manner.

The Director of Learning and Development in conjunction with the training co-ordinator coordinates the administration for each of the courses and ensures the Tutors have all the required information ahead of programme commencement.

The Tutor is booked for course delivery, sent materials for delivery e.g. attendance register, learner starter forms, and assessment briefs via mail or for collection in the office. In addition all of this material is available on Smartsheet and can be accessed remotely by the tutor as needed. Content to be disseminated via presentations and associated assessment material other than exams are sent to learners via email by the training co-ordinator on the first day of attendance, providing all programme fees are paid. Learners send portfolios back through post or electronically and the training co-ordinator then collates them for track and trace ready for marking and IV. All portfolios are marked by senior staff to reduce variance in marking and reduce the IV burden as well as to accommodate fair and consistent application of assessment

criteria and assessment of learners. Learners are advised of their provisional result within 4 weeks.

Tutor sends in daily report and advises of any issues arising which are dealt with by training co-ordinator or escalated to Director of Learning and Development if in relation to content or where the tutor feels that they need supplemental content in an area so this content must be reviewed and approved before dissemination to learners and rebranded if necessary if and when needed.

Quality Manual – Iona College	
Title: Section 6: Assessment of Learners	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

Section 6: Assessment of Learners

Iona College implements fair and consistent assessment of learners. We implement a system of ongoing review of content and methodologies for our full complement of courses to ensure that learners achieve all of the learning outcomes described in the component specification and others determined as required in addition to those prescribed. Learner progress is continuously monitored through daily reports from the tutor but also directly from the learner through class monitoring visits and course evaluations. In order to implement this policy, there needs to a co-ordinated approach to assessment which involves the following stages:

- Coordinated planning, delivery and assessment

- Recruitment of tutors who are subject matter experts and have vocational experience

- Up to date information to the public through social media, website updates and e shots

- Up to date content review through our LMS for tutors to access content and assessments

- Provision of lesson plans for each day to ensure consistency of approach between tutors

- Ensuring security of assessment and materials

- Providing reasonable accommodation to learners who require additional support

- Ensuring consistency of marking between assessors by appointing senior assessors who are SMEs to mark the portfolios

- Comprehensive internal verification and cross moderation of results

- Comprehensive external authentication from a pool of QQI approved authenticators to assure externality

- Providing formative and summative feedback to learners highlighting areas of competence and areas in need of improvement.

- Offering a learner appeals process

- Completing results approval process with external stakeholders attending

Quality Manual – Iona College	
Title: Section 6.1: Assessment of Learning Achievement	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.1: Assessment of Learning Achievement

Co-ordinated Planning of Assessment:

Iona College determine the assessment schedules with the tutors and inform learners of the dates and times of the planned assessments on the first day of class for the module as well as the deadlines for the submission of the written assignments

The training co-ordinator will ensure that a suitable room will be made available and that there will be no disturbances during an assessment event.

Learner details are entered into the QQI QBS to mitigate against invalid entries at the time of certification.

Tutors will be provided with a tutor pack which contains the briefs, marking sheets, and attendance register which they will be expected to return to Iona College with completed assignments.

Alternatively, if the completed work is to be submitted in soft copy, the attendance register will be returned and the briefs and marking sheets will be submitted directly to the training coordinator by the learner.

The training co-ordinator will note receipt of the completed assessments on the LMS and ensure the file is complete before sending for marking.

Quality Manual – Iona College	
Title: Section 6.2: Development of Assessment Instruments	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 February 2020	

6.2: Development of Assessment Instruments

Iona College develops assessment instruments that are reflective of the validated component descriptor assigned by QQI for the module. When developing assessments, Iona College ensures that all learning outcomes are explored. The assessments are developed in line with the assessment guidelines and the distribution of marks is as specified by QQI.

All assessments are developed by SMEs who are the senior tutor for the module and then edited and or approved by the Academic Quality Council before submission to QQI for validation.

Iona College develops assessments which require research both primary and secondary on occasion. Assessments that reflect on the everyday experience on placement and the challenges encountered and how they were overcome. The assessments are well written and balanced and framed at the correct level for the award.

There are 3 versions of the examination available and these are printed by the training co-ordinator and provided to the tutor on the morning of the assessment event.

All modules and assessments are validated prior to delivery and no changes of any description are permitted. The assessment instruments are branded with Iona College logo and marking sheets are developed to show the assessment criteria. The assessment criteria are set out on the brief so that the learner understands the marking format.

Learners are advised of the assessment requirements and given their briefs on the first day of their module and advised of the corresponding deadline for the receipt of completed work. For each assessment brief there is a brief cover sheet which must be completed and signed and dated by the learner for each assessment.

The brief cover sheet contains three tick box statements and are as follows:

I wish to confirm that I have read and understood the Iona College procedures regarding assignment submission, plagiarism and malpractice.

I wish to confirm that I have retained a copy for my own personal use and in the event of Iona College requesting an additional copy for any reason

I wish to confirm that this is entirely my own work except where referencing in line with Iona College guidelines.

Feedback in relation to the assessments is sought from the learners on an ongoing basis by the tutors. Tutors provide feedback on the assessments through their daily report when needed. For skills demonstrations, feedback is sought from the workplace assessors. On review of the completed portfolios on marking, cross moderation and external authentication, feedback is provided from external sources as well as the members of the Academic Quality Council and during the programme review.

6.2.1 Covid-19

During the Covid-19 pandemic no exams could take place in the classroom and so alternative assessments were developed. The learning outcomes to be assessed during the theory examination were used to devise an additional assignment or learner record by the senior tutor and approved by the AQC.

Quality Manual – Iona College	
Title: Section 6.3 Assessment Process	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.3: Assessment Process

Iona College comprehensively brief the learners on all aspects of the assessment process, to enable them to have access to information on all aspects of assessment to ensure that they have adequate and accurate information on their responsibilities, assessment methods, access to assessment schedule, feedback on progress and achievement to date, appeals mechanism and other relevant assessment information.

6.3.1 Learner Assessment

Learners will be provided with a link to the learner handbook on their first day of attendance. This will outline the requirements around assessment, malpractice of assessment and the appeal process.

Learners are advised on course commencement to inform the tutor of any additional requirements they may have to support their completion of the assessments.

Learners will be advised of the assessments on the first day of attendance for their module and provided with the deadlines for receipt of completed assessments. As the module progresses, the outline of assessments will be provided to the learners by the tutor to give guidance on how to successfully complete the assessments.

Learners are encouraged to submit drafts of their work to the tutors on an ongoing basis so that they can receive feedback

Tutors will monitor and review learners' understanding and progress at regular intervals throughout the course.

Tutors will advise learners on how to professionally present their completed portfolio.

6.3.2 Tutor Assessment and Marking of Portfolios

Iona College endeavours to ensure accurate and consistent marking between tutors nationwide and to ensure marking is in accordance with national standards. Marking is completed for all courses by a select team of senior assessors who have been comprehensively briefed and understand their role and responsibilities in marking portfolios. The team of senior assessors meets collectively once a month or more frequently depending on demand and mark portfolios submitted and cross reference with sample answer plans developed by Iona College for each

programme. The senior assessors will then complete cross moderation of results awarded to assure consistency of marking before submission to the Director of Learning and Development for internal verification.

6.3.3 Skills Assessment during Work Placement

Skills demonstrations are assessed in the workplace to determine confidence and competence in the learners' skills. The workplace assessors are fully briefed and understand their role and responsibilities in assessing skills of the learner and confirm their compliance with the Iona College standards of assessment of skills in workplace.

Due to the nature of the healthcare and early years (childcare training) skills it is not appropriate from a privacy, dignity or consent point of view to record the skills demonstrations and so random monitoring visits are completed by the tutor to ensure consistency and quality of assessment.

However, workplace supervisors are required to complete a skill's/competency-based report with annotated feedback. In addition, learners are required to develop a reflective practice record, documenting their work-based learning, in the context of the assessment undertaken.

6.3.4 Skills Assessment during Covid-19 Pandemic

As many work places are not facilitating placements, skills are assessed on a live Zoom call with the tutor completing online proctoring. Where required, the learner must have another person available to complete the skills assessment with e.g. assisting a person with a meal.

6.3.5 Malpractice of Assessment

Any breach of the stated guidelines in the form of deliberate acts by staff, tutors or learners will be dealt with accordingly and in line with the disciplinary policy. This includes any and all deliberate acts, errors and/or omissions which could impact the validity of the assessment process. The Iona College Malpractice of Assessment Policy provides further details.

Quality Manual – Iona College	
Title: Section 6.4: Tutor Responsibility – Code of Conduct	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.4: Tutor Responsibility and Code of Conduct

- Tutor responsibility and transferring LR assessments
- Tutor Protocol on Marking Assessments
- Tutor conduct on marking and grading
- Tutor supervision of skills demonstrations/examinations

All Iona College tutors are issued with a contract of appointment and are inducted through the Tutor Handbook and the Iona College Tutor Code of Professional Practice and Conduct Policy. These documents detail the role, responsibilities and expectations on performance, training and development and behaviour when representing Iona College as a professional provider of further education and training. The documents referred to contain comprehensive detail in respect of these areas of professional practice and conduct. Please find below examples from those documents:

Tutors are expected to:

1. Uphold the reputation of the college – they must not behave in such a way that is likely to diminish the trust and confidence which the learner places in the college and in the further education and training profession;
2. Act honestly and with integrity in the educational setting;
3. Use reasonable professional judgement when discharging responsibilities and obligations to learners, colleagues, institutions and the wider profession;
4. Take reasonable care to ensure the safety and welfare of learners and comply with relevant statutory provisions to support their well-being and development;
5. Respect the rights of learners and colleagues in accordance with relevant legislation and organisation requirements;
6. Act in such a way which recognises diversity as an asset and does not discriminate unfairly;
7. Comply with all reasonable requests for information from Iona College (including all reasonable requests that they consent to re the disclosure of information held by third parties about them);
8. Co-operate with any investigation in their capacity as a further educational professional and in accordance with the law;

9. Notify Iona College of any other information which may have a bearing on their suitability for employment/contracting, including anything which is likely to diminish the trust and confidence which the public places in you and in the profession;

The Iona College Standards of Professional Practice and Conduct require tutors to demonstrate commitment in the areas of:

1. Reflection on what works best in teaching and learning to meet the diverse needs of learners;
2. Evaluate and challenge practice, values and beliefs;
3. Inspire, motivate and raise aspirations of learners through enthusiasm and knowledge;
4. Be creative and innovative in selecting and adapting strategies to help learners to learn;
5. Value and promote social and cultural diversity, equality of opportunity and inclusion.
6. Build positive and collaborative relationships with colleagues and learners;
7. Maintain and update knowledge of subjects and/or vocational areas;
8. Maintain and update knowledge of educational research to develop evidence-based practice;
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence;
10. Evaluate your practice with others and assess its impact on learning;
11. Manage and promote positive learner behaviour;
12. Understand the teaching and professional role and responsibilities;
13. Motivate and inspire learners to promote achievement and develop their skills to enable progression;
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment;
15. Promote the benefits of technology and support learners in its use;
16. Address the needs of learners and work creatively to overcome individual barriers to learning;
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge;
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement;
19. Maintain and update teaching and training expertise and vocational skills through collaboration with colleagues;
20. Contribute to organisational development and quality improvement through collaboration with others.

The policy and procedural related documents provide the detail on tutor conduct in relation to assessment delivery, assessing assessment and how Iona College respond to breaches of conduct.

Quality Manual – Iona College	
Title: Section 6.5: Learner Responsibility – Code of Conduct	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.5: Learner Responsibility and Code of Conduct

Iona College have introduced a Learner Charter which details the ways in which all learners of the Iona College learning community are expected to work together, in partnership, through our core values and principles. In addition to this, The Learner Code of Conduct sets out the college standard of conduct (behaviour) expected from all learners so as to ensure everyone can individually and collaboratively undertake their studies in a supportive and non-threatening learning environment. The Learner Code of Conduct is to set out expectations of learner behaviour and the procedures that Iona College uses to resolve matters when learner's behaviour is unacceptable. It does not deal with academic misconduct. Academic misconduct is dealt with in the Iona College Procedure for Handling Academic Conduct.

Iona College will always seek to promote learner responsibility and respectful conduct. We ask that all learners:

- Respect others, regardless of culture, ability, race, gender, age or sexual orientation;
- Are courteous and respectful of host venues and training centres;
- Show a positive commitment to their own development and learning;
- Show respect for another learners' development;
- Demonstrate attendance and punctuality to training/assessment events;
- Demonstrate cooperation with other learners, tutors, host venue staff and the Iona College team at all times;
- Understand that learners progress at different paces;
- Understand that there is a certain amount of necessary paperwork which must be completed by each learner;
- Take care of equipment, facilities and buildings and show respect for another person's property;
- Abide by the Iona College Plagiarism and Malpractice Policy;
- Take due notice and care of one's own health and safety and respect for others well-being.

The information pertaining to this area of learner responsibility and conduct is communicated to learners, funders, employers and tutors via induction processes, training

and briefing sessions and documented within the Iona College Quality Assurance Manual, Tutor Handbook and Learner Handbook.

Quality Manual – Iona College	
Title: Section 6.6: Reasonable Accommodation	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 February 2020	

6.6: Reasonable Accommodation

Iona College endeavours as far as is reasonably practicable that learners who have special requirements are facilitated in order to allow them to fully and fairly participate in assessment in a way that is impartial, reasonable and fair without compromising the award standard unless the measures needed would place a disproportionate burden on the college. Reasonable accommodation is made to cater for the assessment needs of learners with additional needs or of other persons whose rights are protected by Equality Legislation.

Learner starter forms require learners to inform Iona College of any specific assessment requirements they might have.

At the start of each course the tutor reminds learners that they can inform Iona College confidentially of any particular learning requirements they might have. Where reasonably practicable, Iona College will endeavour to accommodate them to:

- Gaining access to courses
- Participate in courses
- Submit assessments
- Progress towards workplace or further education

The reasonable accommodation may include:
- Modification of assessment briefs e.g. large print version
- Provision of scribe or reader for examination
- Recording of assessments via video
- Additional time for completion of exams
- Provision of dictionaries
- Compassionate consideration
- Training room design to allow learners sit in selected areas for example nearer to the tutor for those with hearing or sight impairment.

The training co-ordinator will check in with the learner to assure that their needs are being accommodated. This information will be treated as confidential and will not be disclosed

Quality Manual – Iona College	
Title: Section 6.7: Complaints Policy	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.7: Complaints Policy

Learner Complaints

Iona College has a commitment to receive and respond to complaints in a timely fashion and consider that continuous improvement is often synonymous with the receipt of a complaint where a corrective action informs better future practice. Complaints may be made by the learner, employer, tutor, staff member and may be received in writing through email or by phone call or face to face.

Iona College has a strong customer service approach and endeavour as much as is practical to excel at customer service. Iona College recognises that it is the right of stakeholders to complain where their expectations have not been met by Iona College.

Typically, a complaint is received by the first point of contact which is either the training co-ordinator or tutor. The training co-ordinator or tutor will endeavour to resolve the issue locally and in a timely manner. Where this is not possible, the tutor or training coordinator will ask the complainant to set out the nature of their complaint in writing so as to ensure that it is communicated accurately and escalated to the appropriate person within the Senior Management team who will delegate to the Complaints Committee.

Where a complaint is received and resolved locally, it must be documented by the tutor in their daily training report so as reduce the likelihood of a similar issue presenting in the future. If the complaint is about a tutor, then the matter is dealt with by the training co-ordinator and escalated if needed to the Complaints Committee.

If the complaint is about a staff member the senior management team will deal with the matter.

The outcome of the complaint will be one of the following:
- The concerns raised are valid and corrective action will be taken;
- The concerns raised are valid but there is nothing that can be done to remove the issue due to operational constraints for example;
- The concerns raised will inform future practice but cannot be resolved currently;
- The concerns raised are not valid.

The complainant is advised of the results of the investigation and is informed of their right to appeal the findings using the Complaints Appeals sub committee.

Quality Manual – Iona College	
Title: Section 6.8: Certification Process	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.8: Certification Process

Iona College's aim is to secure standards for those qualifications we certificate. As part of our commitment to quality assuring standards we aim to provide guidance and support to help learners to achieve learning and development goals. We also ensure that any regulatory requirements are met, and in turn we review all our policies annually or in response to regulatory changes to ensure that they remain fit for purpose. The Certification of Learners Policy and Procedure gives detail to the process involved.

On completion of the internal verification, external authentication and RAP meeting, results for all learners across all modules and awards are confirmed and the final results reports by learners are saved from the QQI QBS system.

The Director of Learning and Development signs off on the submission to the QQI QBS system.

Learners are then advised of their final marks by email and are guided on how to appeal results if desired. Once the appeal period has passed, if learners have appealed their grades, the portfolio is retained but for those learners who have not appealed, the portfolios are shredded.

Certificates are received in due course from QQI upon payment of invoice and are distributed to learners at our annual graduation cap and gown ceremony to all learners.

Quality Manual – Iona College	
Title: Section 6.9: Internal Verification Process	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.9: Internal Verification Process

Iona College is committed to the fair, transparent and consistent assessment of learners across all of the programmes to assure the validity of assessment. Iona College's approach to internal verification reflects the QQI guidelines as detailed in the 'Quality Assuring Assessment – Guidelines for Providers'; Revised 2013 document for quality assuring assessment.

The purpose of internal verification is to ensure that these principles are met. The Iona College internal verification system ensures that:

- Valid assessments are used for each minor award;
- All assessments are as accessible as possible while maintaining the national standards for the award;
- Assessments are capable of generating sufficient evidence to allow learners to demonstrate that they have met the national standard for the award;
- All assessors are familiar with the national standards and can apply them;
- All assessors reach accurate and consistent assessment judgements for the same award for all learners in their centre in line with the national standard of the award.

Iona College works to the principle that effective internal verification brings additional benefits to the college. These benefits include:

- Facilitating collaboration between assessors and internal verifiers, ensuring that standards are met across all awards;
- Allowing quality concerns to be captured and addressed;
- Checking that record-keeping and resulting of learners is accurate;
- Supporting preparation for successful external authentication;
- Helping to protect assessors from challenges to their professional assessment judgements.

Iona College recognise that effective internal verification is a continuous and ongoing process. It allows good practice to be shared, and can help identify problems at an early stage. Effective internal verification involves planning and reviewing as well as actually carrying out verification activity. Iona College internally verify in preparation of each certification cycle, regardless of external authentication activity.

The internal verification process is organised by the training co-ordinator.

6.9.1 IV Profile

An internal verifier (IV) will have
- Subject matter expertise and experience appropriate to the courses that they will be assessing;
- Agree to and attend the Iona College briefing before commencement of the process;
- Interact positively with all stakeholders;

6.9.2 Briefing

The training coordinator will appoint and brief an internal verifier (a person who has not been engaged with the learners and who has not set or marked the assessments). The IV will sign to say they have attended the briefing and understand their role.

6.9.3 Frequency

Internal verification will take place (for all courses delivered) ahead of processing results for certification in conjunction with QQI deadline submission dates. Iona College does not certify at each QQI certification cycle the process is dependent on volume of learners.

6.9.4 Process of Organising Internal Verification

1. Before course commencement the training co-ordinator must have spoken with the tutor/s for any given module and confirm that the tutors are suitably qualified to:
(A) deliver the programme content
(B) assess the work of the learners, both draft and final submission.

2. A record of the tutor qualifications and their CV is maintained on the LMS.

3. The training co-ordinator develops the tutor folder for each class with copies of briefs, cover sheets, and marking sheets for assignment submission on hard and /or soft copy and this is sent to the tutor or they can collect from the college in advance of the training commencement date.

Assessment portfolios for all minor awards will be internally verified and externally authenticated.

1. The training co-ordinator collates all of the assignments through the track and trace mechanism and once the required portfolios have been marked a date is set for internal verification and the verifier is notified. This date must be approximately 1 week before the scheduled date for external authentication and this EA date must be at least 2 days before the certification submission deadlines specified by QQI.

2. During internal verification, samples from all assessors will be reviewed for accuracy of the calculation of marks and awarding of grades.

If the verifier is satisfied that the marks have been awarded transparently and accurately, they will confirm that results have been verified. If the verifier feels that some marks are high or low, they may call the senior assessor to explain the rationale for the marking.

3. Assessment portfolios for all minor awards will be internally verified and externally authenticated.

Where the same minor award is offered in a number of locations these portfolios are combined for the purposes of sampling as they have been marked by senior assessors. All portfolios are selected which are marked at the high end for the grade band as well as those that have been deemed unsuccessful and all border line portfolios for the grade band should be reviewed. All senior assessors' marking must be sampled as well as work from each tutor.

All video evidence must be made available for skills that were recorded.

6.9.5 Outcome

The internal verifier compiles an internal verification report from the template provided, confirming the accuracy of the assessment process and results. This report will also highlight any irregularities identified in the process.

The IV report will be sent to the training co-ordinator who will prepare it for the external authentication visit and upon receipt of the EA report, distribute it to the RAP panel.

Collated feedback relevant to specific tutors and senior assessors will be provided by the Director of Learning and Development on completion of the IV and EA processes.

On completion of the IV process, results for all learners are entered into the QBS system from the marking sheets in each portfolio. This ensures that marks are correctly calculated before entry to QBS. On printing of the authentication reports, portfolios are then sorted by groups and the grade on each portfolio checked to ensure accuracy of the grades entered on the authentication reports and to prevent omissions.

Each learner group of portfolios and their corresponding report is then placed in a box ready for external authentication. Each box is labeled by module for ease of access by the EA.

Quality Manual – Iona College	
Title: Section 6.10: External Authentication Process	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.10: External Authentication Process

Iona College is committed to ensuring all learners and stakeholders receive assessment results based on reliable, valid and transparent marking and grading procedures in compliance with the QQI quality assurance requirements. In order to achieve this standard, the following measures are in place:

6.10.1 Responsibility

The training co-ordinator will appoint an external authenticator from the Iona College panel of external authenticators. The following criteria are applied when appointing external authenticators to the panel:

6.10.2 EA Profile

• An external authenticator (EA) will have subject matter expertise and experience appropriate to the courses that they will be assessing;
• Agree to and attend the Iona College briefing before commencement of the process
• interact positively with all stakeholders;
• EAs must be independent of the centre i.e., Must not be engaged in any other work or service provision to the centre.

6.10.3 Briefing

Iona College adopts and is committed to an approach whereby tutors, the Internal Verifiers and External Authenticators are briefed uniformly.

6.10.4 Frequency

External Authentication will take place (for all courses delivered) biannually or more frequently depending on volume of learners for certification and in conjunction with QQI deadline submission dates.

6.10.5 The Role and Responsibilities of the External Authentication process and External Authenticator (EA);

The role and responsibilities of the EA are detailed in the EA Contract. The contract will be issued to the EA by email, prior to appointment, must be agreed by the EA before agreeing to the visit and must be signed and dated upon arrival at the centre. The core elements of the contract are underpinned by;

QQI Effective Practice Guidelines for External Examiners Revised 2015
QQI Quality Assuring Assessment Guidelines for Providers Revised 2015
QQI Quality Assuring Assessment Guidelines for External Authenticators Revised 2015

The level of detail and the arrangements of the reporting processes and time-frame regarding completion and return of completed report(s) are outlined in the EA contract.

6.10.6 Outcome

The EA is not required to attend the Iona College Results Approval Panel (RAP) but the EA must ensure that a detailed closing meeting is facilitated with the provider prior to leaving the premises and upon completion of the external authentication visit. The EA may be contacted upon receipt of the report should there be anything of significance in the report that was not disclosed/discussed during the closing meeting. The EA may also be contacted when a RAP is in situ, should this be necessary.

A tutor's report would be generated after each training event to ensure comprehensive documentation of all discussions, outcomes and recommendations. The results approval panel will sign off on the approved results and recommend appropriate corrective action on any outstanding issues.

The RAP will sign off on the approved results and recommend appropriate corrective action on any outstanding issues.

6.10.7 External Authentication & Quality Assurance Training

There is a need for the External Authenticators along with tutors, to understand their roles within Iona College QA (specifically fair and consistent assessment).

Iona College will coordinate regular Continuous Professional Development (CPD) Briefing Sessions for External Authenticators who are on the Iona College Panel. The training will include the following areas of specific detail:

- The QQI CAS Guidelines on Fair and Consistent Assessment of Learners. This area is particularly important in understanding what **principles** it is EA's are expected to scrutinise and report on.

- Ensuring an understanding of the standards: Across QQI NFQ Levels (The Grid of Level Indicators), the principles of the Grading Structure, 'measuring' L/O's and their inclusion in LR evidence and understanding Assessment Instruments and the 'Assessment Verb'.

- Ensuring an understanding of the Internal Verification (IV) process and report structures of Iona College.

- Understanding Sampling Strategies and specifically the Iona College strategy – how to apply it and ensure it is followed through as well as what to do when an issue within the sampling cohort arises (equality of learning). A template is provided for the EA to complete which details their findings on completion of the EA process. The report will detail the sampling strategy, the grades awarded consistently and transparently as well as to determine areas for improvement or suggestions in relation to the submission and its presentation.

- Report Writing – Ensuring that the evaluative feedback from the external authentication process is descriptive, meaningful and constructive. Iona College expects to receive completed reports that detail key findings as well as strengths, weaknesses and where issues are identified, solutions are offered.

Quality Manual – Iona College	
Title: Section 6.11: Results Approval Process	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.11: Results Approval Process

Iona College will appoint a results approval panel who will discuss the findings of the internal verification and external authentication reports and consider the final adjudicated marks to be submitted for certification to QQI.

The panel will consist of at least 1 tutor, 1 senior assessor, and 1 member of the AQC. The RAP meeting takes place directly after the EA visit. The EA will be asked to be available by phone to be consulted where clarifications from the RAP are sought.

The RAP panel will sign off on all results prior to the final submission to QQI. A RAP meeting report will be compiled and retained by the training co-ordinator for discussion at the next team meeting. This team meeting will be used to identify an action plan for the implementation of the suggested improvements identified at the RAP meeting by the PLAC under the direction of the AQC.

Quality Manual – Iona College	
Title: Section 6.12: Feedback Policy	Policy Document
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6.12: Feedback Policy

Tutors provide formative feedback to learners throughout the course which is then confirmed and signed by both tutor and learner. Feedback is given on presentation of draft assessments so that learners can make improvements prior to final submission of assessment, as appropriate. This feedback may be offered face to face or by tutor email directly to learner email. Summative feedback is documented in the submitted version by the assessor so as to validate marks awarded/deducted.

Additional feedback is sought from employers who are hosting learners on work placement and from learners while they are on placement when the tutor visits to complete monitoring visit of work placement.

Learners may request additional feedback support by way of a short tutorial and in agreement, by arrangement with the tutor at the end of class.

Quality Manual – Iona College	
Title: Section 6.13: Communication of Results to Learners	Policy Document
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Date: 10 January 2020	

6.13: Communication of Results to Learners

All of the information regarding assessment process, portfolio submission, marking and the awarding of provisional results is outlined in the learner handbook.

This information is also provided to all new learners on induction to assure understanding at the start of the module.

6.13.1 QQI modules

Learners are advised of the Iona College assessing procedures (marking and grading) and they are advised of the availability of their provisional result within 6 weeks of submission of their portfolio. The detail of these procedures is documented within the Learner Handbook and communicated during induction.

If a learner requires their provisional results prior to processes having been completed they are asked to contact the training co-ordinator. Their request is then considered by a senior assessor. Urgent requests may also be reviewed by the Director of Learning and Development.

Once marked, the training co-ordinator will advise learners of their provisional results by email or face to face in the college. Learners are advised that this is a provisional result and sign the provisional result register to say they have received it. They will also be advised of their right to appeal and their estimated certification date.

6.13.2 In House Programmes

Certificates are issued on the date of course completion to learners attending public courses and/or upon all fees having been received.

For CE participants or employers who have booked the learners on to the courses and are paying for the training, certificates are issued to the managers unless otherwise agreed.

A note will be placed in LMS that certificates have been posted.

If a non QQI certificate replacement is requested, Iona College reprints the certificate. With regards to QQI certification, should a learner require a replacement certificate upon misplacing or damaging the original, they will be referred directly to the QQI website. Iona College can print off a screen shot of the transcript of results from the QBS for the learner.

Quality Manual – Iona College	
Title: Section 6.14: Learner Appeals Policy	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.14: Learner Appeals Policy

Iona College has in place an internal Review, Recheck, Remark Appeal Policy and an external formal Appeals Policy.

Learners are entitled to appeal any results that they deem to be unfair and unrepresentative of the work they submitted for assessment. The learner will be informed by email, of their final result awarded and their right to initiate an appeal if dissatisfied. Upon payment of an administration fee of €30, along with a formal request within 10 days of receipt of their final statement of results, the Review, Recheck, Remark Appeal will commence.

The portfolio will then be reviewed by a senior assessor who did not previously review the portfolio or mark it, they will review it, recheck and remark the portfolio where necessary and provide feedback to the Director of Learning and Development who will inform the learner in writing by email of the outcome. This will be completed within 10 working days of the receipt of the appeal. No new or revised work will be accepted, the review will only consider the original work submitted.

Learners have a right to appeal their grade. Provisions for making an appeal are set out in the Learner Handbook and in the Academic Appeals Policy. The following outline is an overview from the policy.

Any request for an appeal must be made in writing, by email, within the deadline set out in the Provisional Notification of Results email. All communication with learners regarding appeals is managed by the Director of Learning and Development.

Upon receipt of the Provisional Notification of Results by email, the learner may wish, to formally appeal their result externally. An external examiner is then appointed to remark the portfolio and the result is then communicated in writing to the learner within 10 days. A formal appeal must be made in writing and sent to *info@ionacollege.ie*. The cost of a formal appeal is €30 and must be paid at the time of submitting a formal written external appeal request. The appeal fee may be paid by EFT. Iona College accepts all responsibility for carrying out appeals in accordance with QQI approved quality assurance processes. The learner, if still dissatisfied is advised of the right to contact QQI and the contact details are provided to them in the learner handbook.

Quality Manual – Iona College	
Title: Section 6.15: Security of Assessment	Policy Document
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

6.15: Security of Assessment

All materials provided to learners are developed by and remain the intellectual property of Iona College. If tutors intend to supply additional materials to learners which are self-generated, they must provide copies of same to Iona College Director of Learning for approval.

All learner assessments and related materials, including but not exhaustive of attendance registers, supplementary notes and learner/tutor feedback forms, are stored in locked secure filing cabinets in the offices of Iona College. Tutors are advised during their comprehensive induction that they have a responsibility to assure the security of assessments while in their possession. They are instructed to return to all such documents to the office as soon as is reasonably practicable. If this is not geographically possible, the materials must be sent by registered post for the attention of the training co-ordinator, who will register them as received on the LMS and then store them in the filing cabinets once they have been checked that they are complete. Tutors are reimbursed for any personal costs incurred.

All learner and tutor correspondence relating to any form of course activity is directed through the tutor's Iona College email address or through info@ionacollege.ie. No other email address may be utilized. This is communicated to both tutors and learners during induction.

For each assessment, learners must complete the cover sheet which includes an authorship statement, a declaration they have retained a copy of their assessment evidence and that they understand and have demonstrated compliance to the Iona College guidelines on plagiarism.

All assessments and related materials are retained until entered on to the QBS system for certification, the RAP meeting has been completed and the appeals deadline for the period has elapsed. Learner assessment evidence is then shredded. Further details relating to record retention may be found in Section QA 8.6

Quality Manual – Iona College	
Title: Section 7: Supports for Learners	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

Section 7.0 Supports for Learners - An Integrated Approach

Iona College is committed to providing the learner with a range of supports to maximise their potential to achieve well on their programme of training. Learner supports are considered in the context of the needs of the programme as well as the needs of the learner. The list below provides some examples of such, but is not limited to;

- if the programme is classroom based onsite;
- if there are learners attending the programme with specific or multiple needs (i.e., wheelchair access is required, a hearing loop is requested);
- if the programme is facilitate via a virtual classroom arrangement;
- if it's a full-time or part-time programme;
- the level of administrative support a programme requires;
- the level of computing and technical support required;
- if the learner is required to participate in work experience;
- if the learner is required to undertake specific client care activity such as personal hygiene;
- if the learner is likely to experience risk to self or others during work placement.

Thus, specific learner resources/supports such as these are considered as intrinsic to the associated programme review and/or other evaluative activity.

The learner supporting resources developed for programmes such as content, assessment guidelines, marking schemes, learning activities (tests, quizzes etc.) are also monitored to ensure adherence to quality assurance criteria, updates to assessment briefs, examination papers and/or any other relevant documentation.

Learner welfare is central to how Iona College operationally facilitates provision. Learners can apply for appropriate support through the reasonable accommodation request procedures; make an application for compassionate consideration through a mitigating circumstances request and/or, seek recognition of prior learning via the RPL process.

7.1 Integrated Learner Support

Iona College is developing a new and innovative approach to academic and pastoral learner support. From July 2021, this new approach will be known as Integrated Learner Support (ILS) with the new model comprising of 3 main elements:

1. Centralised support in the form of a new Learner Support and Advice Leaflet

2. Programme focused support providing academic, employability, and career pathways (in response to Covid-19);

3. Academic support through the programme of study on which a learner is registered from the Tutor, Programme Leader and/or Director of Training and Development.

The Iona College Integrated Learner Support model will deliver an improved supportive learner experience by ensuring that learners are aware of, and able to access the full range of support services that the college provides.
Our commitment to supporting our learners is evidenced across many aspects of our quality assurance system. The full range of learner supports are communicated and promoted from induction and continued through programme engagement as well as included/reflected in the following documents:

- Learner handbook

- Learner Welfare Policy

- Tutor Handbook

- Access to Reasonable Accommodation

- Compassionate Consideration

- Learning Management System with Smartsheet

- Iona College Website – www.ionacollege.ie

- End of Course Evaluation Forms

- Facilities that are accessible, clean and fit for purpose

- Equality Policy

- Responsive training co-ordinator and management team to assure learner satisfaction

- Up to date training resources which are regularly reviewed

- Dedicated team of qualified, experienced tutors who are subject matter experts

- Well developed learner assessment briefs and marking sheets which provide clear guidance on assessment criteria

- Dedicated team of senior assessors to ensure consistency of marking and accurate application of grades

- Cross Moderation to ensure consistency of delivery and standards

- QQI Website

- Extension Requests

- Complaints policy

- Appeals policy

The range of policies, procedures and processes Iona College have in place to ensure appropriate and meaningful learner support is monitored and reviewed as part of our ongoing evaluative approach by the PLAC and PREB committees. Through the programme monitoring and feedback approaches, both learners and tutor's opinions and experiences on the quality of learner support resources are captured. Finally, learner representation is observed via our governance structure with learner representation invited to participate in both committees.

Quality Manual – Iona College	
Title: Section 8: Information and Data Management	
Version: 2.0	**Authorised By:** Helen Macken
Date: 20 January 2020	

Position Statement

Our record keeping ensures that learners and employers can contact us for reference, provisional results and for any other reason and that we will be able to provide the information efficiently and in a timely manner. All record keeping and document gathering is processed in compliance with current data protection legislation, primarily the General Data Protection Regulation (GDPR).

Section 8: Information and Data Management

This policy is provided to protect the information and data resources of Iona College in compliance with the Qualifications and Quality Assurance (Education and Training) Act 2012 and other legislative guidelines as outlined in the policy e.g. GDPR. This policy outlines a variety of business-critical tasks and the procedures for completing these tasks. The policy also indicates administration duties and information sensitivity especially in relation to privacy and data protection. All administration duties are performed in a professional manner and in compliance with the terms and conditions dictated by:

• Internal Quality Assurance procedures
• Contracting agreement/s
• Mandatory compliance from external bodies

Quality Manual – Iona College	
Title: Section 8.1: Information Systems	
Version: 2.0	**Authorised By:** Helen Macken
Date: 20 January 2020	

8.1: Information Systems

Iona College has recently transitioned to an online information management system away from paper-based forms and filing. Iona College will not be converting the old paper files onto the online platform but rather will use the online platform for newly enrolling learners. As the old paper files become obsolete, they are archived or destroyed by shredding depending on the nature of the information being held and the guidance on how long they need to be retained.

Smartsheet is the new database application used for the management of information in Iona College. This is a bespoke piece of software that was generated in response to the Covid-19 crisis as the office was closed so as to allow tutors access to materials and learners to submit their work. This application permits Iona College to monitor the journey of the learner from initial contact up to final graduation. Smartsheet is a database type system which is used as follows:

1. Learner registration to capture details relating to the learner for the purposes of communication and final certification. Only such details required to enter the learner to QBS are stored.
2. For public courses only learner name is captured as learners receive their certification on the day of training e.g. manual handling, MAPA etc.
3. Course set up to view how many learners are recruited to each course.
4. Learner finances to ensure that payments for previous modules are up to date. No payments are made in advance of training and no financial details relating to bank accounts are requested. Learners can pay for their courses in cash or by electronic fund transfer.
5. Knowledge bank where all materials are held for each course to include content, briefs, evaluation forms, work sheets, learner handbook, assessment and exam papers.

6. Learners can upload their assessments to the tutor email for viewing, feedback and correcting of assessments by tutors. Where learners have not yet submitted work or have missed deadline this too is captured for future reference by adding a note to the record.
7. Learner certification hub which shows which portfolios are ready for IV, EA and certification.
8. Graduation data to show which learners need to be invited to the annual cap and gown ceremony for the presentation of certificates and if certificates have been posted to learners on request who are in absentia.

Quality Manual – Iona College	
Title: Section 8.2: Learner Information Systems	
Version: 2.0	**Authorised By:** Helen Macken
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8.2: Learner Information Systems

Access to Learner Information System is managed by the Training Co-ordinator and is through a log on with password. A user accessing Smartsheet may be given one of three levels of access depending on their requirements.

There are three levels of access to Smartsheet:

1. All Access

This allows for secure login to access, edit, upload and remove content through a password operated portal. This is the administrator level. New forms may be developed. As new courses are validated, materials may be developed and uploaded to the knowledge bank. As learners complete their journey with Iona College or who no longer wish to attend the college, they are removed from the system.
Smartsheet has three administrators, the Director of Learning and Development, Managing Director and the Training Co-ordinator. Each individual can add, edit and remove content as required.

2. Limited Access

Tutors have access to view and add data on Smartsheet but cannot remove it. Tutors can add comments to portfolios for feedback purposes; can add content that they have come across as additional supports for the content.

3. View Only

Learners are then given access to view aspects of Smartsheet pertinent to their field of study for a certain period of time typically up to 6 weeks after their course of study has been completed to facilitate review of content and late entries. This will include briefs and content.

The Smartsheet application provides us with the tools to track learner interactions. If a learner asks for a deadline extension for extenuating circumstances for example this can be recorded on Smartsheet or where work is being resubmitted on receipt of tutor feedback for example, data is managed by the training co-ordinator and the directors. On initial consultation with learners, learner details are entered on to the Smartsheet system learner details form. As they

progress through their course, submission of assessments up to and including certification, their invitation to the graduation ceremony as well as dates for the renewal of CPD training are stored on the application if desired by learners to send them reminders to update their mandatory training.

Tutors are enabled to upload content, comments on learner portfolios and mitigating circumstances should they arise e.g. a bereavement, a pre booked holiday, learner or family sickness or work commitments. Tutors will also receive notifications where assessments have been uploaded or where marking needs to be completed in advance of IV or EA visits. Tutors will also be advised of updates to content on the knowledge bank.

Tutors are given a tutorial on how to use the LIS on recruitment with Iona College by the Training Co-ordinator. There is also a manual available to support their use of Smartsheet. Learners are given a brief tutorial on how to access content via email and how to upload assessments to Smartsheet. This information is also in the learner handbook.

Quality Manual – Iona College	
Title: Section 8.3 Management Information System	
Version: 2.0	**Authorised By:** Helen Macken
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8.3 Management Information System

Accounts information is held on the SAGE software package which is regularly updated. Access to SAGE is managed solely by the directors via a password and all information is backed onto a hard drive which is held securely in the safe in the office. Information relating to the learner finances is recorded here so that learners can be advised of outstanding balances. This application stores creditors and debtor's information and is reconciled monthly with the bank statements to ensure that programmes remain commercially viable.

On enrolling on the first day of training, learner attendance is entered on to the Sage package and an invoice is generated. As learners can pay as they go through their studies, when learner payments are received, they are entered against this invoice until their balance is cleared. No payments are accepted in advance of training. No further training is permitted until the previous balance has been cleared.

If a learner is receiving funding through TSG grants the invoice is generated in the learner's name with a note saying funding is via TSG system once the approval documentation has been received and logged onto Smartsheet. Once training for the module has been completed, the invoice is then sent to the relevant Intreo Office or DSP for payment. Once received this is entered into Sage against the outstanding learner invoice.

If a learner is a CE participant or is being funded by their employer, the invoice is generated in the name of the employer and the certification once completed is sent to the employer or CE supervisor for distribution to relevant personnel on payment in full of the invoice. This is noted on Smartsheet.

Payroll information is accessed through Big Red Book on insertion of password and is accessed only by the Directors and the accountant.

Procedures manual is developed and updated by the senior management team. It is available for review on request to tutors and staff. The manual is the road map as to how procedures are to be completed and is stored securely on Smart Sheet. To access the procedures manual, tutors are provided with a password. Permission to edit is held solely with the senior management team. Edits to the procedures manual may be required to respond to updated legislation, staff suggestion or in response to a corrective action or complaint.

The Learner handbook is a dynamic document which is stored securely on Smart Sheet and given to learners on their first day of training via a link. It advises learners of all of the information they need to know in terms of our expectations of them and what they can expect from Iona College. It outlines the certification process and right to appeal, malpractice of assessment, a guide to referencing and information about the college in general. The major points of the handbook are also outlined by the training co-ordinator on registration to the programme and reiterated as needed by tutors on the first day of training. The learner handbook is updated by the Senior Management Team as required.

The Tutor handbook is a dynamic document which is stored securely on Smart Sheet and available through a password protected link to tutors. The tutor handbook outlines the role and responsibilities of tutors and is gone through in detail on tutor induction to the college and all updates are relayed to tutors as needed. It is updated by the directors as a result of staff suggestions or a change in legislation.

Quality Manual – Iona College	
Title: Section 8.4: Information for Future Planning	
Version: 2.0	**Authorised By:** Helen Macken
Date: 20 January 2020	

8.4: Information for Future Planning

Iona College is committed to reviewing, maintaining and improving its information and data systems to allow for future planning and to secure management support and development of its programmes and other activities. Iona College consider its self-evaluation and review process as the tool to evaluate the governance and management of quality assurance and the effectiveness of quality assurance procedures, and to contribute to the development of an improvement plan which will support Iona College in meeting its statutory requirements for the establishment and operation of compliant internal quality assurance procedures. Iona College continuously works to identify good practice and use the findings to inform revision to and future policy and practices within the organisation.

Quality Manual – Iona College	
Title: Section 8.5 Learner Completion Rates	
Version: 2.0	**Authorised By:** Helen Macken
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8.5 Learner Completion Rates

On completion of a module, learners are advised of the timetable of upcoming courses which is published in the College on noticeboards, on the website and on social media platforms. The completion of the module is recorded on Smartsheet and once the completed portfolio is received, this is again recorded on the Smartsheet application.

Learners who are finishing their major award are advised of their options to progress to level 6 and are asked to complete their end of programme learner survey. Learners who have gained employment are provided with letters of reference to support their employment.

Iona College collects this finishing information from Smartsheet where we record those learners who are awaiting certification, continuing to study, left the programme or who gained employment. From here reports can be generated by class or by module to show the rates of completion in the college.

Quality Manual – Iona College	
Title: Section 8.6 Records Maintenance and Retention	
Version: 2.0	**Authorised By:** Helen Macken
Date: 20 January 2020	

8.6 Records Maintenance and Retention

Learner Records

The following is a list of learner records completed and retained by Iona College:

- Attendance register
- Learner Enrolment forms
- Completed assessments
- Assessment marking sheets
- Assessment cover sheets
- Certification records (on QQI QBS)

Iona College can trace, record and retrieve the involvement of learners in all activities of the delivery of our courses to learners. These records will be maintained securely until such times as they will be destroyed. The accuracy of the records will be assured as much as is reasonably practicable. Iona College is committed to maintaining company records of learners from their initial enquiry to certification. These records will be maintained and stored in line with our GDPR and Privacy Policy.

Iona College is committed to effective records management retention and disposal to ensure that it:
- Meets legal standards in terms of retention periods;
- Optimises the use of space;
- Minimises the cost of record retention;
- Securely destroys outdated records

Fig 8 Categories of Records

The categories of records referred to in this document are as follows:

Information Type	Information Formats
• Electronic data e.g. emails, word documents, excel spreadsheets, PowerPoint presentations, data base and web content • Hard copy documents e.g. learner portfolios, marking sheets, course notes and materials, assessment materials, hand written • Videos of skills demonstrations and presentations • Learner Correspondance • Learner Starter forms • Accounts information • HR records	Desktop PCs Laptop PCs Social media platforms Uploads to QBS Uploads to Smartsheet Uploads to IHF Uploads to CPI Uploads to Big Red Book Payroll package Uploads to Sage accounts package Uploads to Garda National Vetting database USB keys Portable supplementary hard drive Cloud based knowledge bank Voicemail recordings Mobile phone text messages Whats App messages Website pages Hard copy documents

8.6.1 Definition of Record:

A record is defined under the Freedom of Information Acts 1997 and 2003 as "any memorandum, book, plan, map, drawing, diagram, pictorial or graphic work or other document, any photograph, film or recording (whether of sound or images or both), any form in which data (within the meaning of the Data Protection Act, 1988 and 2003) are held, any other form (including machine-readable form) or device in which information is held or stored manually, mechanically or electronically and anything that is a part or a copy, in any form of any of the foregoing or is a combination of two or more of the foregoing" (Freedom of Information Act, 1997, 2003). An authentic record is one that can be proven to be what it purports to be. In order to ensure that the records created are authentic then records should be dated, timed and signed. They should be placed into the filing system to form part of the retention schedule so that they are protected against unauthorised addition, deletion or alteration. The integrity of a record refers to it being complete and unaltered. Once created, additions or amendment to the record can only be carried out by those authorised to do so and any changes or updates should be explicitly indicated on the record.

8.6.2 Record Retention Periods:

Iona College observes the provisions of section 2(1) (c) of the Data Protection Acts 1988 and 2003 and the General Data Protection Regulation (GDPR) Act 2018. The Acts set out the principle that personal data shall not be kept for longer than is necessary for the purpose or purposes for which it was obtained. This requirement places a responsibility on the provider to

be clear about the length of time personal data will be kept and the reasons why the information is being retained. To comply with this rule, the provider must have a policy on retention periods for personal data that is retained. This policy includes defined retention periods for records and systematic disposal of records within a reasonable period after the retention period expires. Since 2003, Data Protection legislation applies to both electronic and hard copy records.

Minimum Retention Period

Minimum retention periods are calculated from the end of the calendar month or accounting year following the last entry on the record. Consideration is given to retention periods for records and any special protection or preservation requirements. Determining a retention period for each record category is based on relevant statutory requirements, regulations and policy. In some instances, for example financial records, the retention periods are fixed. For many categories, there may not be legal or regulatory retention requirements, in which case a timeframe is decided on the basis of need and good practice. In some cases, it may be appropriate to retain certain records for longer than the statutory retention period – these records should be identified as such and archived accordingly. A systematic disposal of records is applied within a reasonable period after their retention period expires. The following timeframes have been agreed based on legislative guidelines and best practice guidelines.

Fig 9 Data Disposal

Record Type	Minimum retention period	Method of disposal
General administration	3 Years	Shredding
QQI Portfolios	6 weeks post appeals period	Shredding
Course forms	3 years	Shredding
ETB information	5 years	Shredding
Accounts/financial	6 years	Shredding
Electronic data	3 years	Deletion from the system
Certification records	3 years	Shredding
HR records	3 years	Shredding
QQI results	Retained on QBS	

8.6.3 Handling Client Information

The following outlines the Iona College policy on handling client information with special emphasis on record keeping and confidentiality
• To enable tutors/tutors to understand and integrate the principles of best practice in relation to record-keeping on a day-to-day basis;
• To ensure continuity and quality of service provision to learners and stakeholders by increasing the level of communication between Iona College staff and tutors;
• To provide clarity in relation to Iona College confidentiality policies and procedures;
• To develop a coordinated system of record-keeping, which will protect the rights of employees, learners, associates, stakeholders, and other service users;
• To facilitate easy access to information when required.

8.6.4 Record-Keeping Best Practice

• Separate facts from opinions;
• Facts - either observable behaviour (directly witnessed or video evidence) or verifiable facts (there is a record);
• Opinions- interpretations, assessments, evaluations, judgments. Opinions should be highlighted accordingly and evidence-based;
• Accountability-the writer of the report and the organization is accountable for all recorded information.

8.6.5 Guidelines for Handling and Marking Assignments

• Keep language simple and concise;
• Use the learner feedback sheet provided;
• Handwriting should be clearly legible and well presented;
• Never use Tippex to erase any part of an assessment or a comment that the tutor has made;

• If a tutor wishes to erase a comment, they should simply put a line through it and initial same;
• Never remove any part of a learner's assessment;
• Never re-write, replace or reproduce a learner's work;
• Learner's assessments must be stored appropriately in accordance with the Iona College policy (see tutor handbook);
• When recording skills demonstration assessments, the tutor must comply with the Iona College Quality Assuring handbook and communication policy;
• Tutors are not permitted to keep photocopies or electronic copies or parts of learner's portfolios;
• Tutors may only show sample pieces of learner's work if they have been given permission (written) from that learner and have advised the relevant contact person at Iona College;
• If a tutor has permission to show a sample of a learners' work he/she must ensure that all identifying information has been concealed or removed;
• All learners' assessment related work and any other relevant correspondence must be returned to Iona College once it has been marked by the tutor;
• All feedback on learner's work must be requested from and provided formally to the learner by Iona College;
• Remarks/feedback on a learner's work should not be provided informally by tutors once the course is completed and all completed assessments have been submitted.

8.6.6 Storing Learners Assignments

It is vital that all confidential information relating to learners and their work is stored appropriately in compliance with the legal framework and in accordance with practice guidelines (see Iona College policy GDPR and Privacy Policy.) All learner work is held in locked storage in Iona College with limited access by the Iona College training co-ordinator and named directors.

8.6.7 Managing Transactions

All transactions for courses must be handled directly through the administration at Iona College. Tutors or second providers are not permitted to accept payment from learners. Currently, the primary methods of payment are manual by cash, online through our website or EFT payments online. There are varied payment arrangements agreed between Iona College and other organisations. Payment plans are available by mutual agreement.

8.6.8 Tutor/Tutor Responsibility

Tutor responsibility for the development and delivery of courses is outlined in the tutor handbook and explained on induction to the college.

8.6.9 Insurance:
Iona College carries its own Public liability, Employer liability and Professional Indemnity insurances. Sub-contractors must provide evidence of their own indemnity insurance.

8.6.10 Branding/Marketing

Iona College has its own logo for all business documents and promotional material. The Iona College logo should only be used on official documents and promotional materials. Second providers or any other parties are not permitted to use any of the Iona College branding on email correspondence or any other form of correspondence. Only Iona College branded products are permitted to be used on all programmes.
This includes:
• Branded folders, training packs.
• Branded evaluation/feedback forms.
• Branded sign-in sheets.
• Upright roll up banners for promotional purposes.
• Correspondence with clients and stakeholders.

8.6.11 Privacy Policy

In compliance with data protection guidelines, Iona College has prepared the following statement outlining its privacy policy;

The purpose of this policy is to demonstrate our commitment to protecting the privacy interests of our learners, employees, contracted tutors and any other stakeholders from whom we may hold personal data from time to time, including website users. Visitors can access our website and its content without providing any information about their identity. In compliance with GDPR guidelines, we will not disclose any identifiable information about any of the clients/users of our website. We do not track our user's browsing outside of our website.

8.6.12 Website Data

We will not observe, alter, or release any personal information about our users or their internet usage without their permission unless we have good reason to do so. When an action would be necessary:
1. To follow legal requirements or to conform to legal process;
2. Acting to protect the interests of our users;
3. To apply the terms of use;
4. When protecting the rights and property of our company.

In these instances, data could be forwarded to a suitable authority i.e. companies/organisations or individuals, if required. In the case of harassment or abuse, data may be used to locate the person responsible and data forwarded to suitable authorities.

8.6.13 Booking

When booking a training course with Iona College learners may be required to provide the following information:
1. Name

2. Contact info such as phone number,
3. Email address
4. PPSN.
5. Their address
6. Date of Birth
7. Previous name e.g. maiden name that they may have used previously for certification purposes
8. Proof of ID

8.6.14 Security

Iona College endeavours to protect our learner's personal information as best as we possibly can. While data transmission over the internet is never 100% protected, safety security measures are in place to guard against the loss and abuse of any of the information our users submit to our website or any information that we store electronically and physically.

Irish Data Protection Commissioner: For further information on data protection rights visit the website of the Irish Data Protection Commissioner: http://www.dataprivacy.ie

Contacting our website: Contact us for more information about our security practices or our privacy information at www.ionacollege.ie

Quality Manual – Iona College	
Title: Section 8.7: Data Protection and Freedom of Information	
Version: 2.0	**Authorised By:** Helen Macken
Date: 20 January 2020	

8.7: Data Protection and Freedom of Information

Our agreements with our learners and stakeholders contain specific language identifying how we process and control data on your behalf. In summary, Director of Learning and Development is the nominated Data Controller, and the training co-ordinator is the nominated Data Processor.

8.7.1 General Data Protection Regulation Policy

The GDPR legislation places direct data processing obligations on all businesses at an EU-wide level. According to the GDPR, personal data can only be processed under certain conditions. For instance, the processing should be fair and transparent, for a specified and legitimate purpose and limited to the data necessary to fulfil this purpose. It must also be based on one of the following legal grounds;

1. The consent of the individual concerned;
2. A contractual obligation between ourselves and the individual;
3. To satisfy a legal obligation;
4. To protect the vital interests of the individual;
5. To carry out a task that is in the public interest;
6. For the company's legitimate interests, but only after having checked that the fundamental rights and freedoms of the individual whose data we are processing are not seriously impacted.

A Data Controller is the person or organisation who decides the purposes for which, and the means by which, personal data is processed. The purpose of processing data involves 'why' the personal data is being processed and the 'means' of the processing involves 'how' the data is processed.

Data Processor: A person or organisation that processes personal data on the behalf of a data controller.

Data subject: A Data subject is the individual the personal data relates to. It is imperative that all staff, leaners and clients are aware of their rights and our response to the GDPR guidelines.

The following is an overview of our policy and associated procedures:

The Data We Collect: Personal data relates to a specific individual who may be identifiable from that data. This can include:
• Contact information such as address and phone number
• 3rd party referral
• Notes from meetings/interviews/phone calls with you
• Portfolio of your work
• Videos/photographs related to assessment and/or award ceremonies
• Compliance data for QQI and/or any other certifying body e.g. date of birth, PPS number and medical card number.

The above information is only recorded on the QQI Business System (QBS Cloud-based system) to validate identities of learners as part of the certification process and/or is held securely on Smartsheet for track and trace purposes . This information is stored in learner portfolios which are stored securely until they are disposed of by shredding a maximum of 6 weeks post certification period once the period for receipt of appeals has lapsed. Iona College GDPR and Privacy Policy Document details who will be collecting personal data and why.

Iona College will collect personal data directly when:

• Deal with us by phone, letter, email or web
• Supply a CV or other form of application
• Submit any information regarding an application or enquiry
• Complete training assessments

We may also collect personal data from 3rd parties, including Supervisors, Managers, referral agencies or the person or employer/agent who is responsible for funding programmes. If collecting information from a 3rd party, Iona College will seek consent.
All learners complete a registration form which outlines our policies in relation to personal information and data at the start of any training programme. Iona College may use and disclose personal data for the following reasons:
• To process assessments for certification
• To market training services to you
• To improve our customer service
• To contact learners on occasion with information regarding progression opportunities.

Unless required or permitted to do so by law, Iona College will not share, sell or distribute any of your personal data without your consent.

8.7.2 QQI Certification

For QQI certification purposes it is necessary to collect learners PPS Number and Date of Birth. QQI has a range of statutory functions detailed in the Qualifications and Quality Assurance (Education and Training) Act 2012 to support this. This information is transferred by Iona College to QQI through the QQI QBS. In this transaction, the provider is acting on behalf of the learner with whom we have entered into an appropriate legal arrangement (including consent for data collected) that permits the transfer of this data. QQI receives the data and retains it in the pursuit of its statutory function. QQI retains this data so that a learner can confirm with it at

any point that such an award was made. Our security procedures protect data from being misused, misplaced, or accessed, changed or disclosed by unauthorised people. Data can only be accessed by authorised persons.

To ensure that personal data is accurate, complete and up to date, learners and others are asked to contact Iona College to notify of any changes to details. Learners, past employees, previous contracted tutors and any other stakeholder has the right to contact Iona College at any time to request the removal of data.

Quality Manual – Iona College	
Title: Section 8.8: Data Disposal	
Version: 2.0	**Authorised By:** Helen Macken
Date: 20 January 2020	

8.8: Data Disposal

At the point of which Iona College has no longer any right to hold personal data and information pertaining to past learners, employees, tutors, Iona College will not knowingly access, store, distribute or transmit said information and data.

8.8.1 Transfer of information/documents

The transfer of information and/or documents must be made under strict supervision and must be approved by the data controller. Transfer of approved (non-sensitive) e.g. course handouts/administration documents may be made through the Smart sheet facility. The use of any form of transfer using compact discs, cloud technology, external hard drive, email or USB is wholly prohibited and use of any prohibited data transfer mechanism will be viewed as a serious breach of the company's data protection policies and appropriate action will be taken.

Once records are no longer needed e.g. assessments have been processed for certification, appeals have not been lodged, the assessments, briefs, marking and feedback sheets are shredded and removed by a licensed waste disposal company. Shredding is completed by the training co-ordinator. Once learner information has been logged onto the Smartsheet application, learner detail forms are shredded at the end of that day by the training co-ordinator.

Copies of certification for public courses are stored securely on the office pc which is password protected and accessed only by the training co-ordinator and the directors of the company. Certification numbers are held on the Smartsheet application so that they may be reviewed by employers or learners with their permission when training is due to be renewed e.g. manual handling training.

Provisional grades and final grades are communicated to learners by email. It is normally provided by the tutor or the training co-ordinator. If the learner has questions about the grade awarded, they are advised of their leave to appeal and portfolio will then be reviewed by the AQC nominated person. The email is provided by the learner as their private email address so that it may not be reviewed by other people. Tutors use the nominated tutor email from Iona College.

IV, EA, RAP and appeals reports are securely stored on the office PC which is password protected and may only be accessed by the training co-ordinator and the directors. The password is changed every 3 months.

Quality Manual – Iona College	
Title: Section 9: Public Information and Communication	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

Section 9: Public Information and Communication

Iona College ensures that all communication between staff, tutors, learners and other stakeholders in relation to training programmes and services is open, transparent and effective at all times. The Iona College Communications Policy details the procedural arrangements in how this is managed operationally.

Through the process of empathic listening and timely response, Iona College endeavours to ensure excellent communication with all stakeholders. Iona College encourages open, honest and transparent dialogue on a day to day basis.

Quality Manual – Iona College	
Title: Section 9.1 Public Information	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

9.1 Public Information

9.1.1 Website and Advertising

Iona College operates and manages its own website. The website address is www.ionacollege.ie The website provides information on the college, courses, tutors as well as tutorials from former learners on our courses.

There is also a section which describes current and upcoming courses and allows learners to book a place on an upcoming course. There is a news section on the home page which advises current and potential learners of new courses or important information which they can access easily via a link e.g. dates of next certification period, date and location of graduation.

The website also provides the opportunity for potential learners and current learners to contact us with queries or comments via an online contact form. The emails and contact forms are checked daily and the website is updated regularly as required. The website provides a Pay Pal feature added for ease of payment/refunds to our clients.

Information is normally authored by the training co-ordinator and checked prior to upload by the directors.

9.1.2 Social Media

Iona College maintains a presence on a number of social media platforms including, but not limited to Facebook, Twitter, LinkedIn and Instagram. These provide advertising and additional information on course schedules, topical content and important events information. All information must be approved by the directors.

9.1.3 Promotional Material

Iona College develops and distributes promotional leaflets, posters, flyers, e-shots and email correspondence for the purposes of advertising and marketing the college. Any information related to marketing must be approved by the Managing Director before publishing.

Iona College is committed to ensuring that all programme information that is shared publicly is done so to the highest quality so as to positively promote the integrity of the QQI brand, the integrity of the organization and the integrity of the learner. Iona College aims to promote transparent and factual information by ensuring the sharing and marketing of relevant up to date and vetted details. This assists in managing risk associated with misleading the public and promoting academic excellence.

The Iona College approach to public information is governed by the Communications and Customer Service policy.

Quality Manual – Iona College	
Title: Section 9.2 Learner Information	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

9.2 Learner Information

Each learner is provided with access to the learner handbook on the website or a copy may be viewed on request from the training co-ordinator. It may also be emailed to the learner on request.

Prior to course commencement, requests for information are facilitated by the training co-ordinator by phone, email, website where learners can determine the learning outcomes, content to be covered, nature of the assessments and may express their need for learner support.

On the first day of training, new learners to the college are requested to complete a learner starter form which provides the personal information in relation to the client and their consent to allow Iona College to use this information to enter them onto the QQI QBS system. Once this information has been entered on QBS, the document is shredded.

Learners at the end of their course of study are requested to complete an end of course evaluation form which may be left unsigned. Learners are asked to give honest feedback on many aspects of the course including tutor feedback, facilities, content, assessment and this form will be used for programme review and self-evaluation purposes in the future as well as a tool for continuous improvement. Tutors must ensure that all learners complete their evaluation forms before finishing their course of study. Evaluation forms contain a Likert assessment scale to allow for both quantitative (satisfaction rating) and qualitative data to be reviewed and will be accessed from March 2021 on Survey Monkey.

Learner representation is encouraged on some of the committees so that the voice of the learner is heard to inform enhanced training delivery from the learner perspective.

Payment Plans are offered to assist individual learners with the cost of training. Learners are encouraged to pay as you go along and the terms and conditions as well as online payment instructions are confirmed prior to booking onto a training course.

Learners are encouraged to contact their tutor using the dedicated tutor email address to forward queries advise of late arrival or absence or to review drafts of their assignments. Tutors will then provide feedback to the learners using this email or at their next lecture.

Learners are encouraged to ask questions from their tutor in class to assure understanding. Tutors are prompted to ask learners if they have any questions.

The training co-ordinator will answer questions on social media, web site queries, telephone conversations and by email before close of business every day where possible.

Tutors are encouraged to ask their peers for advice on content and assessments. Where peer advice is not possible, tutors are encouraged to contact senior assessors and members of the AQC or senior management team may be consulted.

The Quality Assuring Handbook, the GDPR and Privacy Policy and the Communications and Customer Service Policy outlines the terms and conditions for course delivery in addition to advising learners about their right to privacy. The registration form also registers the learner's consent to register their personal information in our system. This is inclusive of a 'right to be forgotten' clause.

Quality Manual – Iona College	
Title: Section 9.3 Publishing of Reports	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

9.3 Publishing of Reports

Iona College is committed to publishing our quality assurance evaluation reports on our website www.ionacollege.ie and /or provides links to QQI reports which have been published on our behalf.

The following reports and documents will be published to the public via our website;

1. The Quality Assurance Manual;
2. GDPR Policy;
3. Communications Policy;
4. Complaints Policy;
5. Self-Evaluation & Monitoring Reports;
6. Award/Programme details.
7. QQI Approved QA Policies and Procedures

All other policies and information can be made available to all members of the public upon request.

Quality Manual – Iona College	
Title: Section 10: Other Parties Involved in Education and Training	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

Section 10: Other Parties Involved in Education and Training

Iona College is committed to ensuring that all stakeholders and those professionals who are contracted to and associated with the college perform to high professional and moral standards. Iona College uses due diligence to select sub-contracted tutors, subject matter experts, external experts in compliance with the Qualifications and Quality Assurance (Education and Training) Act 2012. Iona College aim to, at all times practice open and transparent communication.

Iona College aims to recruit personnel who demonstrate the skills, qualifications, experience and attributes to work with the existing team to deliver best in class training for learners. Personnel may also be recruited to provide/develop new insight on areas of the business that are new to the college while always demonstrating the Iona College philosophy and vision of best in class training provision to assist with continuous improvement.

10.0.1 External Stakeholders

External stakeholders that we interact with during the course of our business include (but not limited to) the following:

- Community Employment Schemes

- Residential Nursing Homes

- Day Care Centres

- Crèches

- IWA

- Home care agencies

- Other Private Training Providers

- ETBs

Iona College require all stakeholders to demonstrate compliance with quality assurance processes including all relevant legislation thus ensuring the safety, welfare and wellbeing of all

involved. A risk register exercise is applied to new companies or stakeholders on a first meeting basis. Engaging with external stakeholders at programme development stages is a useful tool to assure that the content is up-to-date and relevant to the vocational area.

Quality Manual – Iona College	
Title: Section 10.1: Peer Relationships	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

10.1: Peer Relationships

Iona College prides itself on its approach to professional peer to peer relationships with a range of independent experts, professional bodies and other QQI approved providers. Iona College initiate opportunities across the wider sector so as to understand evolving issues, emerging trends and the sharing of effective practice in teaching, learning and the assessment of learners.

Iona College's peer relationships include but are not limited to:

- Attendance at QQI briefings;
- Regular engagement with other education and training organisations;
- Partnerships with Education & Training Boards (ETBs) and the sharing of teaching and learning experiences;
- Work as a sub-contractor for Rutledge Training and Recruitment

Quality Manual – Iona College	
Title: Section 10.2 External Partnerships and Second Providers	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

10.2 External Partnerships

As a provider of both the early childhood care and education and health/social care related major award programmes, many of Iona College learners are required to successfully complete either the work experience or work practice modules and thus, undertake work placement. Some of the learners may be employed in such settings during the duration of study.

Those settings agreeing to the provision of work placement are briefed upon Iona College's requirements of the work experience and are provided with a detailed workplace guidance document outlining the responsibilities of the learner, Iona College as the provider of training and education and the provision itself. The provision is required to give written consent to the Iona College work placement element. The learner is required to undertake specific and detailed tasks as outlined in the assessment briefs. These tasks reflect the development/enhancement of sector specific skills and competencies. Throughout the duration of the work placement, the appointed work place supervisor is required to sign-off on the undertaking of said tasks. Upon completion of the work experience, supervisor is asked to provide a written report assessing the learner's performance across the scripted tasks. This should be an honest reflection of the learner's performance during the time of the work placement experience.

Where issues arise during the work experience, the workplace supervisor or another representative must notify the tutor who in turn must report such issues to the training co-ordinator.

Information pertaining to the function, roles, responsibilities and areas requiring attention are all documented, in detail, within the Learner Handbook, Tutor Handbook, and further supported by a range of policies.

Iona College does not engage with second providers for any of its QQI programmes. Iona College is currently working as a sub contractor to Rutledge Recruitment and Training ltd. to deliver healthcare training on behalf of CMETB and LMETB. This collaboration is supported by a comprehensive Contract for Services. However, should Iona College consider second provision of programmes, approval would have to be provided by the AQC prior to exploration with a potential second provider commencing.

Iona College delivers a range of non QQI accredited training courses on a monthly or quarterly basis depending on the uptake including:

- MAPA;
- FAR;
- Patient Moving and Handling;
- Safeguarding the Vulnerable Adult;
- Safeguarding the Vulnerable Child;
- Fire Safety.

Tutors are contracted to deliver these training interventions and are required to furnish their qualifications and maintain them up to date. End of course evaluations are completed to assure learner satisfaction. A register is maintained of certification numbers on Smart sheet. The courses are registered with the awarding body e.g. CPI and PHECC and IHF where appropriate or are given an in house certification of attendance or accomplishment.

Quality Manual – Iona College	
Title: Section 10.3 Expert Panels, Examiners & Authenticators	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

10.3: Expert Panels, Examiners and Authenticators

Iona College, do from time to time, engage external expertise, specifically in the AQC and PREB for programme development and when undertaking self-evaluations; either organisational or programme thematic. Upon doing so, the Director of Learning and Development (and Training Coordinator, if appropriate and relevant) aim to ensure the following:

- Those individual professionals representing external expertise are experienced and qualified in area(s) to which they are being asked to represent;
- Those individual professionals representing external expertise can evidence appropriate and up to date experience;
- Those individual professionals representing external expertise demonstrate due diligence in their specific areas and have the integrity to perform honestly and with integrity reflecting Iona College's relevant policies and processes when doing so.

10.3.1 External Authenticators

Iona College appoint to a panel of External Authenticators. The following criteria are applied when appointing external authenticators to the panel:

- An external authenticator (EA) will have subject matter expertise and experience appropriate to the courses that they will be assessing;
- Agree to and attend the Iona College briefing before commencement of the process interact positively with all stakeholders;
- EAs must be independent of the centre i.e., Must not be engaged in any other work or service provision to the centre.

The role and responsibilities of the EA are detailed in the EA Contract. The contract will be issued to the EA by email, prior to appointment, must be agreed by the EA before agreeing to the visit and must be signed and dated upon arrival at the centre. The core elements of the contract are underpinned by;

1. QQI Effective Practice Guidelines for External Examiners Revised 2015
2. QQI Quality Assuring Assessment Guidelines for Providers Revised 2015
3. QQI Quality Assuring Assessment Guidelines for External Authenticators Revised 2015

Quality Manual – Iona College	
Title: Section 11: Self Evaluation, Monitoring and Review	
Version: 2.0	**Authorised By:** Helen Macken
Date: 20 February 2020	

Section 11.0 Self Evaluation, Monitoring and Review

Iona College encourages and facilitates the on-going self-evaluation of all programmes offered to learners in compliance with the Qualifications and Quality Assurance (Education and Training) Act 2012. Iona College recognises and is committed to the invaluable and positive role of self-evaluation in the development and delivery of a continually enhanced service to learners. Iona College is committed to ensuring a comprehensive and inclusive evaluation process exists to maintain the programmes delivered are best in class standard. Learner input and feedback from learners is an essential part of this procedure and Iona College is committed to ensuring that learner input is integrated into all aspects of the process.

The AQC will be responsible for a self-evaluation of all programmes every two years.

The focus, purpose and processes regarding the planning, preparation and reporting of the Iona College self-evaluation, monitoring and review activities are documented in our policy; Programme Monitoring, Review and Self Evaluation Policy.

Quality Manual – Iona College	
Title: Section 11.1: Provider-owned internal review, self-evaluation and monitoring	
Version: 2.0	**Authorised By:** Helen Macken
Date: 20 February 2020	

11.1: Provider-owned internal review, self-evaluation and monitoring

Iona College assigns responsibility for the practice of self-evaluation to the Director of Learning and Development and the AQC to ensure that self-evaluation is conducted in accordance with QQI QA guidelines.

Feedback evaluations relating to programmes are received from learners, tutors and employers will be reviewed by the PREB under the direction of the AQC and necessary improvements will be determined which may then be noted for inclusion in a self-evaluation plan.

This process requires the input of all stakeholders to ensure inclusivity but also to ensure that review processes consider and evaluate from the perspective of each stakeholder. This may be facilitated by a range of modes including but not limited to staff interviews, review of learner and tutor evaluations, briefings, and team meetings.

The integration of such methods help to ensure that the programmes delivered are of an excellent standard and provide an excellent return on investment for learners, employers and Iona College.

A draft comprehensive self-evaluation report is compiled upon completion of both internal and external self-evaluations, is approved and signed off by the AQC with both operational and strategic recommendations assigned to specific roles for improvement. A Quality Improvement Plan (QIP) will outline all planned improvements for the college as a whole.

Once the recommendations have been implemented, the tutors and learners are invited to discuss the self-evaluation report. The outcome of this meeting further informs the self-evaluation process with an agreement of continuous post-evaluation development given by the training co-ordinator to monitor the implementation of recommendations on a regular basis - to be agreed - and by the AQC at their quarterly meeting.

Quality Manual – Iona College	
Title: Section 11.2: Internal Self-Monitoring	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

11.2: Internal Self-Monitoring

To facilitate continuous internal self-monitoring, Iona College regularly monitors and reviews all programmes through the provision of feedback on all aspects of programmes, including derived data:

- Learner feedback
- Tutor feedback
- Programme feedback
    - End of Programme Learner Survey
    - Registrations
    - Retention/Completions
    - Assessment Submissions
    - Plagiarism/malpractice/conduct data
    - Marks/Grades, including marginal scores
    - Progression Rates (training/employment)

Upon completion of each internally monitored programme, a report is collated documenting the range of the feedback reviewed (as outlined above), along with recommendations for continuous improvements. Each report details information under the following headings:

- An overview of the programme being reviewed;
- The objective of the programme overview;
- The relevant quality assurance policies and procedures;
- Learner registration, retention and completion data;
- Learner assessment submissions and results with grade distribution;
- Analysis of malpractice/conduct findings;
- Analysis of the learner feedback;
- Analysis of the tutor feedback;
- Progression to further training and/or employment;
- Findings aligned to the quality assurance monitoring procedures;
- Report on recommendations/corrective actions to be discussed for possible implementation;
- Overall quality improvement analysis.

To explain the continuous internal monitoring of programmes, the table below details the methodologies Iona College use:

Fig 10 Internal Monitoring of Programmes

Evaluation/Review Methodology	Programme element addressed	Stakeholders involved	Frequency of monitoring
Learner Feedback form	- Course materials - Tutor - Facilities - Learning objectives	Learners Academic Staff Training Co-ordinator	All learners on the last session of the event
Course Satisfaction Survey - Survey Monkey	- Course Materials - Tutor - Facilities - Learning Objectives - Course Administration	Learners	All learners following course
Ad Hoc Learner conversations / comments and compliments and complaints.	- Course Materials - Tutor - Facilities - Learning Objectives - Course Administration	Learners Tutors Training Co-Ordinator	As required
Tutor feedback - End of programme reports.	- Learner Participation - Course administration - Facilities - Tutor Support	Academic Staff	All tutors following the end of the module
External Authentication Process	- Assessment: reliability - Assessment: validity - Consistency with national standards	College Directors Academic Staff	x3 times per annum
RAP	- Assessment: reliability - Validity - Consistency with national standards	Director of Learning and Development Academic Staff	x3 times per annum

The Programme Leadership and Assessment Committee is the committee responsible for the analysis of findings, including data, generated by the internal self-monitoring activities, as set out in the table above. The committee is also responsible for identifying areas of quality improvement and proposing direction for possible programme changes/enhancements. Proposals relating to changes may be classified as either '*Minor'* or '*Major*, some of which may require QQI approval prior to implementation, particularly if they result in changes of more than 20%.

Minor changes may include but are not limited to:

- Changes to the manner in which the registrations/admissions process is facilitated, i.e., the timing of outcomes to applicants for places and/or the process of allocating places on programmes;

- Changes to the programme delivery methodologies, i.e., duration, lesson plans, schemes of work;

- Revisions/updates to module indicative content (to reflect previous changes);

- Revisions/updates to assessment instruments/briefs/marking schemes in a specific module (to reflect previous updates).

Major changes may include but are not limited to:

- Revisions to the Iona College programme/course title;

- Revisions to the approved programme schedule;

- The addition/change of/to a new minor award.

Quality Manual – Iona College	
Title: Section 11.3: Self-Evaluation, Improvement and Enhancement	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

11.3: Self-Evaluation, Improvement and Enhancement

Iona College believe in the provision of life-long learning experiences and work to ensure that all of the non-accredited and accredited courses and programmes of study on offer support learners in enhancing both personal and work-based knowledge, skills and competencies.

Iona College encourage a 'learning culture' and in doing so promote reflective practice, demonstrate and advocate continuous meaningful and constructive feedback and endorse the voice of the learner.

Every 2 year period, a programme of study will undergo the process of a thorough self-evaluation. The 'Self-Evaluation Plan' will be devised by the Director of Learning and Development in partnership with the Training Coordinator. Programme Leaders, Tutors will assess the plan after which time it will be submitted to the AQC. Upon approval, the actions of the plan will be implemented.

When completed, the AQC will receive a draft report detailing findings, recommendations and a further improvement plan for implementation. The report will be considered by the AQC during which time, and prior to approval, may recommend further corrective actions.

Quality Manual – Iona College	
Title: Section 11.4 Provider-owned Quality Assurance engages with external quality assurance	
Version: 2.0	**Authorised By:** Helen Macken
Date: 10 January 2020	

11.4: Provider Engagement with QQI

Iona College values the purpose and scope of undertaking self-evaluation and considers external expertise pertinent to the process. The service of an external independent evaluator is employed from time to time to assist in the improvement and quality of the Iona College training programmes. The evaluator will attend a briefing with the Director of learning and Development to confirm their role in the process and the scope of the requirement.

Iona College will consistently engage the objectivity and impartiality of independent oversight when conducting a self-evaluation activity. External expertise will be utilised to assist in the setting of the self-evaluation objectives and goals, measure programme effectiveness, oversee compliance and facilitate the management of 'other' agendas whilst encouraging the practice of reflective approaches. Similar to the role of the External Authenticator, the appointed external expert will:

- Demonstrate qualified subject and industry related expertise;
- Demonstrate in-depth knowledge and applied understanding of quality assurance in teaching, learning, education and training;
- Demonstrate ability in collecting, examining, interpreting and reporting findings.

Iona College work to three general purposes:

1. **Accountability:** to measure the results of programmes and account for use of resources;
2. **Knowledge Generation:** to create new understanding about what works and what does not;
3. **Programme Planning and Improvement:** to support clear, well-designed, feasible, and measurable programmes, ongoing programme planning, implementation, and overall organisational effectiveness and efficiency.

Iona College respects the self-evaluation as a governance process that does not simply end with a report. Through the procedural steps of self-evaluation, the allocation of resources and the investment of time, the implementation of the findings to improve future teaching, learning and programme development and delivery, the lessons learned must be shared through quality controlled decision-making in the academic context. An approved and final comprehensive

report associated with each self-evaluation activity will be available upon request with executive summaries published on the Iona College website.

Appendix 1 Iona College Risk Register

Activity	Risk Description	Risk Rating Probability v Severity	Ownership	Mitigating Actions
Administration	Reduction in people enrolling for courses	3	Training Co-ordinator Managing Director CGC	• Increase marketing for all courses on social media and website. • Contact all stakeholders with list of updated courses
Administration	Scheduling errors	2	Training Co-ordinator Managing Director Tutors	• All schedules to be cross checked with a minimum of 2 people. • Tutors contacted individually to remind them of upcoming training
Administration	Unplanned work that must be accommodated	2	Training Co-ordinator Managing Director	• All administration staff will be trained in prioritising work • Continuous recruitment to the bank of available qualified tutors.
Administration	Systems are not fit for purpose	1	All staff	• Update systems as needed • Review annually • Feedback reviewed from stakeholders for suggested improvements
Administration	Misuse of data or personal information	2	All staff	• GDPR training for all staff • GDPR policy • Regular review of data retention
Administration	Inadequate technical support	1	Technical Support	• Ensure that a member of the technical support team is contactable at all times for support.
Administration	Lone working	2	Directors	• Management will liaise with administration staff on a daily basis and are contactable at all times if required.

Administration	Cash handling	3	All Staff	• Learners are encouraged to pay by EFT • All learners are given a written receipt and copy is retained for records • Sage software package to manage accounts
Administration	Compromise or corruption of data in key ICT systems	2	All Staff	• All systems are password protected and levels of access are monitored. • Regular back ups completed and held on a cloud based platform
Administration	IT being used improperly by people either external or internal to the institution	2	All Staff	• All information is password protected with authorised access • Disciplinary policy • ICT correct use policy
Administration	Risk of abuse of Social Media	3	Training Co-ordinator	• Training Co-ordinator to monitor social media daily. • Remove inappropriate comments. • Communications policy
Assessment	Variance in marking of portfolios	2	All tutors AQC PLAC	• Detailed tutor/assessor induction • Comprehensive tutor handbook • Employ qualified experienced staff • All portfolios are cross moderated
Assessment	Breach of academic security of assessment	2	Directors AQC Ad hoc committees	• All assessments and portfolios are stored securely in locked room/safe • Policy • Tutor handbook • Learner handbook • Learner induction • Tutor induction

Assessment	Tutor over assisting learners	2	AQC PLAC Tutors Assessors Directors	• AQC to authorise any assessment guideline documents to be distributed to learners. • Periodic unannounced tutor evaluations • Learner feedback surveys • Tutor code of conduct policy • Tutor induction training • Cross moderation process
Budget	Inadequate funds to meet operational requirements	2	CGC Managing Director Accountant	• Comprehensive budget review twice per year • Pay all creditors promptly so as not to fall behind or allow accumulation of debts • Ensure overdraft facility available for operational requirements
Budget	Competition with other colleges to reduce costs	3	CGC Tutors	• Courses keenly priced • Explain to all learners, support available for completing courses i.e. technical support grants
Business Development	Iona College does not develop its business or engage in sector-wide developments, failing to embrace, exploit and/or adapt to new ways of working, being left behind while competitors thrive	2	CGC PLAC Tutors Staff	• Iona College have a strong foundation in the field with an excellent reputation for training delivery • Course materials regularly reviewed and updated • Employ tutors who are currently working in the area to keep abreast of new regulations or training opportunities.
Externality	Risk that relationship and dealings with	3	CGC Managing Director	• Communicate through dedicated communication lines in a professional

			Tutors	manner
	other external bodies and external influencers will have an adverse impact on the college		Training Co-Ordinator	• Communications policy • Abide by own policies and procedures
Externality	Risk associated with strategic collaborations with other providers	2	Directors Training Co-ordinator	• Ensure that a service level agreement is in place • Check Cvs • Tutor induction • Tutor handbook.
Finance	Contracts of indefinite duration	3	Directors Training Co-ordinator	• Build core recurring private business • Actively market the programmes • Contact learners when training is due for renewal • GDPR policy
Finance	Covid 19	3	Directors Training Co-ordinator Tutors	• Continue training in a virtual classroom to develop business. • Active marketing • Social media presence
Finance	Business interruption or financial loss due to the business failure of a key client	3	Directors Training Co-ordinator Tutors	• Ensure that the client base is such that the college is not reliant on one client's business • Continued communication with all stakeholders so contingency plans may be instigated at earliest possible time
Finance	Learners did not pay for course	2	Directors Training Co-ordinator	• Agree a payment plan with learner • Learner must commence payment on first day of training • Certification is held until all monies have

				• been paid in full • Advise learners of technical support grants and how to apply for them prior to training commencement
Finance	Risk of financial fraud	2	Directors Training Co-ordinator	• All monies to be receipted and locked in the combination safe • Banking to be completed by nominated person only • All cash withdrawals require double signature • All EFT require password which is known only to nominated staff • All payees set up with one time code sent to one nominated person
Finance	Financial sustainability	2	Directors Training Co-ordinator	• Scheduled budget meetings bi annually • CGC and managing director to track spending • All additional expenses to be agreed in advance of expenditure to avoid hidden costs
Finance	Income diversification	3	All Staff	• Staff encouraged to suggest training opportunities in diverse fields • Tutors working in the vocational area keep abreast of developments and opportunities to diversify
Funding for training	Reduction in government funding for training	3	Managing Director	• Liaise with the local enterprise board and leadership programme for funding. • Iona College ensures that there are many funding streams available to prevent a

				reliance on one.
Future Planning	College fails to plan for growth and change	2	Directors Training Co-ordinator	• College stays abreast of changes and talk to stakeholders to assure continued growth with flexibility of delivery e.g. Covid pandemic using a virtual classroom to continue training.
Future Planning	Succession planning for key staff	2	All Staff	• Staff appraisals to establish key roles and succession paths for staff.
Future Planning	Covid 19	4	All Staff	• Move all training to a virtual space until safe to return to classroom setting • Support learners to engage in online learning • Develop short video clip on how to use Zoom • Ensure safe place of work for tutors working from home
Future planning	Brexit	1	Directors Training Co-ordinator	• No impact on training as we do not deliver in Northern Ireland or UK • Try to source all PPE locally
Future Planning	Reputation damage due to learner or staff experience	3	Directors Training Co-ordinator Tutors	• Ensure learners have a positive experience by reviewing learner feedback • Deal with matters arising expeditiously • Monitor all complaints and respond appropriately
Governance	Risk that organisational structure fails to support effective and efficient	2	Directors	• Ensure the organisation separates the level of decision making to ensure transparency • External expertise on each committee to ensure separation of powers

	implementation of decisions and/or policies			
HR	Failure of staff to comply with policies and procedures	2	All staff	• All staff undertake induction training • Staff handbook • Regular team meetings where policies and procedures may be clarified • Disciplinary code of conduct for serious breach • Regular communication between staff and senior management team
HR	Learner complaint	2	All staff	• All learner complaints to be responded to in a timely manner as per policy • Unbiased appeals procedure in place with externality to assure fairness
HR	Tutor conduct	2	Tutors Directors Training Co-ordinator	• Detailed tutor code of conduct • Tutor handbook • Induction training make tutors aware of their role and responsibilities
HR	Learner conduct	3	Learners Tutors Directors Training Co-ordinator	• Learner handbook for all learner • Learner code of conduct • Presentation slides • Class rules set up for long term classes • Learner contract signed on commencement of training • Learner induction training
HR	Poor relationship between tutor and learners	2	Directors Training Co-ordinator Tutors	• All tutors to be fully aware of the professional relationship required as per policy.

			Learners	If impacting on learning environment, learner may be offered to move to another tutor.
HR	Safeguarding issue	2	All staff Learners	- All staff trained on safeguarding the vulnerable adult - Both directors are trained in SOVA and SOVC and are the DLP for the college - DLP contact numbers available on the public noticeboard
HR	Bullying Claim	2	All staff Learners	- Dignity and respect policy has zero tolerance for bullying - Procedure for handling complaints in place
HR	Pregnant learner	2	Learners Tutors Training Co-Ordinator	- Pregnancy risk assessment completed immediately when we become aware of a pregnant learner. - Risk assessment updated weekly or when the needs of the learner changes
IT	Staff or learners unwittingly compromise a third parties IP when working in collaborations with them or others	2	All Personnel	- Staff and learners aware of GDPR policy and the implications of any breach of information. - Protocol followed for breach - All information held securely with access
Learner Experience	Failure to innovate and evolve training to meet changing needs of learner	2	Directors Training Co-ordinator Tutors	Iona College is flexible in its methods of training and can adapt to any changing needs of the learners or the learning environment as seen by Covid strategy.

Learner Support	Learners with English as a second or subsequent language	4	Directors Training Co-ordinator	- Learners undergo a short literacy assessment before commencing training to ensure English meets sufficient standard to attend class and complete assessments - Learners advised of agencies to assist with English language competency and enrolment postponed until English improves. - English language test available on the website for learners to self assess before registration
Legislation	Failure to re engage with QQI	4	Directors	- Iona College communicates well with QQI and advises of concerns which are navigated by both parties. - Iona College employs consultants to assist with re engagement - Iona College communicates with other providers who have already re engaged for advice.
Legislation	Change in legislation governing qualifications	2	Tutors Training Co-Ordinator	- Updated proof of qualifications stored securely as per GDPR policy for all staff - Changes in legislation governing qualifications communicated via email to all tutors.
Legislation	Personal injury claim	3	Directors Training Co-ordinator	- Iona College has a current public liability and professional indemnity insurance policy in place to cover all claims - Detailed risk assessment completed in venue, hazards identified and resolved

				before commencement of training.
Maintenance of existing systems	IT failure	3	Directors Training Co-ordinator	• Backup management system in place i.e. smart sheet, Sage to ensure no company information is lost
Operational	Programme that is not working	2	All personnel	• PLAC and PREB to discuss areas that are not working and review and improve • CGC improve marketing
Recruitment	Employment of contracted personnel	2	Tutors Directors	• All contracted personnel have a comprehensive signed contract with Iona College. • Contracted staff encouraged to work for other training providers and in their vocational area when no work available with Iona College to get fresh ideas and up to date knowledge.
Recruitment	Unable to fill tutor vacancies/attract new staff	3	Directors Training Co-ordinator	• Iona College has a large bank of tutors to call on. • Iona College is a member of Independent Tutors Ireland which captures an extensive volume of tutors
Training Delivery	Added workload requirements because of new policy or legislation	2	Tutors Directors	• All staff will be reimbursed for any additional work due to new policy/ legislation development
Training Delivery	Theft of intellectual property	3	Tutors Directors	Tutor induction Learner induction Tutor and learner handbooks Any breach of company guidelines in relation

				intellectual property will result in disciplinary action.
Training Delivery	Theft of equipment or materials	2	All Personnel	• Any breach of company guidelines in relation to theft or other criminal activity will result in disciplinary action and may result in a prosecution
Training Delivery	Maintenance of skilled workforce	2	All Staff	• All staff will be required to update their skills and complete CPD regularly
Training Delivery	Business continuity	3	Tutors Directors	• Iona College offers a broad range of courses and can increase the range depending on demand
Training delivery	Failure to manage safe environment leading to injury	2	All personnel	• Risk assessments completed weekly and rated to the lowest possible level • Public liability insurance in place
Training Needs Analysis	Incomplete training needs analysis or client requirement changes	2	Tutors Directors	• Complete training needs analysis as per procedure and build in levels of options and flexibility as well as budget
Training delivery	Rearranging training venue to meet training needs hazard of blocking fire escapes, moving equipment leading to manual handling injuries	2	Tutors Training Co-Ordinator	• Risk assessment of all training venues • Venue to be set up prior to training commencement • Venue checklist to be completed • All staff to have manual handling training
Training Delivery	Adverse weather conditions	3	All staff	• Courses can be postponed if necessary due to adverse weather conditions to protect

				• health and safety of tutors and learners. • Learners informed by group text or email
Training Delivery	Fire	2	All staff	• Fire training delivered annually • Fire fighting equipment in place and regularly checked • Fire drills completed • Assembly points identified
Training Delivery	Variance in the quality of teaching	2	Tutors Directors	• Tutor training days to ensure consistency of training. • Tutors provided with same course content Cross moderation • Tutors to sit in each other's classes • Unannounced inspections by directors.
Training Delivery	Tutor illness	3	Tutors Directors Training Co-Ordinator	• Maintain a bank of relief tutors who can be called on at short notice.
Training Delivery	Covid 19	4	Tutors Directors Training Co-Ordinator Learners	• Ensure that all classrooms can accommodate 2 metre social distancing. • Provide hand washing facilities and ensure all learners wear face masks. • Temperature checks • Learners to sign disclaimer before coming to class • Learners not to attend if sick • As much training as possible to be completed outside of classroom • Minimum numbers to attend training scheduled at different times

Training Delivery	Maintenance of training standards of delivery nationwide	2	Tutors Directors	• Tutors provided with same content • Detailed lesson plans • Qualified experienced tutors • Unannounced inspections by directors • Learner feedback
Venue	Inability to locate suitable venue	3	Training Co-Ordinator Tutors	• Source new venues • Develop relationship networks with other training providers.
Venue	Venue costs increase	3	Training Co-Ordinator	• Negotiate rate with venues in advance.
Venue	Learners get lost going to training venue	2	Training Co-Ordinator	• Learners will receive a post code for all training venues

Written By: (Director of Learning and Development)		
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