QUALITY ASSURANCE POLICY & PROCEDURE MASTER DOCUMENT

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

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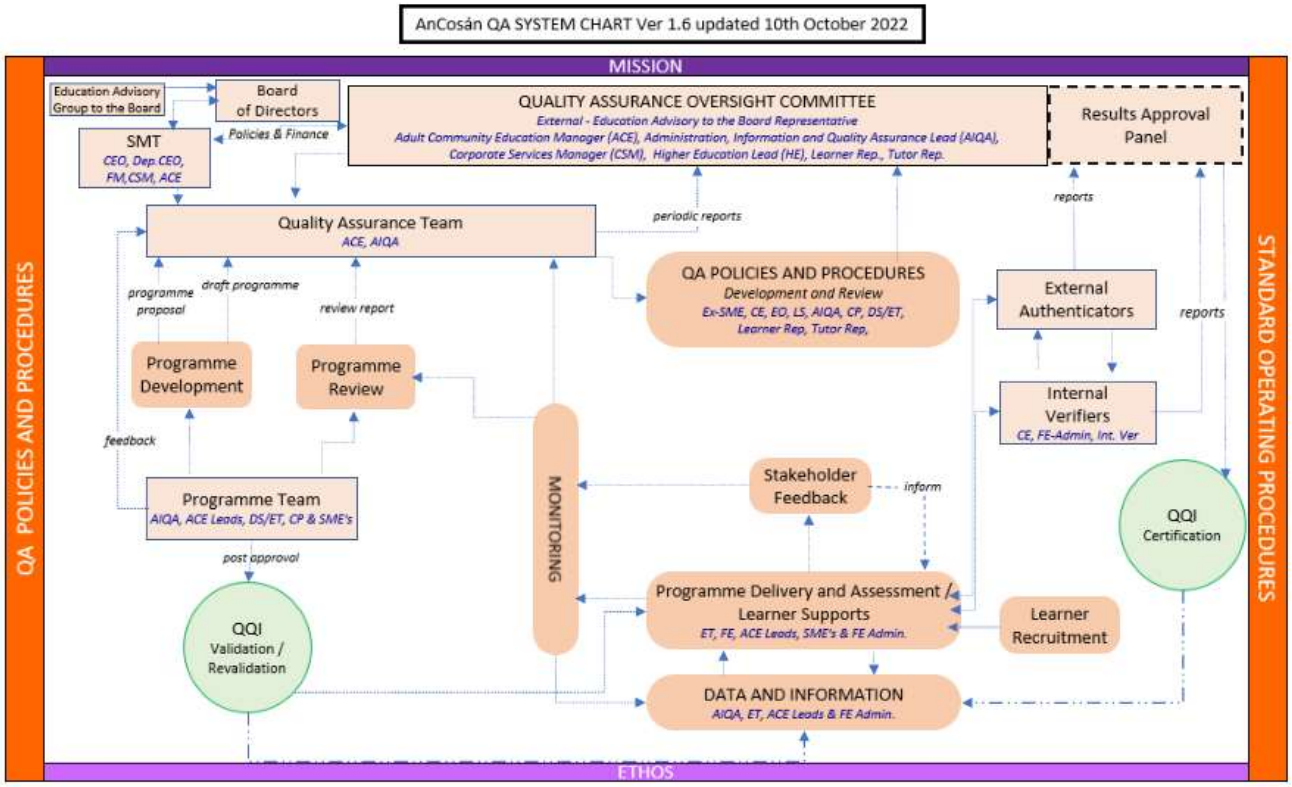
Section Ref	QQI Core Statutory Quality Assurance Guidelines
1	Governance and Management of Quality
2	Documented approach to Quality Assurance
3	Programmes of Education and Training
4	Staff Recruitment, Management and Development
5	Teaching and Learning
6	Assessment of Learning
7	Supports for Learners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

Section 1: Governance and Management of Quality

QAF101*:* Terms of Reference for Management Structures

QAF101 (a): QA Process Flowchart

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



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

Policy Title	Board of Directors Terms of Reference		QA Code	QAF101 (b)
Version Number	1	Name of Creator	Administration, information & QA Lead	
Date Created	April 2021	Review Date:	April 2022	
Description of Changes	This process was formally recorded		Reason for Changes	Part of Re-engagement Process
Group Name	**Board of Directors**			
Management Process	Each Director on the Board holds equal responsibility for the strategic direction of the organisation, An Cosán. The Chairperson of the Board works in close collaboration with the Chief Executive. The Chief Executive sits on the Board as a non-voting member and represents staff views to the Board.			
Selection of Members				
Membership	Anna Durkan (Chair) Conal Henry (Vice Chair) Mairead Butler (Secretary) Geraldine French Bill Roche Dee Kehoe Siobhan Wall	Heydi Foster, CEO (Non-voting Member)		
Role	An Cosán is a registered charity (no. 8659). The Revenue Commissioners grant charitable status. This allows donors to have a portion of their tax liability paid by way of donation to the Company. The Articles of Association sets out the main objects for which An Cosán is established: • To provide for the relief of poverty, deprivation, and disadvantage in the four communities of Tallaght West, which are Jobstown, Killinarden, Fettercairn and Brookfield and other similar disadvantaged areas through the provision of education, training, employment, enterprise and childcare. • To empower local people through education and enable them to fully participate with local authorities and state agencies in the delivery of Government policies. • To promote sustainable local development by the development of the leadership, strategic and entrepreneurial capacities of local people. • To provide education, training, employment, enterprise, and childcare by establishing, building, maintaining and conducting a centre or centres or such facilities as may be thought desirable.			
Structure of Meetings	The meetings will be held every six weeks. All members of the Board will be notified in writing of the date and time of the meetings by the Corporate Services Manager. An Agenda and copy of the previous meeting minutes will accompany this notice. A Board meeting may be held in the absence of Board Members once the Quorum of 50% of Board members are in attendance.			

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

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

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

Group Name	Senior Management Team (SMT)
Management Process	The primary roles of the Senior Management Team are: ▪ Management ▪ Governance ▪ Implementation & review of the policies and procedures of the organisation Many of these are derived from legal and insurance obligations and others which will ensure the efficient and effective operation of the business. The Senior Management Team must maintain the ethos of the organisation and ensure that principles of equality and the right of learners and staff are respected. The SMT will ensure that the organisation demonstrates and promotes respect for the diversity of values, beliefs, traditions, languages, and ways of life in society. It is the SMT's duty to introduce A Code of Behaviour for staff and learners ensuring: ▪ The standards of behaviour that shall be observed by staff and learners. ▪ Measures that may be taken when a staff member/learner fails or refuses to o observe those standards.
Selection of Members	The team is made up of the CEO, and the Managers of the four functional areas of the organisation, Finance, Early Years, Adult Community Education and Corporate Services. The Manager of Early Years is also Deputy CEO
Membership	▪ Heydi Foster (CEO) ▪ Anne Genockey (Deputy CEO & Early Years Manager) ▪ Carole Byrne (Finance Manager) ▪ Vacant (Corporate Services Manager) ▪ Adelaide Nic Chárthaigh (Adult Community Education Manager)
Role	The role of the Senior Management Team includes: ▪ Review that the management system, standard operating procedures & quality process is working for the organisation ▪ Monitor and review that the management system is effective and achieving desired results ▪ Review monthly management reports ▪ Auditing/Risk management/Appeals/Tutor, employee, or learner grievance ▪ Allow the team to gather and review information of Objectives, assess trends, check on status of improvement projects. ▪ Provide ongoing performance and progress reviews on planned objectives.

	▪ Ensure clear separation of academic and commercial interest by ensuring the appropriate personnel are on academic committees and sub-committees. This relates to both operational and decision-making processes. ▪ Acknowledge existing and external expertise and use this knowledge in decision makingwhen appropriate.
Structure of Meetings	SMT meetings will be held on a weekly basis and may convene additional meetings as may be necessary in the discharge of its duties. A meeting of the SMT may be convened at the request in writing by any member. All members of the Team will be notified in writing of the date and time of the meetings by the Corporate Services Manager. An Agenda and copy of the previous meeting minutes will accompany this notice. A Team meeting may be held in the absence of Team Members once the Quorum of three has been met.

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

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

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

Group Name	Quality Assurance Oversight Committee (QAOC)
Management Process	The Quality Assurance Committee (QAOC) will operate under delegated authority from Senior Management. The QAOC may investigate any matter (within its terms of reference), needed to review any Quality Assurance resources and information it considers necessary. The Quality Assurance Committee is authorised to seek the information it requires from the SMT or other An Cosán employees to enable it to carry out its duties.
Selection of Members	The Quality Assurance Oversight Committee members will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. The tutor representative will ensure that input on the frontline delivery of Quality assurance from the tutor's perspective is incorporated into all discussion and decision making. An Cosán includes a learner representative on this committee so that the voice and experience of the learner is included in the delivery of quality assurance at An Cosán.
Membership	The Quality Assurance Oversight Committee is constituted of the following members: ▪ External - Representative of the Education Advisory Group to the Board ▪ The Adult Community Education Manager (Chair) ▪ ACE Quality and Project Lead ▪ Corporate Services Manager ▪ Higher Education Lead (As required) ▪ Learner Representative (Panel) ▪ Tutor Representative (Panel) **Note**: tutor and learner representatives may only sit on one An Cosán panel at a time.

Role	The role of the Quality Assurance Oversight Committee is to ensure that transparent, fair, and consistent procedures (in line with National Standards) are applied in all decisions relating to academic activities. The Quality Assurance Oversight Committee will review matters that may include (but are not limited to) the following: ▪ Responsible for academic regulations ▪ Contribute to policy development and implementation ▪ Provide Subject Matter expertise ▪ New programme proposal approval ▪ Review Core report documents such as self-evaluation, monitoring, external authentication reports, learner feedback reports etc. ▪ Review reports/recommendations from any sub committees ▪ Review and approve Quality Assurance Guidelines ▪ Assist the management team if required, including those that are deemed academic objectives and goals ▪ Review annual programme reviews and feedback from awarding bodies and make recommendations ▪ Review cases of any academic misconduct/plagiarism ▪ Review relevant reports from external bodies and authenticators ▪ Review appeals of examination and assessment grades ▪ Review and approve decisions relating to learner appeals, assessment malpractice, complaints etc. ▪ Review statistics/trends in relation to assessment results using QQI Business System (QBS) and other reports ▪ Approve validation applications before submission to QQI ▪ Monitoring and review of operational activities.
Structure of Meetings	Meetings will be scheduled twice a year (extra meetings can be scheduled for unplanned or exceptional circumstances if required). An agenda will be sent out to all committee members 1 week in advance accompanied by previous meetings and any other documents needed for review at the meeting. If there is a specific issue to be discussed, sub-committees (e.g., Results Approval Panel, Programme Development Working Group etc.) or visitors may be invited for that period relevant to them only. Minutes of the meeting will be given to the Chairperson (ACE Manager) within one week of the meeting. Once approved by the Chairperson they will be circulated to all committee members. The ACE Manager, as the designated person responsible for Quality Assurance, will report to the SMT and other relevant committees or employees. A Team meeting may be held in the absence of Team Members. A quorum of 5 is needed to make any decisions.
Format of Meetings	The committee will follow the agreed agenda. All recommendations will be recorded by the secretary with actions assigned accompanied by timelines. Decisions will be based on the majority of the committee (votes may be held if needed). The Chairperson will have the deciding vote if there is a split vote. Members are permitted to communicate digitally by Zoom or Microsoft Teams if necessary but only as a last resort as face to face is preferable for this meeting.

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

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

Policy Title	Programme Development Working Group Terms of Reference		QA Code	QAF101 (e)
Version Number	2	Name of Creator	Administration Information & QA Lead	
Date Created	December 2019	Review Date:	September 2022	
Description of Changes	Membership of Programme Development Working Group Updated		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Group Name	**Programme Development Working Group**
Management Process	The purpose of the Programme Development Working Group is to critically examine all aspects of proposed new programmes. The Programme Development Working Group will meet on an ad hoc basis when required. The Programme Development Working Group will review a proposal or recommendation for a new programme (or programmes) of learning. If the proposal is accepted, it will develop and make recommendations for the implementation of the new programme(s) in line with validation and revalidation. The Programme Development Working Group is a sub-group of the Quality Assurance Oversight Committee.
Selection of Members	The Programme Development Working Group will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. The tutor representative will ensure that input on the frontline development and delivery of training programmes from the tutor's perspective is incorporated into the programme development process. An Cosán includes a learner representative on this working group so that the voice and experience of the learner is included when developing training programmes.
Membership	The Programme Development Working Group consists of the following members: ▪ External Consultant (Subject Matter Expertise) ▪ Community Education Lead (Access and Further Ed) (Chair) ▪ Employment Outreach Officer ▪ Community Partner Lead ▪ Digital Inclusion / Education Technologist Representative ▪ Learner Representative (Panel) ▪ Tutor Representative (Panel) (Subject Matter Expertise SME) **Note**: tutor and learner representatives may only sit on one An Cosán panel at a time.
Role	The role of the Programme Development Working Group includes: ▪ The creation of all course material. They will adhere to the guidelines of the QA Manual. ▪ Maintain the quality of the academic material ▪ Develop engaging study materials to enhance the cognitive capacity of the learner

	▪ Track and document processes and procedures in place to guide course development and to ensure efficiency and clarity to all staff involved in the content development process ▪ Develop and design training and information documents ▪ Develop templates which document guidelines for course development ▪ Identify requirements of the programme e.g., entry criteria, learning hours, assessment criteria ▪ Ensuring maintenance of the academic standard of the award ▪ Develop content for programme including programme descriptor, full learner resource pack, assessment strategies, briefs and marking schemes, tutor programme specification, exams, and workbooks (where relevant). ▪ Self-Evaluation against QQI criteria ▪ Review Core report documents such as self-evaluation, monitoring, external authentication reports etc ▪ Monitor all progress and improvements of the awards through desk top review, monitoring, learner, and tutor meetings ▪ Review of current education and training programmes, including assessments ▪ Review information to learners about each programme ▪ Consult with other providers in respect of transfer and progression options ▪ Get approval from Quality Assurance Oversight Committee for any significant programme changes and before submission to QQI or other accreditation body for validation or re-validation.
Structure of Meetings	The Programme Development Working Group will meet when a new programme will be developed to offer as part of An Cosán's suite of training courses. The Programme Development Working Group need to be aware of the QAOC schedule unless an extra ordinary meeting is convened for the purpose of reviewing the Proposal. An agenda will be sent out to all committee members 2 weeks in advance and any other documents needed for review or discussion at the meeting. Members can make amendments to the agenda at this point (min 1 week in advance of meeting). The chair of the Programme Development Working Group will complete the Programme Proposal Form QAF004 (b) to submit for approval to the Quality AssuranceCommittee.
Format of Meetings	The committee will follow the agreed agenda. All recommendations will be recorded by the secretary, with actions assigned accompanied by timelines.

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

QAF101 (f): Programme Review Committee Terms of Reference

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

Committee Name	Programme Review Committee
Management Process	The Programme Review Committee is concerned with the quality, standards, and monitoring of QQI, and Adult Community Education courses delivered by An Cosán. They are responsible for the oversight of all QQI programmes. The Programme Review Committee will periodically review programmes to maintain standards and ensure compliance and make recommendations to enhance and improve the programmes to ensure they are fit for purpose. They will also provide advice, support and guidance to management, tutors, and staff on the development and delivery of all An Cosán programmes.
Selection of Members	The Programme Review members will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. The tutor representative is selected an internal subject matter expert with experience of the ethos of An Cosán and normal course delivery standards. An Cosán includes a learner representative on this committee so that the learner practical experience is included in the programme review procedure at An Cosán.
Membership	The Programme Review Committee consists of the following members: ▪ External Consultant (Subject Matter Expertise (SME) (Chair) ▪ Administration and Quality Assurance Lead ▪ Community Education Lead (Access and Further Ed) ▪ Learner Support Coordinator ▪ Learner Representatives (Panel) ▪ Tutor Representative (Panel) (Subject Matter Expertise SME) **Note**: tutor and learner representatives may only sit on one An Cosán panel at a time.
Role	The role of the Programme Review Committee includes: ▪ Review Core report documents such as self-evaluation, monitoring ▪ Provide advice, support, and guidance to management on the development and delivery of programmes. ▪ Provide advice, support, and guidance to tutors on the on the development and delivery of programmes. ▪ To ensure all programmes (including Blended Learning programmes) are being delivered in line with QQI Core Guidelines

	▪ To ensure all programmes (including Blended Learning programmes) are being delivered within scope of QQI Certificate of Validation. ▪ To report back and advise the Quality Assurance Committee on the delivery of existing programmes. ▪ To make recommendations on the programmes for continuous improvement and to ensure they are fit for purpose. ▪ Provide expert advice to the Quality Assurance Committee ▪ Participate in scheduled self-assessments and programme review cycles. ▪ Review recommendations to the Quality Assurance Committee and ensure thatresponses from programme evaluations are being implemented. ▪ Review and report/make recommendations on thematic programme policy papers received from QQI as they arise. ▪ Review the programme development in the context of the requirements of employers, industry, professional bodies, and the Irish economy. ▪ Evaluate feedback mechanisms for learners and tutors and the processes for acting on this feedback. ▪ Evaluate the physical facilities and resources provided for the delivery of training programmes. ▪ Evaluate formal links with industry, businesses, and the community. ▪ Review any research activities and their impact on teaching and learning.
Structure of Meetings	The committee will meet twice a year (extra meetings can be scheduled for unplanned or exceptional circumstances if required) at least 6 weeks in advance of the Quality Assurance Oversight Committee. An agenda will be sent out to all committee members 2 weeks in advance accompanied by previous meetings and any other documents needed for review or discussion at the meeting. Members can make amendments to the agenda at this point (min 1 week in advance of meeting). Minutes of the meeting will be given to the Chairperson within one week of the meeting. Once approved by the Chairperson they will be circulated to all committee members. The chair of the Programme Review Committee will prepare a report for the Quality Assurance Oversight Committee. Items for review or items that require further consideration will be flagged as agenda items for the next Quality Assurance Committee meeting. Members are permitted to communicate digitally by Zoom or Teams if necessary.
Format of Meetings	A full self-assessment of programmes and services is scheduled by An Cosán every five years. Within this period programmes are reviewed/monitored from a variety of perspectives using the data gathered during a typical course delivery schedule. Data used to review programmes should include: 1. Learner Evaluations

	2. Tutor Evaluations 3. Programme Descriptor and Tutor notes 4. Programme resources 5. Scheme of works 6. Attendance records 7. Daily reports 8. Retention/Completion & Certification rates 9. Grade distribution and benchmarking 10. QQI analytics and benchmarking 11. Course meeting records 12. Internal verification (IV) Panel reports 13. External Authentication (EA) Panel reports 14. Results Approval Panel (RAP) minutes 15. QQI Validation reports 16. Any other relevant reports or feedback from external experts or stakeholders.

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

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

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

Group Name	Results Approval Panel (RAP)
Management Process	The purpose of the Results Approval Panel (RAP) is to confirm that assessment of learner evidenceand authentication of assessment results (including internal verification and external authentication) has been carried out in line with the provider's quality assurance process. It confirms fairness and consistency in An Cosán's assessment process and ensures the validity of the results produced. ▪ All learner results are provisional until approved by the Results Approval Panel (RAP). This panel is a sub-committee of the Quality Assurance Oversight Committee. All panel members will be instructed to carry out their duties without bias. Their decision is to be based on the evidence presented to them only. ▪ A note taker to be assigned and a report to be prepared and signed off by all members of the panel**.** ▪ If the panel does not agree, the chairperson has the casting vote (only if the votes are spilt). However, panel members are advised that every reasonable attempt to agree should be sought. ▪ All evidence/documentation should be returned to the chair at the end of the meeting and securely disposed of.
Selection of Members	The Results Approval Panel members will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) incompliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019. The panel will be comprised of minimum 4 (max 8) personnel. Min 1 will be an independent Further education/education expert. The remaining panel members will be comprised of tutors and programme leads. The Chair will be the ACE Quality and Project Lead. The Chair will have the responsibility of appointing members to the panel and to ensure there are no conflict of interest and to ensure impartial and unbiased decision making.
Membership	The Results Approval Panel (RAP) consists of the following members: ▪ Adult Community Education Manager ▪ ACE Quality and Project Lead (chair) ▪ Senior Further Education Administrator ▪ Internal Verifier ▪ External Authenticator

Role	The role of the Results Approval Panel includes: ▪ To meet and review and approve assessment results ▪ To ensure that the Results approval process has been followed and all the required documentation is in place. ▪ Review all relevant internal verifications reports and external authentication reports. ▪ Sign off on approved results before submission to QQI. ▪ Identify any issues arising in relation to the results and make recommendations for corrective action. ▪ Meet with Quality Assurance Oversight Committee if requested as a sub panel. ▪ Complete report which can be used for An Cosán's self-evaluation process and internal monitoring process. ▪ Assessment procedures are observed. ▪ To ensure there is consistency amongst tutors (especially modules where a number of different tutors deliver). ▪ To ensure correct application of administrative procedures. ▪ To check all applicable evidence is available. ▪ To note any irregularities and report to the ACE Quality and Project Lead. ▪ To review all relevant reports and make recommendations to the ACE Quality and Project Lead. ▪ To review any learner complaints or requests and to ensure they are resolved satisfactorily.
Structure of Meetings	▪ The Administration, Information & Quality Assurance (AIQA) Lead calls a meeting (in line with An Cosán's submission policy). ▪ The panel may meet up to 6 times per year on a two monthly cycle. Meetings will typically be held 1 week before the QQI submission dates of 12th of Feb, Apr, Jun, Aug, Oct, Dec), however, An Cosán rarely submits assignments in August or October. ▪ The AIQA Lead is to ensure that the following reports are distributed to the panel members prior to start (IV reports, EA reports, Evaluation reports (tutor and learner), QBS provisionalresults, learner meeting records.) ▪ The panel to discuss each module's results. Asked to focus on areas of concern and areas of good practice. ▪ The panel will consider the evidence and approve/sign off on the final results. ▪ All decisions to be recorded in RAP minutes which are to be distributed to all panel members within 1 week. The Chair is responsible for ensuring any issues are recorded and reported to the Quality Assurance Oversight Committee. ▪ Members are permitted to communicate digitally by Zoom or Microsoft Teams if necessary.

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

QAF101 (h): Results Approval Panel Report

Results Approval Process Report			
Section A: Members Details of Results Approval Panel			
In Attendance: (A minimum of four must be in attendance)	Name: _____ _____ _____ _____ _____ _____ _____ _____	Role: **ACE** **AIQA** **FE-Admin** **IV** **EA**	Signature: _____ _____ _____ _____ _____ _____ _____ _____

Section B: Approval of Internal Verification & External Authenticator Reports					
Confidentiality Statement Members of the Results Approval Panel are reminded that the proceedings of the board are confidential, and that all documentation is the property of the Panel and should be returned at the close of the meeting.					
Is there an Internal Verification Report for consideration	Yes		No	Staff Initials	
Was the Correct Procedure Followed	Yes		No	Staff Initials	
Panel's Comments/Recommendations re IV Report					
Were the Modules Externally Authenticated	Yes		No	Staff Initials	
Is there an External Authentication Report for consideration	Yes		No	Staff Initials	

Panel's Comments/Recommendations re EA Report							
Section C: Approval of Module Results							
Course Title	Module Title	Approved					Comments
Early Childhood Care & Education 5M2009	1.	Yes		No			
	2.	Yes		No			
	3.	Yes		No			
	4.	Yes		No			
Business Administration with Digital Skills for Work 5M2468	1.	Yes		No			
	2.	Yes		No			
	3.	Yes		No			
	4.	Yes		No			
Community Care 5M2786	1.	Yes		No			
	2.	Yes		No			
	3.	Yes		No			
	4.	Yes		No			
Community Development 5M3050	1.	Yes		No			

	2.	Yes		No		
	3.	Yes		No		
	4.	Yes		No		
Early Childhood Care & Education 6M2007	1.	Yes		No		
	2.	Yes		No		
	3.	Yes		No		
	4.	Yes		No		

Appeals								
Are the Learners who have appealed their Provisional Results	Yes		No		Have the Panel Approved their Appeals	Yes		No	
Appeal Outcomes									

Any Other Relevant Information

Report Signed Off By						
Results Approval Panel	Yes	No	Chairperson Signature		Staff Role	
QA Oversight Committee	Yes	No	Chairperson Signature		Staff Role	

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

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

Group Name	Education Advisory Group to the Board
Management Process	**Establishment:** The Education Advisory Group to the Board was established to make recommendations to the Board on all matters regarding adult community education in An Cosán. **Authority:** The Education Advisory Group provides advice to the Board in relation to adult community education strategy and policies. As part of this remit, it assists in providing oversight of An Cosán's adult community education activity. However, the Education Advisory Group does not have decision making powers to amend strategies, policies or priorities or directions to An Cosán management and staff without endorsement of the CEO and Board. **Board Approval:** The Board has approved the Adult Community Education Advisory Group's Terms of Reference. The Board may approve updates and amendments to these Terms of Reference from time to time and in line with An Cosán's Constitution.
Appointments	All appointments shall be for a period of two years, unless otherwise approved by the Board.

Membership	**The Education Advisory Group shall comprise:**
	
	• **Chair** – Board Member of An Cosán and no more than 7 other members.
	• Other members to include:
	  ○ **at Least 2 external experts** in the provision of Adult Community Education
	  ○ **1 Learner Representative** appointed from the Learners' Panel.
	  ○ **1 Tutor Representative** appointed from the Tutors' Panel.
	  ○ The **ACE Manager** will act as Secretary, minute taker to the Education Advisory Group.
	  ○ The **CEO** will have a right to attend and contribute to Education Advisory Group.
	  ○ The Education Advisory Group may invite other people to attend meetings when necessary.

Role	The role of the Education Advisory Group is to consider and make recommendations to the Board in relation to the Adult Community Education Programme in An Cosán as follows; - • To support the dissemination of education, learning and training resources, standards, and practices in line with National, European and international policy and within agreed training frameworks or guidelines. • To monitor and make recommendations on all training, assessment and education related activities to support quality learning and education. • To provide advice to the Board in relation to adult community education strategy and policies, including the ACE Review and relevant parts of the An Cosán Strategic Plan.
Structure of Meetings	**Meetings of the Education Advisory Group Frequency** The Education Advisory Group will meet not less than three times per annum. **Reporting to the Board** The Chair of the Education Advisory Group will update the CEO and the Board about Committee activities. The minutes of Education Advisory Group meetings shall be noted by the Board and the Education Advisory Group through its Chair, who will report to the Board on the Group's activities on at least one occasion each year.

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

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

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

QA Management Structures referenced in table above include:
Quality Assurance Oversight Committee (QAOC); Programme Development Working Group; Programme Review Committee; Internal Verification; External Authentication; Results Approval Panel (RAP); External - Education Advisory to

the Board Representative (EAB)

QAF102*:* Committee Agenda Template

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

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

QAF103*:* Committee Minutes Template

Template Title	Minutes of Meetings		QA Code	QAF103
Version Number		Name of Creator	Administration Information & QA Lead	
Date Created	April 2021	Review Date:	April 2023	
Description of Changes	Newly Created		Reason for Changes	Part of Re-engagement Process

Meeting	
Date of Meeting	
Person Attending:	
Apologises	

Minutes of meeting

Item No	Items Discussed	Staff Responsible	Due Date

QAF104*:* Board Report Template

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

[DOCUMENT TITLE]

[Document subtitle]

Table of Contents

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

Board Report 2022

Reporting Period:		Due:	

Name:
Section:
Date:

1. **Summary of Key Issues:**

Highlights

-
-
-

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

-
-
-

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

-
-
-

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

-
-
-

2. **Learner Numbers:**

Please fill in the blank tables relevant to your section.

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

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

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

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

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

Key
Classes that are Face-to-Face
Classes cancelled

3. Community Partners:

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

4. Digital Inclusion:

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

5. Tech Support:

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

6. Counselling Services:

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

7. Wraparound Services:

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

8. Grants:

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

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

9. Lifestart:

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

10. CE Scheme:

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

11. Comms (external):

Website/Content Creation:

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

Social Media:

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

QAF105*:* Health & Safety Policy

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

Policy Title	Health & Safety Policy
Policy Statement	It is the policy of The Shanty Educational Project Ltd to comply with the Safety, Health and Welfare at Work Act, 2005, Safety, Health and Welfare at Work (General Application) Regulations, 2007-2016, and Safety, Health and Welfare at Work (Construction) Regulations 2013 to ensure so far as reasonably practicable the safety, health and welfare of all employeeswhilst at work, and to provide such information, training and supervision as is needed for thispurpose.
Scope of Policy	It is the policy of The Shanty Educational Project Ltd to protect, so far as is reasonably practicable, persons not employed by this company who may be affected by our activities. It is the policy of The Shanty Educational Project Ltd to ensure that adequate consultation takes place between management and employees on all health and safety related matters and employees are encouraged to notify management of identified hazards in the workplace. All employees have the responsibility to co-operate with supervisors and management to achieve a healthy and safe workplace and to take reasonable care of themselves and others. The policy is to be available at all company work locations for consultation and review by all employees. The policy will be kept up to date and amended as necessary to meet changes inthe nature and size of the business. In performance of the work, safety shall take precedenceover expediency or short cuts despite the urgency or emergency nature of any The Shanty Educational Project Ltd operations.
Policy Implementation	**Management** ▪ Taking a direct interest in the Safety Statement and positively supporting any person whose function it is to carry it out. ▪ Allocating resources within the constraints of the company's budget to implement safety policies within the Safety Statement. ▪ Periodically reviewing his/her responsibilities and that of all other persons concerned with implementing policies and procedures outlined in the Safety Statement. ▪ Ensuring that all staff under his/her control are held accountable for their performance in relation to Occupational Safety and Health. ▪ Ensuring resources are available to provide training, as required, for management, supervisors and employees.

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

	▪ All employees are required to adhere to all safe systems of work, wear any personal protective equipment and use any safety equipment provided. ▪ All employees are required to discharge their work in a safe manner takingcare of their own safety and health and that of others. ▪ Employees must adhere to safety rules laid down by The Shanty Educational Project Ltd. ▪ Employees must not interfere with welfare facilities or other provisions onthe premises ▪ Employees using their own transport on behalf of Shanty Educational Projects Ltd. must have full indemnity insurance and a copy supplied toShanty Educational Projects Ltd CEO
Staff Responsible	Health & Safety Officer Fire Wardens

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

QAF105 (a): Health & Safety Training Record

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

Health & Safety Training Record

Training Title		Date of Training	
Duration of Training		Instructors Name	
Course Content			

	Participant Name	Participant Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

Signature of Instructor: _____

Signature of Health & Safety Officer: _____

QAF105 (b): Risk Assessment Template

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

Risk Definition and Matrix

Probability Categories

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

Severity Categories (Safety)

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

Category	Definitions
Low	Acceptable level of risk. Risk is controlled as far as reasonably practicable. Existing Controls to be continuously monitored.
Medium	Should aim to reduce risk further to **A**s **L**ow **A**s is **R**easonably **P**racticable. (ALARP)
High	Unacceptable level of risk. Hazard **MUST** be avoided, or level of Risk reduced significantly & reliably by controls.

Risk Matrix

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

QAF105 (c): Health & Safety Checklist

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

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

QAF106: Fire Safety Policy

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

Policy Title	Fire Safety Policy
Policy Statement	It is the policy of The Shanty Educational Project Ltd to comply with the Safety, Health and Welfare at Work Act, 2005, Safety, Health and Welfare at Work (General Application) Regulations, 2007-2016, and Safety, Health and Welfare at Work (Construction) Regulations 2013 to ensure so far as reasonably practicable the safety, health and welfare of all employeeswhilst at work, and to provide such information, training and supervision as is needed for this purpose.
Scope of Policy	Suitable firefighting equipment will be made available on The Shanty Educational Project Ltd premises. Fire Extinguishers will be placed in accessible locations throughout the premises foruse in the event of a fire. All firefighting equipment will be properly maintained by Diskin Fire ManufacturingLtd
Procedure Implementation	• Yearly records of maintenance are maintained in the site safety file • The location of equipment will be indicated by signage. • All emergency fire exits will be clearly marked and easily accessed in the case of an emergency. • An Emergency Plan of Action will be put in place, specific to the premises of The Shanty Educational Project Ltd., to deal with fire or other emergency. • Emergency evacuation drills are carried out at least once year and records are kept, additional monthly evacuation drills are carried out for pre-school section. • All The Shanty Educational Project Ltd. employees will be made fully aware of the Emergency Plan of Action and trained in the safety procedures for carrying out an emergency evacuation of the premises. • All personnel should be trained in the use of firefighting equipment and havefull knowledge of the procedures to follow in the case of emergency evacuation.
Staff Responsible	Health & Safety Officer Fire Wardens

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

QAF106 (a): Fire Drill / Emergency Evacuation Record

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

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

QAF106 (b): General Emergency Procedures

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

General Emergency Procedures	
Policy Statement	Fire Precautions All staff members should familiarise themselves as soon as possible with: 1. The layout of the premises 2. The location and operation of Emergency Exits 3. The location and operation of Fire Extinguishers, and Break Glass units were fitted 4. The correct action to be taken on discovering a fire or if the alarm is sounded by somebody else

Emergency Procedure Rules

EACH MEMBER OF STAFF SHOULD OBSERVE THE FOLLOWING RULES:

1. Rubbish must be placed in bins provided, Bins must be emptied on a daily basis
2. Smoking is not permitted in any part of the building or close to doorways and windows
3. Escape routes and access to fire extinguishers must be kept clear at all times. Emergency exits to be kept clear at all times
4. Fire doors should not be fixed in an open position
5. Faults in electrical, gas, fire extinguishers, and fire alarm equipment must be reported to management

What to Do in the Case of a Fire

Calling the Fire Brigade

1. Dial 999 or 112
2. Ask the operator for the fire brigade
3. When the fire brigade answers, state clearly.
    - Fire at; (give exact location)
    - Your phone number is
    - Nearest main road or landmark
4. DO NOT ASSUME that the call has been received until the above information has been acknowledged by the Fire Brigade
5. If safe to do so, remain near the telephone in case the Fire Brigade should ring back to confirm details.
6. If evacuation is necessary, proceed to the ASSEMBLY POINT
7. Bring the daily attendance sheet & visitor book to conduct a roll call
8. DO NOT RE-ENTER THE PREMESIS, remain at assembly point until otherwise advise

Fire Extinguishers Signage

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

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

QAF107*:* Accident & Incident Policy

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

Policy Title	Accident & Incident Policy
Policy Statement	It is the policy of The Shanty Educational Project Ltd to comply with the Safety, Health and Welfare at Work Act, 2005, Safety, Health and Welfare at Work (General Application) Regulations, 2007-2016, and Safety, Health and Welfare at Work (Construction) Regulations 2013 to ensure so far as reasonably practicable the safety, health and welfare of all employees whilst at work, and to provide such information, training and supervision as is needed for this purpose.
Policy Implementation	An Accident Report book must be completed by the safety manager soon as possible following the incident. The report is to be reviewed by the company directors. Final reports are to be placed in a designated Accident Report file. The Safety manager or nominated person will interview the personnel involved, all witnesses and fill in the following details: • Accident location, department • Description of work activity • Date and time of accident • Description of accident • Name, Address & Contact Details of the Person Injured • Injuries caused • Damage caused • Cause of accident • Name of personnel involved • Name of Witnesses • Condition of area • Sketch and/or photographs signed and dated • Statements signed and dated • Any other relevant information A section on the report will be completed by the Occupational First Aider (if applicable), including the description on injury, treatment given, if the emergency services were called and any other relevant information. Accidents Reportable to the HSA The Safety, Health and Welfare at Work (General Application) (Amendment) (No.3) Regulations 2016 (S.I. No 370 of 2016) –Notification of Accidents and Dangerous Occurrences requires the Company to report to the Health and Safety Authority on prescribed forms: There are some key points in relation to reporting of accidents and dangerous occurrences. Only fatal and non-fatal injuries are reportable. Diseases, occupational illnesses or any impairments of mental condition are not

	reportable. Fatal Accidents must be reported immediately to the Authority or Gardai. Subsequently, the formal report should be submitted to the Authority within five working days of the death. Non-Fatal accidents or dangerous occurrences should be reported to the Authority within ten working days of the event. Injuries to any employee as a result of an accident while at work where the injury results in the employee being unable to carry out their normal work duties for more than three consecutive days, excluding the day of the accident, must be reported to the Authority (HSA) A) Accidents at work resulting in a fatality or a person not being able to carry out their normal functions for more than 3 days. -IR1 Form (available at www.hsa.ie) B) Dangerous occurrence (IR3 Form). Responsibility for ensuring that these reports are made when required rests with the Safety Officer. Records are to be maintained on file for 10 years with safety coordinator/head office. **Results and Analysis** An analysis of all accident reports is carried out annually The Shanty Educational Project Ltd. The findings will be circulated to all The Shanty Educational Project Ltd personnel here applicable.

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

QAF107 (a): Accident & Incident Report Form

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

Accident Report Form			
Name of Injured Person		Contact Number:	
Name of Person Completing this form		Staff Title	
Date of Accident		Time Accident Happened	
Exact Location where accident took place			
Accident Details (Describe in detail what happened, include all dates, times, names & measurements where applicable)			
Witness Name		Contact Number of Witness	
Witness Account of the Accident			

Is PPE required for the Task	Yes	☐	No	☐
Is the task risk assessed	Yes	☐	No	☐

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

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

Were photographs taken (if so attach if possible)	Yes	☐	No	☐

Medical Treatment
Details of Injury
(Attach any medical reports)

Open Wound		Burns		Concussion		Bruising		Fracture	

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

Signature	Date

Section 2. Documented Approach to Quality Assurance

QAF201: Quality Assurance Statement

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

Quality Assurance Statement

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

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

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

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

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

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

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

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

- Regular review of annual key performance indicators (KPIs), business plans and goals
- Consultation with all stakeholders in the development of policy and procedures

- An organisation wide approach through to the implementation of quality assurance procedures to encourage a sense of ownership of quality amongst staff
- Policies and procedures are designed in consultation with those involved in their implementation.
- Learner satisfaction and the quality of services are key, with all staff members encouraged to contribute feedback and suggestions for process improvements during Management and team meetings.

Progress in embedding a quality culture is measured by the Senior Management Team using the following methods:
- Day-to-day monitoring
- Staff performance appraisals
- Stakeholder feedback
- Learner feedback through ongoing surveys
- Internal and external audits
- Implementation of QA framework
- Staff training and continuous professional development (CPD)

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

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

The following legislation is relevant to An Cosán in relation to Employment, Labour and Equality:
- Terms of Employment (Information) Acts 1994–2014
- Employment (Miscellaneous Provisions) Act, 2018
- The General Data Protection Regulation (GDPR) falls under Data Protection Act 1988, the Data Protection (Amendment) Act 2003 and the General Data Protection Regulation 2018 (GDPR).
- Safety, Health and Welfare at Work Act, 2005
- National Minimum Wage Act, 2000
- Payment of Wages Act, 1991
- Minimum Notice and Terms of Employment Acts, 1973–2005
- Industrial Relations (Amendment) Act, 2015
- Organisation of Working Time Act, 2015
- Organisation of Working Time (Records) (Prescribed Form and Exemptions) Regulations,2001
- Maternity Protection Act 1994-2004
- Paternity Leave and Benefit Act, 2016
- Adoptive Leave Act 1995-2005
- Parental Leave Acts, 1998-2019
- Parent's Leave and Benefit Act, 2019
- Carer's Leave Acts 2001-2006
- Employment Equality Acts, 1998–2015
- Equality (Miscellaneous Provisions) Act, 2015
- Protection of Employment Acts, 1977-2007
- Protection of Employment Acts, 1977-2007
- Protected Disclosures Act, 2014
- Transfer of Undertakings Records - EC (Safeguarding of Employees' Rights on Transfer of Undertakings) Regulations 2003

- Redundancy Payments Acts, 1967–2014
- Protection of Employment (Exceptional Collective Redundancies & Related Matters) Act
- Unfair Dismissals Acts, 1977–2015
- Workplace Relations Act, 2015
- Mediation Act, 2017
- Equal Status Act 2000-2011
- Employment Permits Acts 2003 to 2014
- Protection of Young Persons Act 1996

The following legislation is relevant to An Cosán in relation to education and awarding bodies:
- Education Act, 1998
- Further Education and Training Act, 2013
- Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019

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

Section 3: Programmes of Education and Training

QAF301: Development & Evaluation of New Programme Guidelines

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

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

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

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

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

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

Purpose

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

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

Scope

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

Proposals for New Programmes

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

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

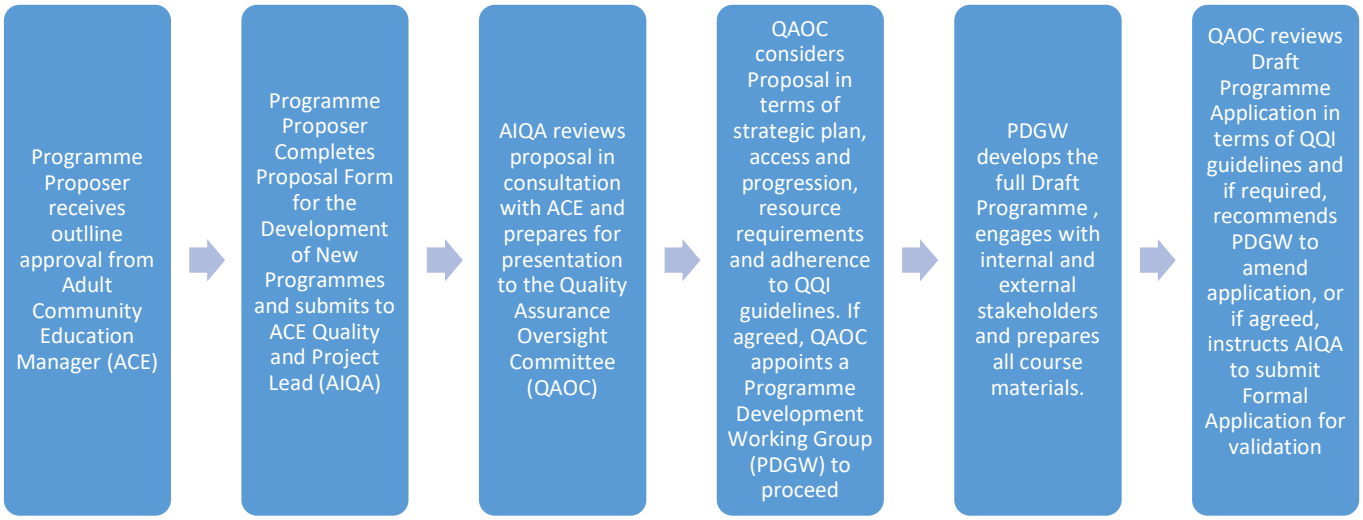
New proposals may also be introduced directly by the Adult Community Education Manager.

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

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

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

Life Cycle of a Programme Proposal



Stages in Design of a New Programme

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

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

Programme Monitoring and Review

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

Programme Design Framework

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

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

Audience Consideration	Ensure programme is relevant and accessible to the intended audience. Outline learner supports and reasonable accommodations that can be made for learners on the programme.
Content Development	Learning outcomes and methodologies are used to develop the content for the programme by Subject Matter Experts (SMEs) on the Programme Development Working Group. The most up-to-date evidence should be used to advise this content. Assessment criteria are devised to include all learning outcomes. Content for all programmes, blended and classroom-based, are developed with a view to support effective teaching, learning and assessment.
Set Timeframe	Decide on duration of training, including directed and self-directed learning hours.
Communication of Training	Communication of training programme is sent out via a variety of communication channels (examples listed below) to initiate learner recruitment: ▪ An Cosán website and social media ▪ Target marketing to our audiences: learners (past and present), Community Partners, e-zine subscribers and relevant stakeholders ▪ Advertised on online platforms e.g., Courses.ie, Nightcourses.com, Open Days are advertised on Activelink, Aontas One Step Up and other channels
Measure Effectiveness	Effectiveness of the training is measured through our reflective practice approach and formative and summative evaluation procedures which collates feedback from the learner and the tutor, and through assessment results which allows us to establish the level of improvement in knowledge, skills and competence.

Validation of Programmes using a Shared Curriculum

As a longstanding provider of programmes leading to a QQI award in the early care and education field, An Cosán has in place an Agreement with DDLETB Early Learning Care Programme Board (ELCPB) to share access the ELC Curriculum for the following the following Early Learning and Awards:

- Level 5 Certificate Early Learning & Care 5M21473
- Level 6 Advanced Certificate in Early Learning & Care 6M21471

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

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

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

Collaborative Working Group

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

Applying for programme Validation

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

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

QAF301(a): Programme Review, Evaluation and Continuous Development Procedure

Policy Title	Programme Review, Evaluation and Continuous Development Procedure		QA Code	QAF301(a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting procedure created to guide programme review, evaluation and development under Section 3 Programmes of Education and Training		Reason for Changes	Developed following the Business Administration programme review to make the programme review, evaluation and development cycle clearer, evidence informed and easier to apply across future reviews

Name of the Procedure	Programme Review, Evaluation and Continuous Development Procedure

Purpose of this Procedure	This procedure sets out how An Cosán reviews, evaluates and develops programmes of education and training. It supports evidence informed programme development by ensuring that decisions about programme content, delivery, assessment, learner support, staffing, resources and revalidation are based on clear review evidence. This procedure is intended to guide programme review activity under Section 3, Programmes of Education and Training, while connecting clearly to Section 11, Self Evaluation, Monitoring and Review. • Developing a new programme • Reviewing an existing programme • Preparing for revalidation • Considering changes to programme content, modules, delivery method or assessment strategy • Responding to learner, tutor, employer, funder, partner or External Authenticator feedback • Reviewing whether a programme remains fit for purpose

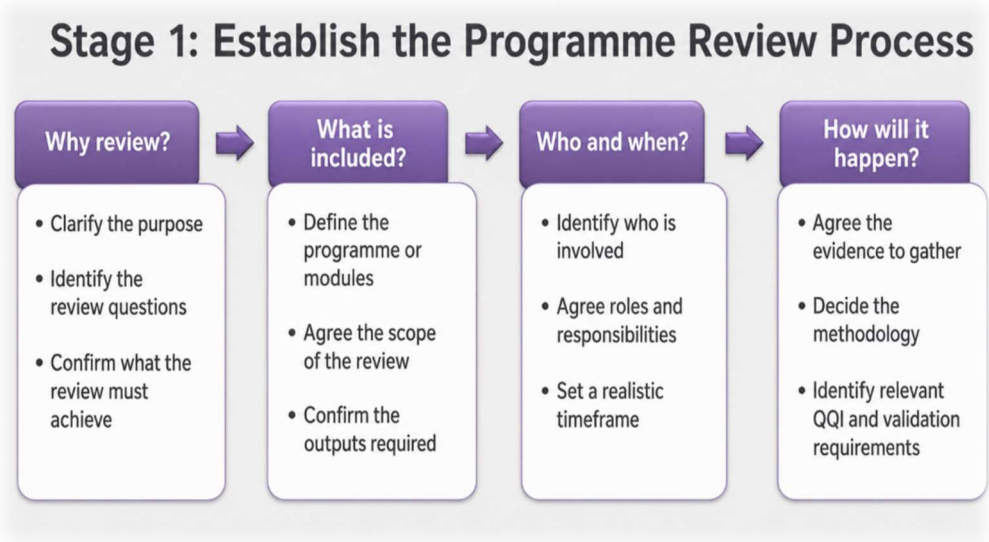
Scope and Context	This procedure applies to An Cosán programme review, evaluation and development activity across Access and Further Education. It may also inform Higher Education partnership activity where relevant and where it does not conflict with partner provider requirements. The Business Administration programme review highlighted the value of a clearer shared review process. The review process began by examining whether the programme was fit for purpose, meeting learner needs, meeting industry needs, meeting programme outcomes, and meeting the delivery needs of learners. This procedure captures that review cycle so it can be used consistently in future programme reviews, programme updates and development decisions. • Programme review

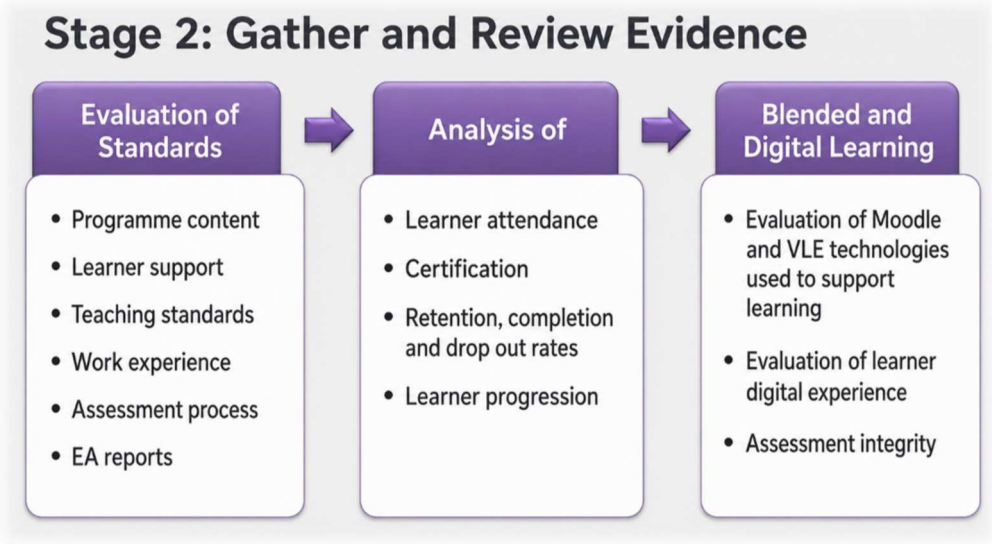
	• Programme evaluation • Programme development • Curriculum updates • Assessment review • Delivery method review • Learner support review • Revalidation preparation • Programme improvement planning • Quality assurance reporting

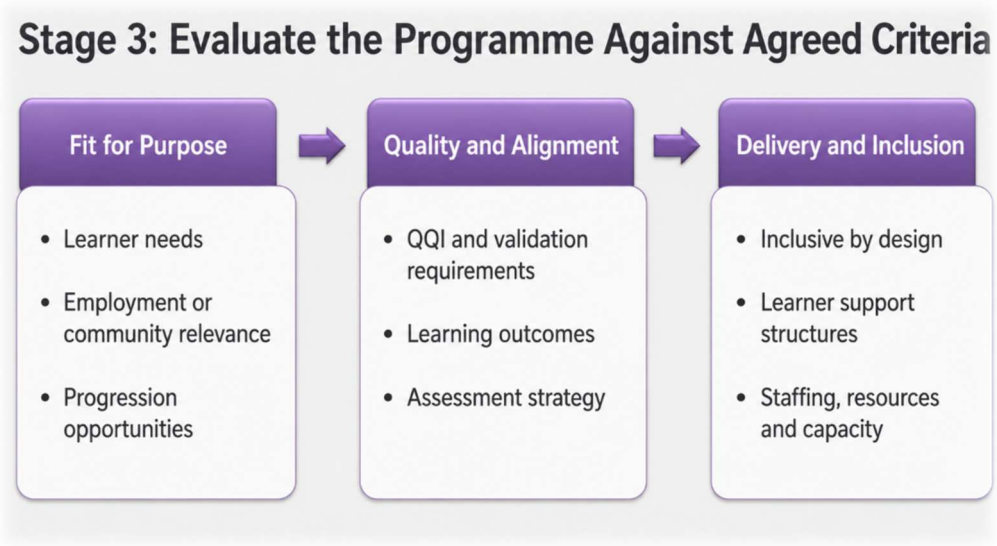
Key terms used in this procedure	For the purpose of this procedure, the following key terms are used.

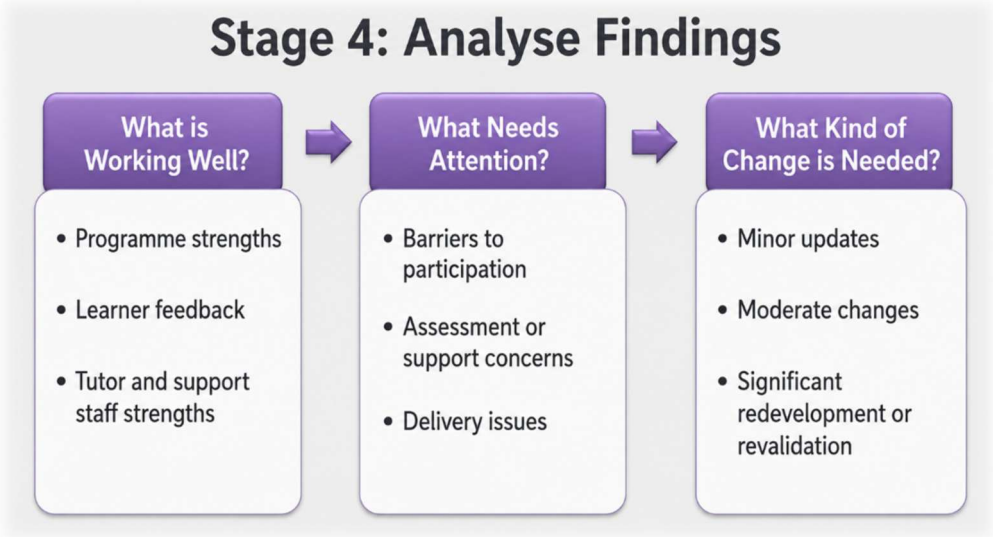
Term	What it means in plain English
Programme review	A structured check of whether a programme is still useful, relevant, well delivered and meeting learner, community, employer and quality assurance needs.
Evaluation	The process of gathering and analysing feedback, data and evidence to understand what is working, what is not working and what may need to improve.
Programme development	The process of creating, updating or improving a programme based on evidence, standards, learner needs and organisational capacity.
Programme Review Committee	The group of staff, tutors, support roles and stakeholders who take part in a programme review and help make evidence informed recommendations.
Self evaluation	An internal review where An Cosán reflects on its own programme delivery, learner experience, assessment, supports and outcomes.
Evidence informed decision making	Making programme decisions based on feedback, records, data, standards and review findings rather than assumption alone.
Action plan	A record of recommendations, decisions, responsibilities, timelines, updates and evidence that shows how review findings are followed up.
Close the loop	Making sure that review findings lead to action, and that the impact of those actions is checked later.

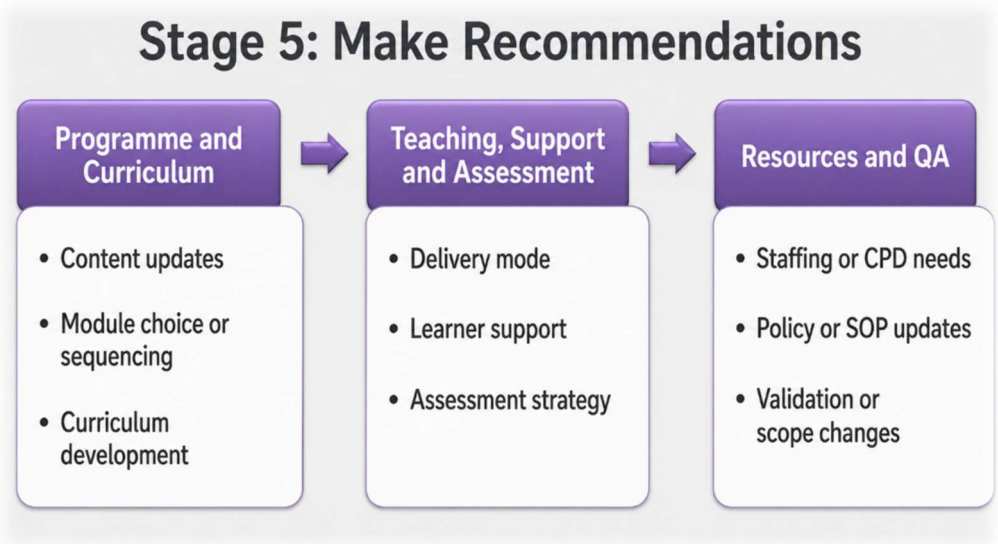
Guiding Principles	Programme review, evaluation and development should be: • Evidence informed • Learner centred • Inclusive by design • Aligned to QQI and programme validation requirements • Responsive to learner, tutor, employer and community needs • Informed by teaching, learning, assessment and support evidence • Connected to current and emerging sector needs • Realistic in relation to staffing, resources, technology and organisational capacity • Documented clearly for quality assurance and governance purposes

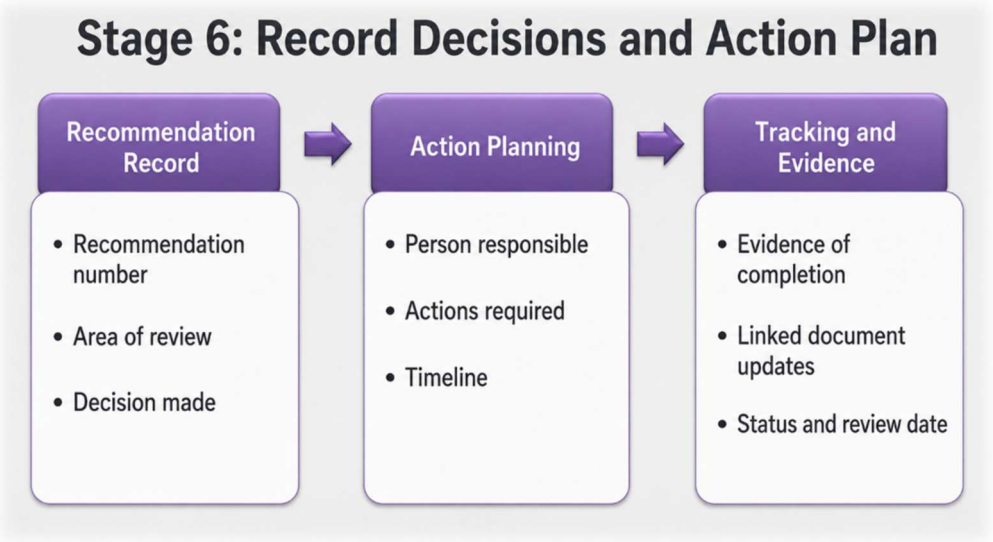
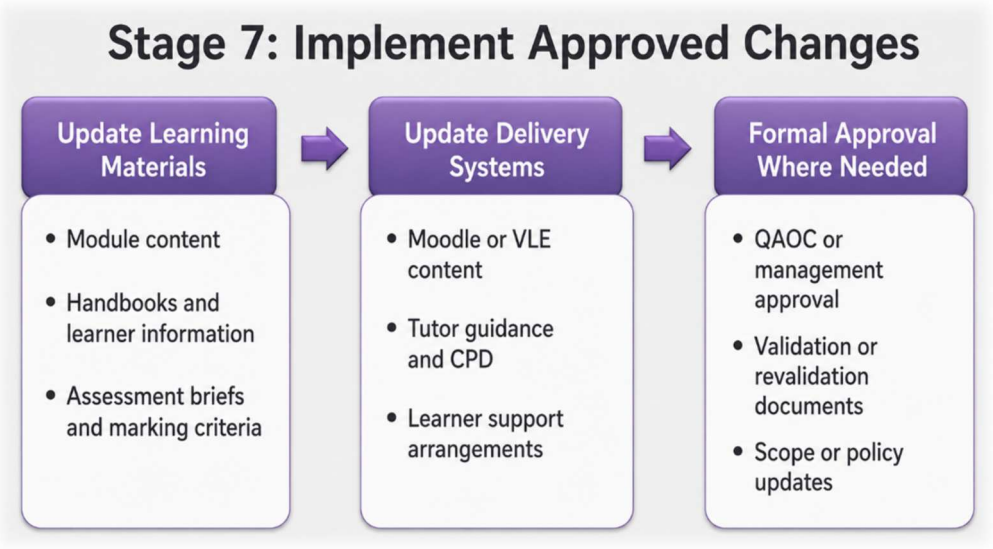
Review Triggers and Frequency	Programme review may happen annually through self-evaluation, monitoring and feedback processes, or as part of a planned deep programme review, normally every five years or in line with validation and revalidation requirements. A review may also be required earlier where evidence indicates that a programme, module, assessment strategy, delivery method, learner support model or quality assurance process needs attention. • Learner, tutor, employer, funder, partner or External Authenticator feedback identifies a concern or improvement opportunity • Changes to QQI requirements, programme validation, technology, assessment, delivery mode, funding or learner support needs require review • Programme outcomes, completion, retention, progression or learner engagement data indicate that review is needed • • Strategic, community, employer or sector needs change significantly
Stage 1: Visual Guide	
Stage 1: Establish the Programme Review Process	Before the review begins, the Programme Review Committee should agree the purpose, scope, timeframe, methodology and expected outputs of the review. The Committee should also identify which data sources, stakeholders, policy requirements, QQI requirements, validation requirements and sector evidence will be considered. • Why the review is being carried out • What programme or modules are included • What questions the review must answer • Who should be involved • What timeframe is realistic • What data will be gathered • What methodology will be used • What QQI, validation, policy or external requirements must be considered • • What outputs are required, such as a review report, action plan, programme update, revalidation submission or QAOC recommendation

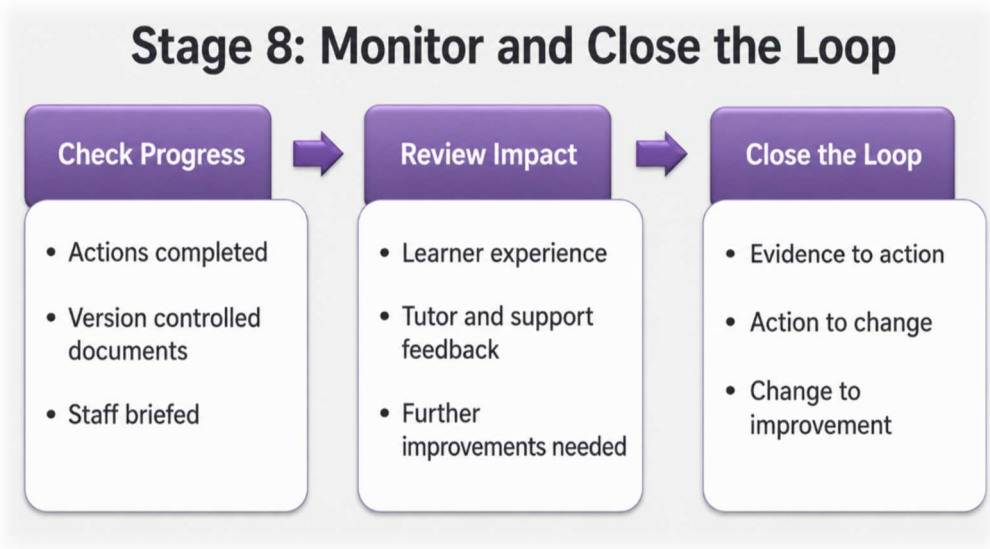
Programme Review Committee Membership	The Programme Review Committee should include the roles needed to review the programme fairly and fully. Membership may vary depending on the programme, review purpose and evidence required. • Adult Education Manager • Community Education Lead • Administration, Information and Quality Assurance Lead • ACE Quality and Project Lead • Tutors and subject matter experts • Learner representation • Education Hub Facilitators • Learning Support staff • Digital Inclusion staff • Employment and Skills staff where relevant • Moderators or digital learning support roles where relevant • Educational technology or IT support where relevant • External consultant where required • External stakeholders such as employers, work experience hosts, corporate partners, funders, community partners or industry experts
Stage 2: Visual Guide	
Stage 2: Gather and Review Evidence	The Programme Review Committee should review available evidence relevant to the programme. Evidence should include the learner experience, tutor experience, assessment outcomes, programme outcomes, delivery arrangements, learner supports, stakeholder feedback and quality assurance findings. • Learner feedback • Tutor feedback • Education Hub Facilitator feedback • Learning Support feedback • Digital Inclusion feedback • Employer and work experience host feedback • Funder, partner or stakeholder feedback

	• Subject matter expert feedback • End of module feedback • End of year or end of term feedback • Focus group findings • Survey findings • One to one feedback sessions • Learner attendance records • Learner retention records • Learner progression data • Awards issued by QQI • Module completion data • Assessment results and assessment patterns • Internal Verification feedback • External Authentication reports • Appeals, rechecks, repeats or reasonable accommodation trends where relevant • Learner support and wraparound support records • Delivery mode and timetable information • Virtual Learning Environment or Moodle engagement data where relevant • Technology, digital inclusion or access evidence • Current QQI guidance, standards and validation requirements • Sector, employer, labour market or community need evidence
Stage 3: Visual Guide	
Stage 3: Evaluate the Programme Against Agreed Criteria	The review should evaluate whether the programme remains appropriate, useful and deliverable in the current context. The criteria used should be agreed at the start of the review and should be clearly explained in the review report. • Fit for purpose • Relevant to learner needs • Relevant to employment, progression or community needs • Aligned with programme outcomes

	• Aligned with QQI and validation requirements • Deliverable within An Cosán's staffing, support and resource capacity • Appropriate in its assessment strategy • Inclusive and accessible by design • Supported by appropriate teaching, learning and learner support structures • Current in relation to technology, digital practice and sector change
Optional Module Review Criteria	Where module content is being reviewed, the following criteria may be used to support evidence informed curriculum decisions. • Entry level opportunities • Broad application and appeal • Learner progression opportunities • Risk of automation or sector change • An Cosán capacity to deliver the module well
Stage 4:	
Stage 4: Analyse Findings	The Programme Review Committee should analyse the evidence and identify what is working well, what is not working well, and what changes may be needed. The analysis should include positives and challenges and should be grounded in evidence rather than assumption. • What learners value • What tutors and support staff identify as strengths or concerns • What employers, work experience hosts or partners need • Whether assessment is fair, valid, authentic and reliable • Whether learners are completing, progressing and achieving • Whether learner support and wraparound supports are effective • Whether the delivery model remains appropriate • Whether the digital or virtual learning environment is effective where relevant • Whether programme changes are minor, moderate or significant

	• Whether revalidation, extension of scope or updated validation documentation may be required
Stage 5: Visual Guide	
Stage 5: Make Recommendations	The review report should include clear recommendations. Recommendations should be realistic, evidence based and linked to the findings of the review. • Programme content • Module choice or module sequencing • Curriculum updates • Teaching and learning strategy • Delivery mode • Learner support • Digital learning environment • Tutor support or CPD • Assessment strategy • Integration of assessments • Reasonable accommodations or inclusive assessment options • Programme validation or revalidation • Scope of provision • Staffing or resource needs • Quality assurance procedures • Policy or Standard Operating Procedure updates

Stage 6: Visual Guide	
Stage 6: Record Decisions and Action Plan	Recommendations should be recorded in an action plan so that decisions, responsibilities and follow up actions are visible and traceable. • Recommendation number • Area or section of review • Recommendation • Decision made • Whether the recommendation was accepted • Person or team responsible • Actions required • Timeline • Evidence of completion • Link to updated documents or changes • Status of completion • Date reviewed
Stage 7: Visual Guide	
Stage 7: Implement Approved Changes	Approved changes should be implemented through the relevant An Cosán quality assurance process. Changes must not be implemented in a way that conflicts with

	programme validation, QQI requirements, assessment standards or quality assurance procedures. • Updating module content • Updating module handbooks • Updating assessment briefs and marking criteria • Updating Moodle or Virtual Learning Environment content • Updating learner information • Updating tutor guidance • Updating Standard Operating Procedures or policy documents • Planning tutor CPD • Updating learner support arrangements • Preparing validation, revalidation or scope documentation • Submitting documents to QAOC or QQI where required
Stage 8:	
Stage 8: Monitor and Close the Loop	The Programme Review Committee, Community Education Lead, Adult Education Manager, QA Office or relevant programme team should monitor progress against the action plan. The review cycle should close the loop by showing how evidence led to recommendations, how recommendations led to action, and how action was checked for impact. • Whether actions have been completed • Whether changes were approved where required • Whether updated documents are available and version controlled • Whether tutors and staff have been briefed • Whether learners have been informed where relevant • Whether changes have improved the learner experience • • Whether further review is needed
Evidence of Implementation	Evidence of implementation may include: • Programme review report

	• Programme self evaluation report • Learner feedback analysis • Tutor feedback analysis • Employer or stakeholder feedback • Focus group notes • Survey findings • Learner attendance, completion, retention and progression data • QQI certification data • Internal Verification and External Authentication reports • Assessment review notes • Virtual Learning Environment or Moodle engagement evidence • Programme Review Committee minutes • QAOC papers or minutes • Recommendation tracking table • Programme development action plan • Updated module handbooks • Updated assessment briefs and marking criteria • Updated Moodle or Virtual Learning Environment materials • Updated policies, Standard Operating Procedures or guidance documents • Validation or revalidation submission documents
Related Documents	This procedure should be read alongside the following documents where relevant: • QAF301 Development and Evaluation of New Programme Guidelines • QAF501 Teaching and Learning Policy • QAF501(a) Teaching and Learning Practice Guidelines • QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy • QAF601 Assessment Process • QAF602 Authentication Process • QAF701 Reasonable Accommodation Policy • QAF1101 Evaluation Process • QAF1102 Monitoring Process • QAF1103 Review Process • Programme Review Report template • Programme development action plan or recommendation tracking table • Relevant QQI component specifications, programme validation documents and award standards

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

QAF301 (b): Proposal Form for the Development of New and Reviewed Programmes

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

Section 1 – Details of Staff Member/Department Proposing Programme				
Education Department				
Area Lead				
Section 2 – Details of Proposed Programme				
Aims of the Programme and reason for seeking the award				
Programme Title				
Award Title				
Code (if applicable)				
Nature of the course	QQI Module	Professional Body	Other	
Type of award (if applicable)	Minor	Major	Special Purpose	Supplemental
Level & No. of Credits (if applicable)	Level No:	Credit Value:		
Number of modules	**Credit Value per module**	**Total Number of Credits**		
Minimum Entry Requirements				
Is there opportunity for Progression or Transfer onto other courses				
If Yes, Please Give details of the opportunities				
Section 3 – Research / Needs Analysis				
Is there demand for this course or programme	YES	NO		
Is yes, please detail evidence or research carried out (Please attach all documents of research)				
Section 4 – Description of Course Content & Material (per module)				
Where Professional Body Courses or Vendor courses are involved refer to this in the section for course content and include programme documents provided by the Professional Body				
Learning Outcomes				
Description of Module				
Content of Module				
Course Support Materials				
Assessment Methods of Module (for e.g., essays, projects, formative & summative testing, practical's etc.)				
Section 5 – Description of An Cosán Resources Required				
Accommodation/Facilities				
Staff Resources required				

Signed (by Proposer): _____ Date: _____

QAF302: Learner Admission Policy

Policy Title	Learner Admission Policy		QA Code	QAF302
Version Number	3	Name of Creator	Administration Information & QA Lead	
Date Created	May 2026	Review Date:	December 2029	
Description of Changes	Updated to clearly define **Programme Implementation Criteria**, including programme readiness and funding readiness checks before recruitment and enrolment begin.		Reason for Changes	Updated as part of the Business Administration programme review, Teaching and Learning policy review, Blended Learning policy review and response to self evaluation findings.

Policy Title	**Learner Admission**
Policy Statement	An Cosán operates an open admissions policy for learners who fulfil the necessary requirements to undertake a course of study offered. Inclusiveness and equality are central to An Cosán's policy. An Cosán does not discriminate on any of the grounds outlined in the Equal Status Acts 2000-2015. An Cosán, in so far as is practicable within its resources, makes special accommodation for learners with disabilities. An Cosán reserves the right of admission and may decide to modify,postpone or cancel Learner admission at any time should the need arise. An Cosán seeks to provide access to all learners who meet the entry requirements of a programme. It is also a commitment of An Cosán that as far as possible that no barriers will prevent the learner from accessing the programme of their choice.
Scope of Policy	This policy applies to all prospective learners of An Cosán and relates to all An Cosán Access, Further and Higher Education Courses. (NALA, QQI accredited and An Cosán certified). The Community Education Lead (Access and Further Education) and Higher Education Lead are the named people for advice and support for their specific departments.
Policy Implementation Criteria	**Programme Readiness Prior to Recruitment** Before recruitment begins for any programme, An Cosán will confirm that the programme is ready to proceed. This includes confirming that the required staffing, teaching, learning, assessment, learner support and quality assurance arrangements are in place, or will be in place before the programme starts. Recruitment should only begin when An Cosán is satisfied that:

Area	Requirement
Staffing	Suitably qualified and experienced staff are in place or confirmed for recruitment before delivery begins.
Teaching and learning	Approved programme materials, module handbooks, Moodle resources and learner information are available or scheduled for completion before delivery.
Assessment	Assessment briefs, marking schemes, rubrics, submission arrangements and examination arrangements are available or scheduled for completion before delivery.

Learner support	Required learner supports are available or can be arranged before learners begin.
Digital access	Required digital systems, Moodle access, Microsoft 365 access, IT support and digital skills supports are available where relevant.
Premises and resources	Suitable premises, equipment, software and learning resources are available for the approved delivery model.
Quality assurance	Programme delivery can be managed in line with An Cosán's approved QA policies and procedures.

Learners should not be enrolled onto a programme unless An Cosán is satisfied that the required complement of staff, resources and support arrangements are in place, or have been confirmed for the planned programme start date.

Funding and Support Readiness Prior to Recruitment

Where a programme depends on external funding, donations, grants or other financial support, An Cosán will confirm that the programme is financially viable before recruitment begins.

Recruitment should only begin when funding, or an agreed internal financial approval, is in place to support the provision of learning and associated wraparound supports.

This may include funding or confirmed resources for:

Area	Examples
Teaching and learning	Tutor costs, programme coordination, assessment preparation and Moodle setup.
Learner supports	Learning support, digital skills support, IT support, counselling where available, childcare information or other wraparound supports.
Digital access	Laptop loan arrangements, Microsoft 365 access, Moodle access, assistive technology and learner IT support.
Programme resources	Classroom space, specialist software, printed or digital resources, supervised assessment arrangements and practical learning supports.
Work related supports	Employment and Skills Supports, placement documentation and employer engagement where relevant.

Where funding is not confirmed, An Cosán may continue programme planning and expression of interest activity, but should not confirm learner places or begin formal enrolment until the programme has been approved to proceed.

If a programme cannot proceed because funding, staffing, premises or essential resources are not in place, applicants will be informed as early as possible. Any fees paid in advance will be returned in line with An Cosán's admissions and fees procedures.

Policy Implementation

An Cosán Admission Application Process

- Entry requirements, admission criteria and programme information will be made available on the An Cosán website and in printed promotional materials and at Open Days
- As part of the admission process the learner will also be advised of the wrap around services that An Cosán provided as well as the supports that they can provide to learners on their programmes.
- Learner submits application directly to An Cosán with relevant deposit of fees and payment schedules to secure place
- A Learner may be invited for an appointment with the Education Lead, if it is evident from their application form that a conversation is required to establish the type of supports which need to be put in place.

	▪ It is the responsibility of applicants to ensure they are fully briefed about their chosen course of study. Applicants will take responsibility for ensuring that they have completed all documentation required for enrolment and paid the necessary fees if applicable. ▪ This may include, but is not limited to: o a completed enrolment forms o a photocopy of any previous qualifications o proof of English language proficiency (if required) ▪ Applicants will take responsibility for ensuring that they are fully registered on the programme of study. An applicant cannot be considered a learner until they have completed all stages in the registration process. ▪ On acceptance onto a programme, the Learner is informed of acceptance on course in writing. ▪ Applicants will also take responsibility for the accuracy of information supplied. Submitting false or misleading information or documentation can lead to cancellation of admission or expulsion from a programme. ▪ For more information on the wraparound supports see the Learner Handbook and "QAF306: Recognition of Prior Learning (RPL) Policy"
Criteria For Admission	To access programmes leading to a particular award, the learner should have: ▪ reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications i.e., to complete a level 5 you need a level 4 etc. ▪ For funded programmes, learners may need to meet specific requirements (e.g., be from a particular geographical area, or target group as set out by the funding bodies) ▪ Minimum English Language Requirements: Teaching in An Cosán is through the medium of English. Learners whose first language is not English must show that they meet a certain standard of English language proficiency. ▪ Applicants must also have a strong interest in their chosen area of study. ▪ Additional Requirements Specific to Learners Engaging in Blended Learning: Applicants must be self-motivated and have the capacity to take responsibility for their own learning as they progress through a blended learning programme. Basic computer literacy is required to enrol on a blended learning programme. Learners must be made aware that to participate in the course they will need access to a computer with and WIFI. An Cosán will support learners with technical requirements where needed.
Learners with a Disability, Medical Condition or Learning Difficulty:	Under the Equal Status Acts, 2000 to 2015, An Cosán is fully committed to providing reasonable accommodation to meet the needs of learners with a disability, a significant on-going medical condition or learning difficulty to enable them to successfully complete their programme on an equal footing with other learners. A reasonable accommodation might be any action that helps alleviate a substantial disadvantage arising from the learner's disability, significant medical condition or learning difficulty, without changing the demands or the integrity of the examination or the programme. **[For more information, see "QAF040 (a): Reasonable Accommodation Policy"**
Selection Process	▪ The decision to admit a learner must be based ultimately on an informed judgement that the applicant is competent to begin the course and successfully complete the course.

	▪ An Cosán reserves the right to request an applicant to attend for interviewto assess their eligibility for a programme where it deems such action appropriate. ▪ Should the numbers enrolling for a programme exceed available capacity, places will be offered to eligible applicants on agreed selection criteria. ▪ Applicants who cannot be accommodated due to capacity will be invited to place their names on a waiting list. ▪ Incomplete applications will not be assessed until all information has been received from the applicant. Fees paid in advance will be returned if, for any reason, an applicant is not offered a place on the programme or if the programme does not run.
Induction Process	Learner induction is mandatory at the start of every programme. The presentation will include: ▪ Admission Criteria ▪ Fees Policy ▪ Submission Policy including deadlines ▪ Exam Policy and Code of Conduct ▪ Schedule of Submission ▪ Referencing ▪ Appeals ▪ Plagiarism ▪ Assessment Process ▪ Transfer & Progression ▪ Learner Supports ▪ PEL – Protection for Enrolled Learners ▪ RPL – Recognition of Prior Learning ▪ Health and Safety ▪ Learner Handbook

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

QAF302 (a): An Cosán Fees and Financial Policy

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

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Fees Policy and Financial Procedures

Fee Payments, Terms and Conditions

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

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

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

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

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

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

Payment Methods and Bank Details

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

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

Deposits

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

Deposit Refund Policy

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

Fees Liability

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

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

Withdrawals / Deferral

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

Deferrals

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

Module Exemptions

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

Tax Relief

For information on tax relief for tuition fees in respect of third level education see:
http://www.revenue.ie/en/tax/it/leaflets/it31.html

Other financial supports, Scholarships and An Cosán Bursary Fund

A guide to other funding supports is outlined on our website https://www.ancosan.ie/financial-supports/
We recommend you contact each of the organisations directly to check your eligibility to apply for support. This Guide is for reference only and was accurate at time of compilation. An Cosán may have limited bursaries available for learners who meet the criteria and for whom finance is a barrier. For further information, contact the Administrator for your programme.

For Further Information

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

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

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

QAF302 (b): An Cosán Fee Payment Plan Agreement

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

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Fee Payment Plan Agreement
Academic Year 2022/2023

Name: _____

Address: _____

Contact Phone: _____ Personal Email: _____

STEP 1: SELECT YOUR PROGRAMME

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

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

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

STEP 2: SELECT HOW YOU WILL PAY YOUR FEES:

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

Payment Options	☑	State Amount €
I am paying my own fees	☐	
A Third-Party Organisation is paying my fees (If an organisation is paying your fees, please provide contact details below) Name of Third-Party Organisation: _____ Contact Name: _____ Email Address: _____ Phone: _____ Postal Address: _____	☐	
I have applied to An Cosán's Bursary Fund	☐	

STEP 3: SELECT YOUR PAYMENT PLAN PREFERENCE:

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

Access Education

	Option A	Option B	Option C
Standalone Modules **€200**	Deposit of €50 PLUS €150 at beginning of module	Deposit of €50 PLUS Week 1: €75 Week 5: €75	**Weekly Instalments** Deposit of €50 PLUS From week 1, €30 weekly over 5 weeks
Tick box to indicate your preference ☑	☐	☐	☐

Further Education

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

Higher Education

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

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

I agree to pay the deposit PLUS the amount indicated in the Payment Plan options I selected above ☐
Note: If a Third-Party Organisation is paying your fees, please attach an email / letter from the organisation confirming this.
Signed: _____ **Date:** _____

STEP 4: CONFIRM YOU HAVE READ THE "FEES POLICY AND FINANCIAL PROCEDURES":
Please tick the box ☑ to indicate that you have read and understand An Cosán's Fees Policy and Financial Procedures ☐

STEP 5: RETURN YOUR COMPLETED PAYMENT PLAN AGREEMENT:
Please complete and return this Agreement to the appropriate member of staff:

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

STEP 6: PAY YOUR FEES
IMPORTANT POINTS:

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

BANK DETAILS FOR YOUR INFORMATION:

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

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

Application Form QQI & ETB Courses

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

Please complete all sections in block capitals

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

Your Name: _____ Mobile No: _____
Address: _____ PPS No: _____
_____ Date of Birth: ____ / ____ / ____
Email: _____

Highest Level of Education Completed
PRIMARY * JUNIOR CERT * LEAVING CERT * FURTHER EDUCATION *

Are you in receipt of a Social Welfare Payment?	Yes *	No *
Are you employed?	Yes *	No *
If so, is do you work	F/t *	P/t *
Do you hold a Medical Card	**Yes ***	**No ***
Have you any medical conditions An Cosán needs to be aware	**Yes ***	**No ***
Have you any dietary requirements An Cosán needs to be aware	**Yes ***	**No ***
Do you require any specific learning supports	**Yes ***	**No ***
Do you require assistive technology to be able to attend this course	**Yes ***	**No ***
Have you previously attended courses in An Cosán?	**Yes ***	**No ***
Do you require Childcare while attending this course?	**Yes ***	**No ***

How did you hear about An Cosán:
Social Media * Recommended by Past Learner * Newspaper * Other * _____

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

QAF304: Course Overviews for An Cosán Courses

QAF304 (a): Course Overview Community Care 5M2768

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

Community Care
Level 5M2786
Course Overview

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

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

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

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

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

Course Breakdown

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

Academic Year One Modules

MODULE 1 – Human Growth & Development 5N1279

Section 1: Conception to Birth
Section 2: Growing & Responding
Section 3: The Human Condition – Emotional Social & Intellectual Development
Section 4: Living & dying on a Shared Earth
Section 5: Empathetic Caring Models

MODULE 2 – Special Needs Assisting 5N1786

Section 1: History of Special Needs in Ireland
Section 2: Legislation & Agencies to Support Special Needs Services
Section 3: Signs, Symptoms and Approaches Used
Section 4: Development of the Special Needs Child
Section 5: The Role of the Special Needs Assistant
Section 6: Personal Development & Reflection

MODULE 3 – Care Support

Section 1: The Role and Setting
Section 2: Legal, Ethical and Moral Matters
Section 3: Care Support Skills
Section 4: Personal Skills and Attributes
Section 5: Personal Reflection & Reflective Practice

MODULE 4 – Safety, Health & Welfare at Work

Section 1: Health & Safety Legislation
Section 2: Safety Statement, Communication and Training
Section 3: Safety in the Work Environment
Section 4: Hazards and Risk Assessments
Section 5: Specific Health & Safety Issues

Academic Year Two Modules

MODULE 5 – Communications 5N0690

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

MODULE 6 – Work Experience 5N1356

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

MODULE 7 – Care Provision & Practice

Section 1: Care provision and Practice – The Role and Setting
Section 2 The Carer
Section 3: Case Studies: Occupational Therapy and its value

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

MODULE 8 – Care of the Older Person
Section 1: Theory, Context and Overview of Caring for the Older Person
Section 2: Medial & Health Care Professions
Section 3: The Skills of the Healthcare Worker
Section 4: Personal Reflection & Reflective Practice

Welcome to An Cosán

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Community Development
Level 5M3050

Course Overview

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

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

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

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

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

Course Breakdown

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

Academic Year One Modules

MODULE 1 – Communications 5N0690

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

MODULE 2 – Work Experience 5N1356

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

MODULE 3 – Social Studies

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

MODULE 4 – Management Committee Skills

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

Academic Year Two Modules

MODULE 5 – Understanding Community Development

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

MODULE 6 – Community Development in Practice

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

MODULE 7 – Working in Groups

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

Section 4: Personal Development & Reflective Practice

MODULE 8 – Community Addiction Studies
Section 1: Different Models of Addiction
Section 2: Intervention and Services in the Addiction Sector
Section 3: Social Issues and Addiction
Section 4: Types and Side Effects of Addictions
Section 5: Personal Development & Reflective Practice

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Early Childhood Care & Education Level 5M2009

Course Overview

Course Title	Early Childhood Care & Education
Module Code	5M2009
Certification	QQI Level 5 Qualification (120 credits) Major Award
Duration	Part-Time Basis over two academic years Two Sessions Per Week Wednesday & Thursday 9.30 – 12.30 pm
Assessment Techniques	✓ Collection of Work ✓ Skill Demonstrations ✓ Projects ✓ Examinations ✓ Written Assignments

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

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

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

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

Course Breakdown

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

Academic Year One Modules

MODULE 1 – Early Childhood Education & Play

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

MODULE 2 – Child Health & Well-being

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

MODULE 3 – Approaches to Early Childhood

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

MODULE 4 – Child Development

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

Academic Year Two Modules

MODULE 5 – Early Care Education & Practice
Section 1: History of the ECCE Sector
Section 2: Legislation & the ECCE Sector
Section 3: Communication within the ECCE Setting
Section 4: Administration & Operational Procedures for an ECCE Setting
Section 5: Personal Development &Reflection

MODULE 6 – Work Experience 5N1356
Section 1: General Work-Related Information
Section 2: Planning and Preparing for the Work Experience
Section 3: Work Experience
Section 4: Reflection on Work Experience

MODULE 7 – Special Needs Assisting 5N1786
Section 1: History of Special Needs in Ireland
Section 2: Legislation & Agencies to Support Special Needs Services
Section 3: Signs, Symptoms and Approaches Used
Section 4: Development of the Special Needs Child
Section 5: The Role of the Special Needs Assistant
Section 6: Personal Development & Reflection

MODULE 8 – Communications 5N0690
Section 1: Verbal and non-verbal communication
Section 2: Reading, Writing, Researching
Section 3: Information Communication Technology and Legislation

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Early Childhood Care & Education Level 6M2007

Course Overview

Course Title	Early Childhood Care & Education
Module Code	6M2007
Certification	QQI Level 6 Qualification (120 credits) Major Award
Duration	Part-Time Basis over two academic years Two Sessions Per Week Tuesday & Thursday 7pm – 10pm
Assessment Techniques	✓ Collection of Work ✓ Skill Demonstrations ✓ Projects ✓ Examinations ✓ Written Assignments

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

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

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

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

Course Breakdown

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

Academic Year One Modules

MODULE 1 – Social, Legal & Health Issues 6N1945

Section 1: Overview of Social Policy
Section 2: Legislation, Regulation & Guidelines
Section 3: Child Protection Legislation & Policy & Procedures
Section 4: Developing & implementation of Policies & Procedures in the ECCE Sector
Section 5: Personal Reflection & Reflective Practice

MODULE 2 – Communication 6N1950

Section 1: Introduction to Communication
Section 2: Non-verbal Communication
Section 3: Listening Skills
Section 4: Speaking Skills
Section 5: Reading and Writing Skills
Section 6: Research
Section 7: Communication & Information Technology

MODULE 3 – Early Childhood Curriculum 6N1944

Section 1: Theories & Models of Early Childhood
Section 2: Legislation & Best Practice Guidelines
Section 3: Implementation of Programme/Curriculum
Section 4: Role of the Adult
Section 5: Personal Reflection & Reflective Practice

MODULE 4 – Work Experience

Section 1: Planning for Work Experience
Section 2: preparation for Work Experience
Section 3: Legislation & Policy and Procedures in the Workplace
Section 4: Reflective Practice
Section 5: Work Experience

Academic Year Two Modules

MODULE 5 – Special Needs Assisting 6N1957

Section 1: Legislation & Education Provision
Section 2: Implementation of a Curriculum/Programme with Special Needs
Section 3: The Multi-Disciplinary Team
Section 4: Working as a team in the area of Special Needs
Section 5: Managing Behaviour in the area of Special Needs
Section 6: Learning Opportunities for Children with Special Needs
Section 7: Personal Reflection & Reflective Practice

MODULE 7 – Child Development 6N1942

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

Section 6: Personal Reflection & Reflective Practice

MODULE 8 – Child Psychology 6N2023
Section 1: Foundations of Child Development
Section 2: Personal, Social & Emotional Development of Children
Section 3: Psychological Research Methods
Section 4: Factors Influencing Child Development

Or

MODULE 8 – Supervision in Early Childhood Care 6N1973
Section 1: Theory of Supervisory Management
Section 2: Applying Theory into Practice
Section 3: Roles & Responsibilities of a Supervisor in an ECCE Setting
Section 4: Skills of a Supervisor
Section 5: Policies & Procedures in an ECCE Setting
Section 6: Personal Reflection & Reflective practice

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Business Administration with Digital Skills for Work 5M2468
Course Overview

Course Title	Business Administration with Digital Skills for Work
Module Code	5M2468
Certification	QQI Level 5 Qualification (120 credits) Major Award
Duration	Part-Time Basis over two academic years Two Sessions Per Week Monday & Friday 9.30 – 12.30 pm
Assessment Techniques	✓ Collection of Work ✓ Skill Demonstrations ✓ Projects ✓ Examinations ✓ Written Assignments

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

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

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

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

Course Breakdown

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

Academic Year One Modules

MODULE 1 – Communications 5N0690

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

MODULE 2 – Word Processing 5N1358

Section 1: Using Word-processing Software
Section 2: Toolbar Icons and their Functions
Section 3: Creating and Formatting Documents
Section 4: File Management
Section 5: Creating and Formatting Tables
Section 6: Creating and Processing Mail Merge Documents
Section 7: Create & print a range of Documents using the features & templates of a Word Processing Software

MODULE 3 – Business Administration Skills 5N1610

Section 1: Business Organisation Types and Structures
Section 2: Internal and External Business Environments
Section 3: Management Functions
Section 4: Quality Systems, Insurance & Risk
Section 5: Finance Administration
Section 6: Meetings

MODULE 4 – Work Experience 5N1356

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

Academic Year Two Modules

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

Section 1: Function, Skills and Responsibilities of Reception and Front-line Staff
Section 2: Reception Layout and Equipment
Section 3: Terminology and Professionalism
Section 4: Reception and Front-line Office Documents

MODULE 6 – Bookkeeping Manual and Computerised 5N1354

Section 1: Understanding of Bookkeeping Terminology and Systems
Section 2: Preparing and Entering Data into Manual Accounts Records/Ledgers
Section 3: Preparing Accounts for Monthly/Quarterly/Yearly Returns
Section 4: Using a Computerise Accounts Package

MODULE 7 – Marketing Practice 5N1400

Section 1: Introduction to Marketing
Section 2: Buying Behaviour and Product Life Cycle
Section 3: Market Research

Section 4: Marketing Analysis
Section 5: Marketing Mix

MODULE 8 – Spreadsheet Methods 5N1977
Section 1: The Common Uses for Spreadsheets
Section 2: Exploring the functions, elements and features of Spreadsheets
Section 3: Creating, Formatting and Printing of Spreadsheets
Section 4: Using the Macro and Advance Functions of Spreadsheets
Section 5: Using Images within Spreadsheets

An Cosán Further Education
Learner Induction Form

Details of Course Commencing	
Course Title	
Course Start Date	
Module Title	

An Cosán Learner Induction Sign Off

I confirm that

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

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

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

Received By: _____
An Cosán Community Education Lead

QAF306: Recognised Prior Learning Policy (RPL)

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

Policy Title	**Recognised Prior Learning Policy (RPL)**
Policy Statement	BACKGROUND AND CONTEXT Recognition of Prior Learning (RPL) is an important element of EU policy for widening access to qualifications and supporting lifelong learning. RPL is a process that allows potential learners to gain admission to a course of study or to gain exemptions from some parts of a course, based on demonstrated learning achieved prior to admission. An Cosán recognises that knowledge and skills can be acquired from a range of learning experiences, including formal, non-formal and informal. This policy document aims to support the development of RPL in An Cosán by providing a coherent framework and principles which can be used at Further and Higher Education levels to guide them in the operation of RPL within courses. It is designed to ensure consistency and transparency in the application of the principles of RPL in An Cosán.
Scope of Policy	The purpose of RPL is to expand access to educational courses and qualifications for people lacking formal qualifications and to reduce the time and cost of courses for people who already possess some of the knowledge, skills, and competencies which a course seeks to develop in learners. An Cosán offers Access, Further, and Higher Education Programmes. The latter in partnership with SETU (South East Technological University). RPL can be used by learners enrolling in Further or Higher Education Programmes. Based on the fundamental principle of Recognition of Prior Learning that a learner should not be asked to relearn something they have previously learned. Further Education Learners may apply for an exemption to a module or modules based on this principle and following the process described below. When applying for programmes of Higher Education (HE) delivered by SETU, learners may use RPL, in accordance with SETU's RPL Policy to apply for either: • advanced entry to a programme. • or exemption(s) from module(s). (**https://www.itcarlow.ie/study/admissionssupport/recognition-of-prior-learning-rpl.htm**) When applying for programmes of Further Education (FE) delivered by An Cosán, learners may use RPL in accordance with this policy.
Definitions **Used in RPL**	Recognition of Prior Learning (RPL) – learning which has taken place prior to admission to a course. The learning can be certified or experiential.

	Recognition of Prior Certified Learning (RPCL) - learning that has been certified by an awarding body in the form of a major award (e.g., a higher certificate or bachelor's degree) or is included as part of such an award. Certified learning may also be certified by an awarding body in the form of a minor, special-purpose, or supplemental award or for a period of study where the relevant credit has not already been used to meet the credit requirements for a major award. Certified learning may also be defined as awards provided by professional bodies. This prior learning can be recognised and may entitle the applicant to admission to a course, and/or exemptions from some parts of a course Recognition of Prior Experiential Learning (RPEL): This involves recognising learning from experience, i.e., learning which has not previously been academically accredited. In this case the applicant must prove that the required learning outcomes have been achieved. Recognition is given for evidence of learning and not for experience per se. This proof can then be used to support a claim for admission to a course and/or exemptions from some parts of a course. Non-CAS Awards Certified awards (non-QQI CAS Awards) proposed for module exemption (Further Education programmes) must have been awarded within the previous five years. **QQI Awards (CAS Components) used in RPL** The five-year rule (noted above) does not apply to QQI Awards (CAS Components), however, all QQI Awards (CAS Components) used for the purposes of an exemption must be active awards at the time of applying for the learner's major award. Learning Routes Prior learning may have been attained through formal, non-formal and informal routes. • Formal Learning refers to learning delivered by education and training providers for which formal certification has been awarded. • Non-Formal Learning is usually acquired through planned activities (such as short courses, workshops, or seminars) but does not usually result in a formal award. • Informal Learning takes place through life and work experience and is usually referred to as experiential learning. It generally refers to learning that is unintentional or unplanned where the learner will often be unaware of how a particular experience is contributing to their knowledge and/or skills. Learning Outcomes For RPL, the learning outcomes refers to learner's knowledge, understanding, skills and/or competencies – what the learner knows and can do to the required standard as a result of prior learning Specific Recognition – is granted where the learning outcomes are deemed equivalent to the learning outcomes of a specific course module General Recognition - is granted when prior learning is not directly relevant but is deemed equivalent in level and credit weighting to modules in the proposed course of study.
Policy Implementation	POLICY PRINCIPLES The following principles will apply to the implementation of RPL within An Cosán:

	• Through the recognition of prior learning, An Cosán aims to take account of the inherent academic value of relevant learning, irrespective of mode or place of learning.
	
	• RPL recognises learning which has occurred before admission to a course or to the relevant stage of a course.
	
	• An Cosán will ensure that academic standards comparable to those attained on courses by traditional mode will be maintained and applied throughout the RPL process.
	
	• Participation in the RPL process is voluntary for applicants.
	
	• RPL will be facilitated by An Cosán, where possible in the context of the overall structure and requirements for particular courses of study.
	
	• In seeking recognition under RPL, prior learning must be evidenced in writing or through whatever medium is appropriate to the particular learning outcomes and authenticated at the appropriate level(s). Examples of appropriate evidence will include but is not limited to:
	  ○ Previous certificates and syllabus from same
	  ○ Previous job descriptions, CV, employer references, company literature and testimonials
	  ○ Interviews and feedback sheets
	  ○ Examples of work completed for other courses or within the workplace
	  ○ Examples or testimonials to verify relevant work experience carried out in a voluntary capacity
	  ○ Membership of Professional Organisations
	• Prior certified learning may entitle the candidate to exemptions on a course but will not count for course credits.
	
	• A time limit of 5 years will be applied when assessing/evaluating the currency of prior learning for non-CAS Awards. If it's a CAS award already recorded on the QBS for a learner, then it will automatically be credited by the system to the learner seeking a major award. The provider does not have to treat it an exemption. The 5-year rule does not apply to CAS awards.
	
	USING A NON-CAS AWARD AS AN EXEMPTION
	
	QQI provides a complete list of the only non-CAS awards that can be used for exemption purposes on their website - The exemptions listed are the only non-CAS exemptions that can be submitted by a provider on behalf of a learner achieving a CAS major award. The following conditions apply:
	
	• Completion of due diligence checks to ensure that the previous qualification is genuine.
	• Only awards which are no more than five years old may be used to claim an exemption.
	• Only when the learner is in a position to achieve a major CAS award can the relevant exemption(s) be submitted for certification.
	• Where a learner holding an award that is not on this published list seeks recognition of that award from a provider, the provider must use RPL.

	https://www.qqi.ie/sites/default/files/2021-12/exemptions.pdf • Recognition will be given: o For complete modules only o Where all of the learning outcomes of a module have been achieved o Up to a maximum of 50% of the total credits for an academic course Candidates will be allowed exemption for entire modules only, not parts of them. Recognition for prior experiential (non-certified) learning may be awarded based on demonstrated learning which shows that a candidate has achieved specified learning outcomes for the course. Whilst every effort will be made to facilitate recognition of prior experiential learning, it may not always be possible to grant such recognition in the case of certain courses, or course modules, for which an applicant is seeking exemption due to lack of evidence. An Cosán endeavours to use RPL with its learners as part of the education process, to build confidence and self-esteem as part of their personal development. (Intensive Return to Learning) Processes and practices for RPL will be clearly stated and documented and available to all potential applicants.
Assessment of RPL Evidence	During assessment for RPL, candidates must demonstrate that they understand the theory as well as the practical learning elements of a module. In the RPL process candidates will demonstrate the appropriate academic level of learning as determined by QQI. An Cosán will ensure that the RPL process shall be consistent, fair and transparent. It will be conducted within a reasonable timeframe for each applicant. The RPL assessor will map all evidence of prior learning against the module outcomes and evaluation of evidence will be documented.
Information for Learners	Information on RPL is available in our Learner Handbook as well as in Course information sheets (available in print and on website) An Cosán has devised a specific RPL Learner Application Form (QAF306 (a): Recognised Prior Learning (RPL) Application Form) which will be provided to learners. Course tutors will inform learners of opportunities for RPL and the possibility of exemption during course induction. Information on RPL is also available in our Tutor Handbook to ensure full understanding of the process. An Cosán will publish our RPL Policy on our website once approved by QQI.
Procedure For Application of Recognition of Prior Learning (RPL) Further Education	Submitting an application for the recognition of prior learning rests with individual applicants. Applicants can review the RPL application documentation for details of the steps involved. Where required the prospective applicant may contact the Community Education Lead for further clarification on course content and learning outcomes.

	Once a learner has made an application for RPL, this will be reviewed by Community Education Lead and an appropriate Mentor from the Further Education team will be provided to the learner to guide them through the process of applying for RPL and building a portfolio of evidence. The mechanism proposed by An Cosán for the presentation of learning is a Learning Portfolio in which the applicant presents evidence of learning. Each Learning Portfolio will be accompanied by an RPL Application Form and should include: Prior Certified Learning In the Certified Learning Portfolio, evidence of learning will be presented by the applicant in the form of official transcripts of results and formal syllabi accompanied by relevant support documents. Prior Experiential Learning In the Experiential Learning Portfolio, the applicant will present evidence of learning, arranged to demonstrate the achievement of learning outcomes of the relevant module. Where experiential learning is concerned several methods can be used to demonstrate the achievement of learning outcomes. These may include written evidence, a formal presentation, an interview, performance of set tasks or combinations of these. Experiential Learning may include both informal and non-formal learning. Evaluation of Prior Certified Learning will normally be carried out by the Community Education Lead in consultation with relevant course staff. Recognition of prior certified learning is subject to evaluation of the following: student's academic record; course of study; syllabus, course description, learning outcomes, number of contact hours, forms of assessment(s); NFQ level of qualification awarded and awarding institution. Assessment of Prior Experiential Learning will normally be carried out by the Community Education Lead in consultation with relevant course staff – ideally those who are or have been involved in the conventional assessment process for the subject(s)/module(s) in question. The use of a range of assessment mechanisms will be facilitated. These will be appropriate to the module content and comparable to other assessment processes used to determine whether learning outcomes have been achieved. Assessment may be based on the portfolio submitted or other methods such as written exams, essays, assignments, multiple choice questionnaires, oral presentations etc., which may be used as appropriate. In general, the assessment will be based on an evaluation of the prior learning presented. Evidence submitted by an applicant will be available for review by the External Examiner. Criteria for Assessment The following key criteria will be used by the Community Education Lead in consultation with relevant course staff to help to determine if the evidence of learning presented is appropriate and sufficient. Validity — Does the prior learning presented match the learning outcomes required by the relevant academic unit? Is the prior learning being presented by the applicant at the academic level required by the relevant academic unit? Sufficiency — Is there enough evidence to demonstrate that the learning outcomes have been achieved?

	Authenticity Is it clear that the prior learning is that of the applicant? Reliability Is the evidence of prior learning presented reliable? Currency Is the prior learning achieved and being assessed current? Is it up to date with current knowledge and practice? Outcome of Assessment Process The outcome of the assessment process can be one or more of the following: the granting of admission to a specific academic course; advanced academic standing within a course of study or module exemptions if the required standards of learning have been met. Validation All RPL decisions must be validated by QQI which will advise An Cosán of all RPL recommendations and decisions. Communication All prospective applicants and enrolled learners will be made aware of RPL opportunities in Learner Handbook and Tutor. Applicants will be fully informed of the application process, the stages within it and the nature and range of evidence that is considered appropriate to support a claim for recognition of prior learning, including the learning outcomes against which prior learning will be assessed. All applicants will be advised, in writing, by An Cosán, of the outcome of the RPL assessment process.
REVIEW/APPEAL PROCESS – **FURTHER EDUCATION**	An Cosán's RPL policy allows for the applicant/learner to resubmit an application for RPL for module(s) exemption on presentation of additional information. RPL resubmissions for Module(s) exemption for Further Education Programme on presentation of additional information, are advised to resubmit their RPL applications in advance of module commencement. If a decision is delayed, applicants/learners are advised to commence the module that they have requested exemption from, pending decision from QQI.
THE RPL PROCESS FOR HIGHER EDUCATION IN SUMMARY	1. Information regarding SETU's RPL process will be made available to applicants. 2. The applicant initiates the process by providing appropriate outline information in support of their application. An RPL Application Form may be used by the applicant to provide this information. 3. Consultation with the Higher Education Lead will be arranged. Applicants receive advice and support for preparation of evidence and verification of prior learning in the required format. The learning evidence plus the completed RPL Application form will be presented to SETU for assessment. 4. The outcome of the assessment process will be verified by SETU, and they will inform An Cosán of their decision. 5. The outcome of the assessment process will be transmitted to the applicant by An Cosán within a reasonable period of time.
REVIEW/APPEAL PROCESS – **HIGHER EDUCATION**	RPL Applicants for An Cosán's Higher Education programmer follow the appeal process specified in SETU's RPL policy.

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

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

Part A – Personal Details & Programme Details			
Name:			
Contact Number		**Email Address:**	
Address:			
Title of Major award you are completing:			
Code of Major award you are completing:			
Date of Application:			

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

Part C – Details of Application
Details of Application Summary Please indicate which type of RPL you are applying for
Detail because you are applying, background, rationale etc.
Supporting Evidence for RPL
Please list all supporting evidence included in this application.

Part D – Details of Prior Learning & the Equivalent Module						
Prior Certificate Learning					**Equivalent To**	
Module Name	Module Code	Awarding Body	Date of Certification		Module Name	Module Code

This Section Must be Completed for EACH module for which you are applying for RPL		
QQI Module		**QQI Code**

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

Part E – Relevant Employment History			
Name of Employment			
Role:		**Type:**	
Date Started		**Date Finished**	
Relevant Tasks and Responsibilities (Be as detailed as possible)			
Name of Employment			
Role:		**Type:**	
Date Started		**Date Finished**	
Relevant Tasks and Responsibilities (Be as detailed as possible)			

Name of Employment			
Role:		**Type:**	
Date Started		**Date Finished**	
Relevant Tasks and Responsibilities (Be as detailed as possible)			

PART F- Checklist of Requirement	
Please ensure that the following are included to support your application. Applications without the mandatory items will not be processed and will be returned for completion.	
Evidence	✓
MANDATORY (if applicable): A copy of **each** certificate in your request for an exemption	
MANDATORY: Letter of competency from your current employer stating yourexact role and skills **relevant** to your application **(MUST be on headed paper and signed)**	
Reference from your tutor (if applicable) relating to skills and competenciesrelevant to your application	
References from past employers	
Any other relevant certification	
Copy of CV	
Completion of **RPL Application form** for **each** module request inyour application	

PART G – Learner Declaration			
I confirm all details provided as part of my RPL application are accurate and true			
Name:		**Date**	

PART H – OFFICE USE ONLY	
Has the above Application Been Approved	**Yes / No**
Details of Approval	

QAF307: Access, Transfer and Progression Policy

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

Policy Title	Access, Transfer and Progression Policy
Policy Statement	It is the policy of An Cosán, that as far as it is possible and practicable, that all learners who apply to complete a course in An Cosán will be admitted once they fulfil the minimum academic requirements for their programme or module of choice. Guidelines are published on the entry requirements for those seeking advanced entry onto a programme, and for those seeking additional supports or accommodations for reason of a disability or medical condition.
Scope of Policy	Whilst principles for Access, Transfer and Progression are applied to all An Cosán programmes, this policy is specific to the requirements of the Qualifications and Quality Assurance Act (2012). Such requirements specifically relate to admissions policies, including transfer from other programmes and progression to higher award levels on the NFQ.
Definitions	Access: This is the process by which Learners may commence a programme of education and training having received recognition for knowledge, skill or competence required. Transfer: This is the process by which Learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired. Progression: This is the process by which Learners may transfer from one programme of education and training to another programme.
Policy Implementation	**Transfer and Progression to Further Studies:** In the Implementation of this policy An Cosán will endeavour to ensure: ▪ As part of this procedure An Cosán is committed to have clear and concise information in relation to the transfer and progression routes that are available to learners on their programmes on the National Framework of Qualifications (NFG) ▪ When new courses are being developed, it is borne in mind what courses the students will be able to transfer to upon completion of their studies in An Cosán ▪ It is the responsibility of the Community Education Lead to have a full understanding of the transfer and progression routes from programmes in An Cosán to those offered by other institutions. ▪ As part of our Induction Programme make learners aware of transfer and progression routes available to them ▪ When prospective student enquire about courses at An Cosán, not only is the course explained to them, but they are also told where the course leads. ▪ During their studies, learners are invited to discuss progression routes with the Community Education Lead during term tutorials. ▪ Identify the transfer and progression routes into and onwards for every programme leading to a Major Award or a Higher education Programme.

	▪ Ensure that the transfer and progression routes to other providers is available to learners on our different programmes. Learners wishing to transfer to other institutions are given guidance on which course might best suit their needs. ▪ Accommodate a transfer between two An Cosán programmes, and ensures that is facilitated, within the rules and regulations of each validated programme. ▪ Where possible, exit awards are embedded in programmes, to support learners who for some reason cannot complete the entire programme, or learners who wish to exit with an award, which may be used for entry to another institution (via their RPL process) ▪ Facilitate Learners who wish to leave a programme prior to its completion are assisted to do so, with all academic credit clearly documented. ▪ Learners who cannot successfully complete a programme are assisted to exit it with all academic credit attained clearly documented. ▪ Learners who pass any module will have the credit for that module recorded on their learner record

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

QAF308*:* Work Placement Policy

Policy Title	Work Placement Policy		QA Code	QAF308
Version Number	1	Name of Creator	Administration Information & QA Lead	
Date Created	December 2019	Review Date:	September 2022	
Description of Changes	Updated as per mandatory recommendations.		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	Work Placement Policy
Policy Statement	All Further Education programmes at An Cosán include a well-structured Work Experience Module which includes a work placement. Work placement is a planned experiential learning activity and is an integral part of any educational process. It involves learners preparing and planning for work, working under direction in a specific vocational area and reviewing and evaluating that work. The experience enables learners to develop work skills, evaluate employment opportunities and cope with changing work environments. Work placement must be completed in an organisation that is relevant to the programme. In order to develop a strong link with the work placement organization and to provide ongoing support to learners, the tutor will ensure ongoing contact with both the work placement supervisor and the learner throughout work placement.
Scope of Policy	The purpose of this policy is to describe the process under which the work placement is done and clarify the responsibilities of the involved parties.
Policy Implementation	**WORK PLACEMENT PROCESS** 1. Learner finds work experience placement and informs tutor as soon as possible 2. An Cosán Primary Contact adds their contact details to the Work Placement Agreement (QAF309) and provides the learner with the Work Placement Learner Information (to be created) and Work Placement Supervisor Information (to be created) 3. The Learner provides Work Placement Supervisor with Work Placement Agreement (QAF309) & Work Placement Confirmation Form (QAF312) from Supervisor Work Placement Information 4. The Work Placement Supervisor returns the Work Placement Confirmation Form (QAF312) to their An Cosán Primary contact outlined in the Work Placement Agreement (QAF309) via post or email to signify their agreement and engagement in the Work Placement process 5. The Learner signs and returns all required forms to their An Cosán Primary Contact 6. The Learner completes 60 hours of Work Placement and adheres to all duties & responsibilities outlined in the Work Placement Agreement (QAF309) 7. At the end of the Work Placement, the Learner provides the Work Placement Supervisor with the remaining documents from the Supervisor Work Placement Information as outlined in the Work Placement Agreement (QAF309) 8. The Work Placement Supervisor Completes all documents as agreed and sends them to their An Cosán Primary Contact as outlined in QAF309

9. During the 60 Hour work placement a member of The Further Ed Team will visit or contact the supervisor by phone to check on the learner's progress. This will be carried out throughout the academic year to ensure that all Minimum Learning Outcomes are been facilitated
10. The tutor grades the learner based on the Work Experience Placement Supervisor report

RESPONSIBILITIES

1. **Tutor's responsibilities:**

a. **Provide Learner with Learner Work Placement Information containing:**

- Cover Letter (QAF308a)
- A Copy of the Work Placement Agreement for their records (QAF309)
- Confirmation of Insurance
- Learner Profile Form (QAF310)
- Learner Confidentiality Statement (QAF311)
- Learner Code of Conduct (QAF313)
- Attendance Sheet to be signed at the end of each shift (QAF315)
- Contact the learner on an ongoing basis (weekly) to provide support and encouragement in an effort to reduce drop-out from this important part of a course
- Provide a point of contact for learners throughout their work placement who they can contact in the event of any issues arising

b. **Provide the Learner with Work Placement Supervisor Information containing:**

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

c. **Liaise with Work Placement Supervisor** on the following:

- Receives signed copy of Work Placement Confirmation form from Work Placement Supervisor before placement begins (QAF312) (attached)
- Liaises with the Work Placement supervisor fortnightly in case any issues have arisen over the duration of the work placement.
- Act as An Cosán's Primary Contact and is available to the Work Placement Supervisor should they have any queries or concerns about the placement throughout the duration of the work placement.
- He/she will visit or contact the supervisor by phone to check on the learner's progress. This will be done throughout the academic year to ensure that all Minimum Learning Outcomes are been facilitated.

2. **Learner Responsibilities:**

Prior to placement:

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

On beginning placement:

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

During placement:

- Complete a minimum of 60 hours work placement
- Arrive punctually
- Notify the tutor and the employer/supervisor of any pending absence from work placement. Medical appointments and illnesses need to be explained by way of medical certification.
- Ensure that Attendance sheet is signed by supervisor at the end of each shift (QAF315)
- Conduct themselves in a professional manner
- Keep all information obtained on placement confidential
- Ensure that any reference to work placement on social media is not permitted
- Obtain permission from service user and supervisor for any information used in assignments/course work
- Take responsibility for their own learning
- Participate in all activities associated with the role
- Read and adhere to all relevant policies and procedures
- Take direction from staff and supervisors
- Complete a reflective diary for each of the modules during placement and submit it as part of the Collection of Work assessment for Work Experience
- Provide the placement supervisor with Work Placement **Supervisor Information** containing copies of QAF314 & QAF316 on completion of placement

3. **Community Education Lead's responsibilities:**
   - Signing the Work Placement Letter
   - Act as an escalation point if there are specific issues during the work placement.

4. **Employer Duties & Responsibilities:**
   - Provide a minimum of 60 hours' placement throughout the programme (may be broken down into two 30 hours' placement per year) in a relevant area
   - Ensure that the learner's experience is a positive and fulfilling one where they can observe how their area of knowledge is put in practice as they gain knowledge and confidence.
   - Contact the tutor via email in the case of a learner's unnotified absence from work experience
   - Provide opportunities for the learner to perform duties under their supervision and to be mentored and guided in your environment.
   - Engage with the tutor if there are any issues with the learner during the work placement
   - Permit the tutor to perform spot checks during the learner's agreed work placement hours
   - Review/complete the documents below in a timely manner:

	• Work Placement Agreement (QAF309) • Work Placement Confirmation Form (QAF312) • Sign Attendance sheet presented by learner at the end of each shift (QAF315) • Sign Completion of Work Placement Hours form at end of the placement (QAF314) (supervisor information) and send to An Cosán Primary Contact • Complete Work Placement Supervisors Report at end of placement (QAF316) (supervisor information) and send to An Cosán Primary Contact **PREREQUISITES** • Each learner must be fully registered on a programme and be undertaking the required modules to meet QQI standards. • Each learner must complete the minimum 60 hours placement along with the other modules in order to achieve the Major Award.

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

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

(Insert Date here)

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

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

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

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

Yours sincerely

_____
(Insert Name of FET Lead)
Community Education Lead

QAF309: Work Placement Agreement

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

(Insert Date here)

Dear (name of specific work placement contact)

Re: (Insert Learner's Name)

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

The Programme includes the following modules:

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

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

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

1. **An Cosán's Duties & Responsibilities:**

a. **Provide Learner with Learner Work Placement Pack containing:**

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

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

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

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

2. **An Cosán Contact Information:**

All documents for completion may be sent to:

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

3. **Learner Duties & Responsibilities:**

Prior to placement:

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

On beginning placement:

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

During placement:

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

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

4. **Employer Duties & Responsibilities:**

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

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

QAF310*:* Learner Profiles for Work Placement Supervisors

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Business Administration with Digital Skills for Work 5M2468 Student Profile for Work Placement Supervisors			
Name of Learner		Date of Birth	
Learner's Address			
Mobile Number		E-mail:	
Details of Relevant Experience to Date:			
Any Other Relevant Information			
Signature of Learner			
Date:			

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

QAF311*:* Work Placement Confidentiality Statement

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

CONFIDENTIALITY STATEMENT

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

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

Learner Signature: _____

Learner (BLOCK CAPITALS) _____

Date: ___ / ___ / 20 __

QAF312*:* Work Placement Confirmation Form

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

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

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

QAF313*:* Learner Code of Conduct on Placement

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

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

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

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

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

Signed: _____ Signed: _____

Learner Community Education Lead

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

QAF314*:* Completion of Work Placement Hours

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

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

Official Work Placement Stamp

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

QAF315*:* Work Placement Attendance Hours

Document Title	Work Placement Hours Record		QA Code	QAF315
Version Number	1	Name of Creator	Community Education Lead	
Date Created	April 2021	Review Date:	December 2021	
Description of Changes	This process is now formally recorded – process was previously recorded informally		Reason for Changes	Part of Re-engagement Process

Work Placement Attendance Record	
Course Title	
Learner Name	
Name of Setting	
Learner's Name	

Work Placement Attendance Record				
Date	Wk No:	Start Time	Finish Time	Supervisors Signature & Comments

I confirm that I have attended my placement as per the dates and times detailed above

Learner Signature: _____

I confirm that the above-named learner attended our setting per the dates and times detailed above

Workplace Supervisor: _____

QAF316*:* Work Experience Placement Supervisors Reports – All Programmes

Document Title	Standardised Work Experience Placement Supervisors Report		QA Code	QAF316
Version Number	1	Name of Creator	Community Education Lead	
Date Created	January 2026	Review Date:	January 2029	
Description of Changes	This report was undated to reflect the amalgamation of previous programme specific Level 5 Work Experience handbooks into a single 'common' module that is now delivered across all programmes.		Reason for Changes	Review of Business Admin Programme Review of Blended Learning Policy In response to Tutor Feedback Recommendation from EA to standardise Work Experience Programme

Learner Name	
Programme	
Placement Name / Organisation	
Placement Supervisor Name	
Placement Dates	
Total Hours Completed	

Guidance for Placement Supervisors
Work experience aims to help learners build skills and confidence in their chosen work area.

If you feel that a learner is misunderstanding, disengaging or underperforming at any stage of their placement, please contact the **Community Education Lead**, **Employment and Skills Coordinator** or **Tutor** as soon as possible. We will work with you to support the learner to get back on track.

The feedback below will be reviewed by the tutor as part of the learner's Work Experience assessment. The tutor is responsible for the final assessment decision.

Please tick the skills level that best reflects the learner's performance during placement and add a brief comment where possible.

Completed feedback forms should be returned to the learner for inclusion in their **Work Experience Submission Pack**.

The learner will submit this feedback form as part of their Work Experience assessment evidence. The tutor will review the feedback and is responsible for the final assessment decision.

Skills Level	What this means
Excellent	The learner showed this skill to a very high standard
Very Good	The learner showed this skill well and with confidence
Good	The learner showed this skill to a satisfactory standard
Growth Area	The learner needs more support, practice or development in this area

Section Headings	Description	Excellent	Very Good	Good	Growth Area	Supervisor Comments
Attendance and Timekeeping	Punctuality	☐	☐	☐	☐	
	Attendance	☐	☐	☐	☐	
	Reliability	☐	☐	☐	☐	
Understanding the Organisation and Role	Understanding the purpose of the organisation	☐	☐	☐	☐	
	Understanding their role within the placement setting	☐	☐	☐	☐	
	Understanding how their tasks supported the work of the organisation	☐	☐	☐	☐	
Interpersonal and Communication Skills	Communicating respectfully with others	☐	☐	☐	☐	
	Communicating appropriately with staff, team members, clients, customers or service users	☐	☐	☐	☐	
	Listening and asking questions when support or clarification was needed	☐	☐	☐	☐	
Working with Others	Working as part of a team	☐	☐	☐	☐	
	Building positive working relationships	☐	☐	☐	☐	
	Responding appropriately to feedback or guidance	☐	☐	☐	☐	
Demonstrating Skills and Ability	Carrying out agreed tasks or duties	☐	☐	☐	☐	
	Following instructions from the supervisor or team	☐	☐	☐	☐	
	Demonstrating programme related skills and developing confidence	☐	☐	☐	☐	
Policies, Procedures and Workplace Standards	Following relevant workplace policies and procedures	☐	☐	☐	☐	
	Following health and safety requirements	☐	☐	☐	☐	
	Showing awareness of confidentiality, equality, dignity and respect	☐	☐	☐	☐	
Professionalism	Professional behaviour and appropriate manner	☐	☐	☐	☐	
	Appropriate appearance or presentation for the setting	☐	☐	☐	☐	
	Commitment and engagement during placement	☐	☐	☐	☐	
Overall Standard of Performance	Overall standard of performance during placement	☐	☐	☐	☐	

Placement Supervisor Declaration

I confirm that the feedback above reflects the learner's performance during their work experience placement.
Completed feedback forms should be returned to the learner for inclusion in their **Work Experience Submission Pack**.

Supervisor Declaration	Details
Supervisor Signature	
Date	
Position	
Contact Number	
Email	

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

Section 4: Staff and Volunteer Recruitment & Development

QAF401: Staff & Tutor Recruitment Policy

Policy Title	Staff & Tutor Recruitment Policy		QA Code	QAF401
Version Number	1	Name of Creator	Administration Information & QA Lead	
Date Created	April 2021	Review Date:	December 2023	
Description of Changes	None		Reason for Changes	Part of Re-engagement Process

Policy Title	Staff & Tutor Recruitment Policy
Policy Statement	An Cosán is committed to ensuring procedures for recruitment and selection of staff will ensure they are suitably qualified and skilled. An Cosán will ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage with Continuing Professional Development (CPD).
Scope of Policy	This policy is intended for all staff who are involved in the recruitment process within An Cosán (The Shanty Education Project Company Ltd). This policy outlines all procedures concerned with recruitment. It is to ensure that all aspects of recruitment are carried out in a proper and efficient manner.
Policy implementation	▪ All staff involved in recruitment must adhere to this policy. ▪ The Recruitment Process will be headed up by the Lead of the department the vacancy is within. ▪ When a role arises, a job specification and associated selection criteria for that particular role is devised by the Corporate Services Manager in collaboration with the lead of the department that they vacancy is within and approved by the Senior Management Team prior to advertising. ▪ The Lead will liaise with the Communications & Information Lead as well as HR to advertise the position. ▪ Posts will be advertised in regional newspapers, on the Careers section of the An Cosán website, social media platforms, and online recruitment websites such as Indeed, activelinek.ie, LinkedIn. ▪ Candidates will be required to apply through an application form which details their experience, qualifications, and suitability for the vacancy. ▪ Candidates are then shortlisted and approved by the Senior Management Team prior to interviews taking place. ▪ All interview candidates are required to provide copies of relevant qualifications and a signed passport photograph which are kept together with their Curriculum Vitae and other relevant documentation such as interview sheet.

<table>
<tr><td></td><td colspan="2">

Tutors are not employed on a full-time contract of employment basis. Tutors are advised during induction that An Cosán cannot guarantee work, the hours are part time on an ad hoc basis as required.
A standard interview format is used with all Tutors to ensure fair opportunity is given to all. A variety of scenarios will be put to each Tutor to test his/her skills in programme delivery, dealing with difficult learners, motivating learners etc. Suitability to deliver a programme of lectures will be established at the first round of interviews and tutors who are requested to return for a second interview, will be interviewed by the Community Education Lead, ACE Quality and Project Lead and External Consultant.
Applicants for the role of Community Education Lead must have a relevant academic qualification, a minimum of 3-5 years industry experience and a minimum of 3 years lecturing experience. A process similar to that of Tutor selection is used with emphasis being put on team leadership skills etc. The interview will be with the Adult Community Education Manager and other members of Senior Management Team as appropriate.
Where appropriate, vacancies are filled internally. A circular with vacancies and recruitment criteria is circulated via email to all staff and the An Cosán website. Positions are allocated on the basis of seniority, experience and proven track record.

</td></tr>
<tr><td rowspan="4">Selection Criteria For An Cosán Staff</td><td colspan="2">The process for selecting applicants to be completed by the Lead of department using the criteria for selection for An Cosán Staff and for Tutors detailed below:</td></tr>
<tr><td>Qualifications</td><td>Staff members must have a qualification in a relevant field.</td></tr>
<tr><td>Experience</td><td>Staff members must have minimum 2 years work experience in the relevant area i.e., Finance, Administration, Adult & Community Education etc.</td></tr>
<tr><td>Reference Checks</td><td>Minimum two references must be provided. Referees will be contacted for verification by Snr. Management Team or Appointed An Cosán representative</td></tr>
<tr><td rowspan="2">Selection Criteria For An Cosán Tutors</td><td>Essential Criteria</td><td>

A minimum qualification of one level above the Programme, for example, a QQI Level 6 and/or 7 or equivalent related to the Programme Specific Components
A minimum of Train the Trainer teaching qualification
A Minimum 3-5 years’ work experience in the subject matter area of industry or work
have a critical understanding of community education and community development principles and practices.

</td></tr>
<tr><td>Desirable Criteria</td><td>

a bachelor’s degree or higher related to the field of studies and/or
a Diploma in Adult Education & Training
a proficiency with ICT and educational technology in particular blended learning approaches
membership of Teaching Council of Ireland

</td></tr>
</table>

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

QAF401 (a): Job Application Form

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

an Cosán

JOB APPLICATION FORM

(INSERT POSITON BEEN APPLIED FOR)

Name: _____

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

Leadership: Please summarise your experience in a relevant strategic leadership role, focussing in particular on your preferred communication style and how you provide a positive role model for your team.
Management of diverse teams: Please outline relevant experience of managing teams with diverse sets of responsibilities. How did you prioritise conflicting demands and ensure that each area under your responsibility was highly productive and efficient?
Change Management: Please provide an example which demonstrates your ability to initiate, manage and successfully close out complex change programmes.

Process improvement: Please outline an example that details your specific significant contribution to improving business through process improvement initiatives. What were the key outcomes?
Human Resources: Outline your HR experience ensuring the right people are in place to deliver on the organisation's mission, including development initiatives for existing staff, recruitment and induction processes for new staff, HR policies and procedures and other supports to Line Managers including performance management systems.
Community Education: Please outline your understanding, philosophy and experience of community education.

Teaching Philosophy, Experience and Motivation Skills

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

Communication Skills

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

Digital communication: Please outline your knowledge of digital communication tools and social media and explain how you keep informed on emerging trends. Which emerging trends have you identified in recent times and to which you were an earlier adaptor.
Focus on storytelling and case studies: Please provide examples (with hyperlinks, if possible) which demonstrate your ability to use compelling storytelling and case studies as an effective part of your communication strategy.
Content and Information Management Systems: Please outline how you ensure that all published information is accurate and remains up to date – what systems and processes do you employ to ensure this? How do you navigate an organisation to ensure that you successfully engage with the appropriate stakeholders for accurate content management.
Why do you want to work for An Cosán? Outline your motivation for the advertised role and why you wish to be considered for it.
Is there anything that would affect your ability to carry out any of the requirements of this role?
What is your current salary/salary expectations?

REFEREES

Referee one

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

Referee two

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

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

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

government supporting communities

Rialtas na hÉireann
Government of Ireland

QAF401 (b): Job Advertisement Template

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

an Cosán

An Cosán is currently seeking a talented **(INSERT ROLE)** to join our team. This role plays a key part in driving the visibility of our services, sharing the impactof our work and telling the story of the transformative power of education and early year services.

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

An Cosán

An Cosán (Irish for 'The Path') is Ireland's largest community education organisation. The mission of An Cosán is to

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

The Role
(Insert a description of the role)

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

Essential Skills and Core Competencies
(Insert a description of essential skills and core competencies required for the role)

Knowledge Essential
(Insert a list of essential knowledge required)

Desirable
(Insert a list of the desirable knowledge required)

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

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

- **Cover letter**
- **Curriculum Vitae**
- **Completed Application Form**

Closing date for applications is 5pm on

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

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government supporting communities

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Government of Ireland

QAF401 (c): Interview Record Sheet

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

Interview process for recruitment of
(INSERT JOB TITLE)

Interview Panel and Schedule

Panel:

Interview date:

Location: An Cosán Tallaght headquarters
Zoom details: Join Zoom Meeting

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

Time	Meeting	Confirmed attendee

Format of Interview

1. **Welcome, introductions and overview of process – Chairperson – 3 minutes**
   - Introduce interviewers
   - Briefly outline role of (insert JOB TITLE) – as per job description
   - Explain the interview process to the candidate
     - Interview will commence with candidate presenting their pre-prepared short, informal presentation (see Appendix 1 for interview invite)
     - Each interviewer will focus on a particular area of the role and
     - We will take notes throughout (see guidelines below), which will be retained and destroyed as per GDPR guidelines
     - Encourage candidate to answer questions as fully as possible and that we will be seeking examples to demonstrate required skills and knowledge, as we score based on your answers
     - Chair will outline next steps at the end of the interview
     - Opportunity for candidate to ask questions at end
     - 45-minute interview

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

Guidelines for taking notes during interviews

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

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

Points to note:

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

Avoid recording any of the following:

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

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

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

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

The Chair needs to ensure that all score templates, including summary score sheets are completed at the end of the interview or as soon as possible thereafter. Scores for each competency area should be discussed and a consensus reached

as to the final score and recorded on template. The summary comments are very helpful in guiding feedback to candidates, should this be required.

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

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

CONFIDENTIAL – Interview Score Sheet

Position:
Interview date:

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

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

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

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

Signed by Interviewer: _____ Date: _____

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

CONFIDENTIAL – Interview Summary Sheet

Position:

Interview date:

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

Candidate's Name: _____ Interview Date: _____

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

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

Appendix 1
Interview invitation

Dear XXX,

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

Date:
Time:
Location:

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

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

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

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

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

Kind regards

(ATTACHED RELEVANT JOB DESCRIPTION)

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

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

an Cosán

An Cosán
Kiltalown Village Centre
Jobstown
Tallaght
Dublin 24

Name
Address

Date

Re: Job Title

Dear xxx,

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

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

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

Yours sincerely,

_____
[Insert CEO Name]

CEO

Statement of Terms and Conditions of Employment

Contract of Employment

[Insert Date]

An Cosán
Fixed Term Statement of Terms and Conditions of Employment

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

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

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

Signed on behalf of An Cosán

_____ _____

XXXX Date
CEO

I wish to accept the offer as stated above.

_____ _____

XXXXX Date

Fixed Term Contract of Employment

1. Place of Work and Registered business Address:

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

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

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

2. Working Time

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

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

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

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

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

3. Duties of the Employee

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

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

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

<u>Key Responsibilities</u>

- **[insert list of responsibilities]**

4. Salary

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

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

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

5. Holidays

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

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

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

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

Holiday Entitlements for Employees:

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

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

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

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

January 1st.
St. Patrick's Day (March 17th).
Easter Monday.
The first Monday in May.
The first Monday in June.
The first Monday in August.
The last Monday in October.
Christmas Day (December 25th).
St. Stephen's Day (December 26th).

6. Probation

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

7. Statutory leave

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

8. Pensions/P.R.S. A

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

9. Termination and Notice Period

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

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

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

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

10. Disciplinary Procedures

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

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

Informal Procedure

1. Informal Counselling

Formal Procedure

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

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

An Cosán commits to ensuring that a fair disciplinary hearing will be held at all formal stages of the disciplinary procedure (stages 1 through 4). The purpose of a fair disciplinary hearing is to put the complaints to the employee, allow them the opportunity to respond, and allow the Organisation to come to a fair and impartial decision on the matter concerned. The employee may choose to have a representative with him / her as part of the fair disciplinary hearing. The Organisation retains the right to impose alternative disciplinary sanctions which may include transfer, demotion or suspension without pay.

11. Grievance Procedure

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

12. Sick Leave

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

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

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

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

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

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

13. Normal Retirement Age

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

14. Lay Off / Short Time

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

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

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

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

15. Confidentiality

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

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

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

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

16. Dignity at Work

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

17. Data Protection

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

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

18. IT, Internet and E-mail

All I.T. facilities, including telephones, internet, PCs, laptops, other mobile devices, and e-mail are used solely for business purposes. Usage of I.T. facilities may be monitored in accordance with law, and as these are systems belonging to the Organisation, Employees should not expect privacy on these systems. At all times An Cosán retains the right to access an employee's e-mail, internet or phone records and other records relating to information technology usage to ensure that

Employees' obligations to An Cosán are being complied with and to ensure that the Employee is not engaging in prohibited activities or activities otherwise deemed inappropriate. Employees must ensure the security of An Cosán's mobile devices in their possession, by storing and locking them securely.

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

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

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

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

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

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

Other employer: _____

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

1. Collective Agreements
There are no collective agreements in place.

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

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

4. Safety, Health & Welfare
An Cosán policy is to provide a safe healthy environment for all employees, visitors and contractors. An Cosán at all times complies with Safety, Health and Welfare at Work legislation. In order to achieve this, the employer expects the assistance and co-operation of each employee in following the safety regulations and training laid down by the employer. Employees

should take responsibility for their own safety and that of their colleagues and report to their manager any unsafe condition as soon as they become aware of it.

5. Work Standards

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

6. Variations to this Contract

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

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

26. Natural Expiry of the Contract

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

Addendum to the Contract of Employment

An Cosán
Kiltalown Village Centre
Fortunestown Road
Jobstown
Tallaght
Dublin 24
t +353 1 462 8488
f +353 1 462 8496
e info@ancosan.com
www.ancosan.com

Data Protection

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

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

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

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

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

Employee Signature_____
Employee Name _____
Date _____

QAF401 (e): Contract of Employment – Tutor Contract

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

An Cosán

Kiltalown Village Centre
Jobstown
Tallaght
Dublin 24

Date

Re:

Dear,

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

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

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

Yours sincerely,

_____
Anne Genockey
Chief Operations Officer

Fixed Term Statement of Terms and Conditions of Employment

Contract of Employment

[Insert Date]

An Cosán
Fixed Term Statement of Terms and Conditions of Employment

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

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

Signed on behalf of the Organisation

_____ _____
Anne Genockey Date
Deputy Chief Executive

I wish to accept the offer as stated above

_____ _____
Tutor Signature Date

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

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

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

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

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

In your role as Tutor your main responsibilities and functions.

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

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

Remuneration

Your agreed rate of payment is **€ (INSERT RATE OF PAY)** gross per hour. In addition, you will be paid €8 per module for any corrections. If your session times change in any schedule your rate will be calculated pro rata for the hours worked. You will be paid on the 28th of each month, by EFT less deductions for PAYE and PRSI contributions if you are on An Cosán Payroll. If you decided to be self-employed then you must forward a copy of your Tax Clearance certificate to the HR Payroll section. An Cosán will ensure that the Employee will be provided with a pay slip on the day of payment detailing gross payment, deductions and net payment. The employee must ensure that all tutor dates on the month end time sheet, must have been worked.

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

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

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

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

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

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

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

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

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

Organisation Policies and Procedures
On commencement, a copy of An Cosán's Tutor Handbook will be given to you and an Induction will be carried out.

This document forms part of your terms and conditions of employment, and you are requested to read it, and familiarise yourself with the policies and procedures held therein.

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

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

- disclose any confidential information in relation to An Cosán or its clients to any person or persons (except to those authorised by the Company or as otherwise required by law).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

QAF401 (f): New Employee Forms

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

New Employee Details Form				
Staff Name		PPS Number		
Home Address				
Date of Birth		Telephone Number		
Email Address				
Start Date		Position		
P45 Available	Yes ☐		No ☐	
Annual Gross Salary	€	Monthly Salary	€	
Payment Method	Biweekly ☐		Monthly ☐	
Any Other Information				
New Employee Details Form				
Name of Bank		Bank Address		
Name on Account		IBAN		
Account Number		Sort Code		
In Case of An Emergency				
Emergency Contact Name:				
Relationship to Staff Member				
Contact Number				
Medical History				
Do you have a Medical Condition that your employer needs to be informed of?	Yes ☐		No ☐	
If Answer is Yes, Please Give Details of your illness and any medication required				

An Cosán HR Dept Use Only:

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

QAF401 (g): Tutor Employee Forms

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

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

An Cosán HR Dept Use Only:

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

QAF401 (h): Tutor Invoice Form

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

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

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

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

An Cosán Use Only:

Authorised for payment by:				
Any Corrections Made:	Yes ☐	No ☐	Correct Amount	€
Date Paid:				

QAF401 (i): Tutor Monthly Report

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

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

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

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

Signed:		Date:	

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

QAF402: Staff Induction Policy

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

Policy Title	Staff Induction Policy
Policy Statement	An Cosán recognises that its staff are fundamental to its success. To enable all staff to become effective and efficient in their role as quickly as possible, it is essential that staff new to the organisation, or the role, receive a timely induction. An Cosán aims to ensure that new staff feel welcome, valued, and settled in their new role. This then forms the basis from which they can perform their duties effectively and begin to contribute to the organisation.
Scope of Policy	Prior to or in the initial commencement of employment An Cosán as a mandatory requirement under Employment Law, will ensure that each new employee in their Finance, Administration, Early Years, Community Employment or Adult Education undergo an Induction into the ethos of the Organisation as well as the Policy & Procedures which relate to their position within the organisation. The staff member must attend an induction workshop which includes a presentation outlining role and responsibilities, policies and procedures, and code of conduct. This is further detailed in the Staff Handbook which is part of the induction pack presented to staff members on the day. Introduction to QQI programmes forms an integral part of the induction process, Quality Assurance Procedures inductions are scheduled once per quarter, or as required, and are facilitated by the Administration, Information & Quality Assurance Lead.
Policy implementation	All staff are given induction training on the day they commence. This induction training will occur for all Tutoring staff at the commencement of each academic year or term whichever is the most appropriate. The Induction Workshop will cover the following: ▪ Overview of An Cosán, history, ethos, and mission ▪ The Organisation Structure of the Organisation (Org Chart) ▪ Overview of Courses offered ▪ Role and responsibilities, policies and procedures, and code of conduct which is essential in the carrying out of their duties. ▪ Quality Assurance Manual ▪ QA Policy & Procedures ▪ Health & Safety Procedures ▪ Examination Guidelines ▪ A tour of the building Each Staff members receives the following: ▪ An Cosán's Programme Prospectus

	▪ Staff /Tutor Handbook (whichever is appropriate) ▪ QA Manual ▪ Tutor information Pack (Module) ▪ QQI QA Templates & relevant Info (if relevant) ▪ Induction for all staff is completed on the first day of employment by their Line Manager. ▪ If a tutor is employed to deliver training via blended learning, tutors receive an induction from the Education Technology Lead. This covers the processes and procedures relevant to this mode of delivery. ▪ Quality Assurance Procedures inductions are scheduled once per quarter, or as required, and are facilitated by the Administration, Information & Quality Assurance Lead. ▪ An induction checklist is completed and maintained to safeguard compliance with all aspects of this procedure and a declaration confirming understanding and agreement must be signed following this induction and stored in the employees HR file. ▪ A record of staff/Tutor attendance at induction is retained on each staff member's Human Resources file. ▪ A separate Tutor checklist is completed and stored in the Tutor's file

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

QAF402 (a): Staff Induction Checklist

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

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

Signatures: _____ Date: _____ / _____ / _____

Employee Signature

_____ Date: _____ / _____ / _____

On Behalf of An Cosán

QAF402 (b): Tutor Induction Checklist

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

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

Signatures: _____ Date: _____ / _____ / _____

Tutor Signature

_____ Date: _____ / _____ / _____

On Behalf of An Cosán

QAF402 (c): Staff Handbook Confirmation Form

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

Receipt of Staff Handbook

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

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

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

An Cosán HR Dept.

Handbook Issued:	Yes ☐	No ☐
Form Signed & Place into Staff File:	Yes ☐	No ☐
Date Completed:		

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

QAF402 (d): Tutor Handbook Confirmation Form

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

Receipt of Tutor Handbook

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

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

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

An Cosán HR Dept.

Handbook Issued:	Yes ☐	No ☐
Form Signed & Place into Staff File:	Yes ☐	No ☐
Date Completed:		

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

QAF403: Leave Records

QAF403 (a): Annual Leave Record

Template Title	Annual Leave Record Form		QA Code	QAF403 (a)
Version Number		Name of Creator	HR Department	
Date Created		Review Date:	December 2021	
Description of Changes	None		Reason for Changes	Reviewed due to Reengagement Process

Annual Leave Entitlement Card			
Staff Name		Department	
Annual Leave Entitlement	1st January __ Until 31st December __		
Number of Days		No: Days Carried Over from Previous Year	
Christmas Holidays	This year the building will close and reopen on the following dates		
	Close On:	Open On:	

Date of Application	Leave Dates		No of Days Taken	No of Days Remaining	Approved by
	From	To			

NB

1 weeks' notice required for 1-5 days' leave 1 months' notice required for over 5 days' leave

Annual leave must not be taken during term time.

Exceptions may be made at the discretion of the Manager who will take into account the needs of the Centre.

QAF403 (b): Time in Lieu Record

Policy Title	Time In Lieu Record Form		QA Code	QAF403(b)
Version Number		Name of Creator	Hr Department	
Date Created		Review Date:	December 2021	
Description of Changes	None		Reason for Changes	Reviewed due to Re-engagement Process

Time In Lieu Record Form							
Date	Normal Working Hrs	Extra Hours Worked	Reason	Total T.I.L Due	T.I.L Taken	T.I.L remaining	Approved By

1 weeks' notice required for 1-5 days' leave
1 months' notice required for over 5 days' leave
TOIL leave must not be taken during term time.
Exceptions may be made at the discretion of the Manager who will take into account the needs of the Centre

QAF403 (c): Sick Leave Record

Policy Title	Sick Leave Record Form		QA Code	QAF403 (c)
Version Number		Name of Creator	Hr Department	
Date Created		Review Date:	December 2021	
Description of Changes	None		Reason for Changes	Reviewed due to Re-engagement Process

Sick Leave Record								
Dates Absent		Reason	Sick Leave Certified		Cert Provided		Comments
From	To		Yes	No	Yes	No	

QAF404: Staff Development Policy

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

Policy Title	Staff Development Policy
Policy Statement	The Professional and personal development of staff is of crucial importance to this organisation. It ensures that a culture of learning is fostered, new ideas and ways of working are being introduced and the organisation is able to meet the changing needs of our community Where available a % of annual income will be set aside to fund relevant education training and development opportunities. This percentage may vary depending on funding. An Cosán will ensure that all learning and development activities are developed, managed, and delivered with due regard to fairness and equity.
Scope of Policy	Each Manager through their Support and Supervision process and Annual Review will review the professional and personal development learning needs of each member of their team and agree training and development programmes in the light of the training and development budget. The following will be considered: ▪ The individuals staff members training and development to date and the impact of this on the individual's job and duties. ▪ The duties currently undertaken by the staff member and what additional training and development may be needed to enhance the performance of those duties. In addition to on-the-job training, team training and mentoring, development opportunities can include formal training and educational courses.
Policy implementation	<u>Process of Application for Staff Development</u> The Senior Management team will be set up annually to consider applications for significant external training and education programmes such as degrees, professional training, or post graduate courses. Written applications for such courses may be submitted throughout the year with the approval of the individual's manager and the CEO. An application form is available from the COO's office. The Senior Management team will review the applications and determine which courses will be approved in any given year. The factors to be considered will be as follows:

	• What are the areas of greatest need in terms of training and development • Do the recommendations made by the manager and COO support these needs and the mission of the organisation • The length of time the applicant has worked with the organisation and the contribution they have made in their area of work The Senior Management team will decide which applications will be supported and will ensure these are within budget. Funding, related costs and time off for courses will be decided by the subgroup and the Board. Successful applicants will be informed of the level of support available to them prior to the commencement of the year of study. **<u>The Guidelines / Procedures that will Apply</u>** An Cosán is committed to supporting a policy of continuing professional development for full time staff. An Cosán staff may apply for re-imbursement of approved course fees. Reimbursement will only be considered in relation to courses that are judged to develop and expand the knowledge and skills and qualifications of staff so that they may realise their potential in relation to their current position or the needs of An Cosán. The level of reimbursement will depend on the nature of the course concerned. For degree, diploma, post-graduate course the level of reimbursement will normally be one half of the course fees. Reimbursement of any course fees will always be subject to the current budgetary position of An Cosán. Reimbursement will normally be made at the successful completion of the said course and studies. For course that are longer than one year duration, once documentary evidence is produced of satisfactory progress, then reimbursement can be applied for at the end of each year. Ongoing staff members who do not complete a course undertaken with financial assistance and/or fails to graduate may be asked to reimburse the organisation. If a staff member leaves within two years of receiving funding for a course, they may be required to repay part, or all of the funding made available to them.
Supervision & Support for An Cosán Staff	Supervision and Support Management recognises its responsibility to ensure that all employees have access to regular supervision and support for their work. The nature and amount of this provision will be negotiated with each employee. Supervision and support will include annual performance and development review. This is a two-way process, and the purpose is to:

	• Ensure that the requirements of the position are fulfilled • Give the employ feedback on their performance • Identify any additional training needs • Review their work over the past year • Plan objectives for the year ahead It is also part of the review to look the employee's job description and to decide by agreement of both parties how to update if necessary. The process and record of the review are confidential to the individual and the relevant Manager and the CEO.

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

QAF405: Dignity at Work Policy

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

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

	training event.
Policy implementation	Definitions: There are certain forms of unacceptable behaviour, which are clarified below: **<u>Harassment</u>** Is defined as any form of unwanted act or conduct, which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person on any of the following discriminatory grounds: gender, civil status, family status, sexual orientation, religion, age, disability, race, or membership of the traveller community. A single incident may constitute harassment. The unwanted conduct may consist of acts, requests, spoken words, gestures or the production, display, circulation of written words, pictures, or other material. The following examples are common but not exclusive examples of harassment, all situations will be considered on their own merits: • Verbal harassment –jokes, comments, ridicule, or songs • Written harassment –including faxes, text messages, emails, or notices • Physical harassment –jostling, shoving or any form of assault • Intimidatory harassment –gestures, posturing or threatening poses • Visual displays such as posters, emblems, or badges • Excessive monitoring of work • Isolation or exclusion from social activities • Unreasonably changing a person's job content or targets, pressure to behave in a manner that the Employee thinks is inappropriate, for example, being required to dress in a manner unsuited to a person's ethnic or religious background Sexual Harassment This defined as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. A single incident may constitute sexual harassment. The unwanted conduct may consist of acts, requests, spoken words, gestures, or the production, display or circulation of written words, pictures, or other material. The following list contains examples of sexually harassing behaviours; however, this is provided for illustrative purposes only and is not an exhaustive list of behaviours. All situations will be considered on their own merits: • Physical conduct of a sexual nature —This may include unwanted physical contact such as unnecessary touching, patting, or pinching or brushing against another Employee's body, assault and coercive sexual intercourse. • Verbal conduct of a sexual nature —This includes unwelcome sexual advances, propositions, or pressure for sexual activity, continued suggestions for social activity outside the workplace after it has been made clear that such suggestions are unwelcome, unwanted or offensive flirtations, suggestive remarks, innuendos or lewd comments. • Non-verbal conduct of a sexual nature —This may include the display of pornographic or sexually suggestive pictures, objects, written materials, emails, text-messages, or faxes. It may also include leering, whistling, or making sexually suggestive gestures.

- Gender-based conduct —This includes conduct that denigrates or ridicules or is intimidatory or physically abusive of an Employee because of his or her sex such as derogatory or degrading abuse or insults which are gender related.

What is Workplace Bullying?

Workplace Bullying is defined as repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and / or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work.

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

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

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

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

What is Not Bullying?

Behaviours that do not amount to bullying include:

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

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

QAF405 (a): Discrimination Report Form

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

Discrimination Report Form			
Name of Person making Report		**Contact Number**	
Email Address			
Details of Concern (Please include details of who treated you unfairly, where and when the incident(s) occurred, and a full description of the incident, including evidence)			
Please tick which of the 9 grounds for discrimination this report falls under:			
Gender	☐	**Age**	☐
Disability	☐	**Family Status**	☐
Sexual Orientation	☐	**Membership of the Travelling Community**	☐
Signature Person reporting concern		**Date Reported**	
Signature of An Cosán Staff member		**Date received**	

An Cosán Office Use Only To be completed by An Cosán Staff Member dealing with Concern					
Has the Concern been Investigated	**Yes**	**No**	**Name of Staff Member completing investigsation**		
Date Investigation was done			**Was Evidence Included**	**Yes**	**No**
Description of Evidence					
Outcome of the Investigation					

Has the been person reporting the concern being informed of the outcome of the investigation				
Is the matter resolved	**Yes**	**No**	**IF not why?**	
Action to be taken				

QAF406*:* Grievance Policy & Procedure

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

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

	Stage 1 Formal Procedure ▪ Where the informal procedure fails to resolve a situation to the Employee's satisfaction, or where it is deemed inappropriate, the Employee is encouraged to raise their grievance formally. In order to raise a formal grievance, it is necessary to put the grievance in writing, or to meet with the Manager to put the grievance in writing. The written grievance may be submitted to the employee's manager, or where this is inappropriate, to any other manager. ▪ A grievance hearing will be arranged within an agreed timeframe. The employee is made aware that he / she has the right to be accompanied by an appropriate representative i.e., a fellow member of staff. Advance notification of this meeting will be provided in writing. ▪ The issue will be discussed, and the employee will be invited to provide more information regarding their grievance. ▪ The meeting will be adjourned to allow management to explore the issue further and to identify possible solutions where appropriate. ▪ A prompt decision will be given to the employee within an agreed period of time (usually within 5-7 days). ▪ A summary of the meeting will be recorded and given to those in attendance. Stage 2 Formal Procedure ▪ Should an employee feel dissatisfied with the response given, he / she may appeal to the CEO or a senior member of management. ▪ The appeal must be in writing. Details of the procedure to be followed in the event of an appeal will be outlined in the written decision on the grievance, as outlined above. ▪ A grievance appeal hearing will be arranged within an agreed timeframe. Advance notification of this meeting will be provided in writing. ▪ The employee will be made aware that he / she has the right to be accompanied by an appropriate representative i.e., a fellow member of staff. ▪ Another Senior Staff Member or an External Consultant will also be present at the meeting to ensure that the Grievance is given due consideration. ▪ The issue will be discussed in an effort to explore satisfactory outcomes and a prompt decision given to the employee within an agreed period of time (usually within 5-7 days). ▪ A summary of the meeting will be recorded and given to those in attendance. The decision after Stage 2 will be binding on all parties in the dispute. If the employee is dissatisfied with the response given to the grievance, he / she will have to accept that it cannot be resolved to their satisfaction, as the procedure has been exhausted. If the employee feels the response following Stage 2 is inadequate, he / she may refer the grievance to the appropriate body, e.g., the Workplace Relations Commission or the Labour Court.

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

QAF407*:* Discipline Policy & Procedure

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

Policy Title	Discipline Policy & Procedure
Policy Statement	The purpose of the disciplinary procedure is to ensure that An Cosán operates a fair disciplinary process which has regard to the rights of employees under both the Code of Practice on Disciplinary and Grievance Procedures and the Unfair Dismissals Acts. The policy is to be applied in order to help and encourage staff to achieve and maintain acceptable standards of conduct, attendance and job performance195195 where these are identified as shortcomings. The policy and procedure aim, where appropriate, to be corrective rather than punitive.
Scope of Policy	The main objective of this policy is to give employees an opportunity to improve their performance / behaviour. The stage at which you enter the procedure depends upon the severity of the issue being dealt with. The primary objective of this procedure is to ensure that Employees are made aware of any shortcomings in their performance/conduct/attendance and provided with an opportunity to resolve this situation. To this end, issues will generally be addressed through the informal procedure whereby the Manager will raise the issue with the Employee and agree a corrective action plan in order to resolve the situation without recourse to the formal procedure. However, where this fails to resolve a situation, or the informal process is deemed inappropriate in the given circumstances, then the formal process may be initiated. During the formal stages of the procedure, Employees have the right to be accompanied by a representative at a meeting. The role of this representative is to provide support, to ensure that the procedures followed are fair, and, if appropriate, to help the Employee present their case. However, it should be noted that the contractual relationship exists between the Employee and the Employer. Therefore, questioning will be directed to the Employee, and where possible the Employee must speak on their own behalf. The stage at which any Employee enters the disciplinary procedure depends upon the severity of the issue being dealt with. At all formal stages of the procedure the Employee is entitled to be made aware of the case against him/her, and to be provided with any evidence to be used against him/her. The Employee will be afforded an opportunity to respond to any allegations and evidence, and Management will give due consideration to all responses received. Representation is permitted at all formal stages of the procedure. The Employee is also permitted to appeal the findings of any formal disciplinary investigation, or any sanction imposed under the procedure.

Policy implementation	Misconduct The following behaviours may be considered to be misconduct and may result in disciplinary action being initiated under the disciplinary procedure. Note that these examples are provided for illustrative purposes only, and this list is not exhaustive. All cases are considered on their own merits: • Minor breach of a workplace policy or procedure. • Poor timekeeping. • Abuse of sick leave policy. • Insubordination. • A refusal to conduct a reasonable request. • Minor breaches of health and safety regulations. • Bullying, harassment, sexual harassment, or any act of discrimination. • Downloading, display or distribution of pornography or other inappropriate material. • Bringing the Organisation into disrepute. • Misuse of Organisation property. Gross Misconduct The following behaviours may be considered to be gross misconduct and may result in summary dismissal, depending on the circumstances of the case. Note that these examples are provided for illustrative purposes only, and this list is not exhaustive. All cases are considered on their own merits: • Theft, fraud, deliberate falsification of records, fighting, assault on other members of staff. • Driving a vehicle on Company business whilst under the influence of alcohol or drugs. • Serious breach of the security policy. • Serious contravention of statutory legislation: e.g., Data Protection Act or Safety, Health, and Welfare at Work Act. • Serious negligence, which causes unacceptable loss, damage, or injury. • A serious act of insubordination. • Serious harassment, sexual harassment, bullying, or another act of discrimination. • Serious abuse of sick leave. • Serious breaches of health and safety rules or endangerment of another person in the workplace. • Serious breaches of confidentiality. • Being under the influence of an intoxicant at work or in the course of employment. • Possession, sale, or distribution of a controlled substance in the workplace • Violent or threatening behaviour. • Refusal to participate in a workplace investigation or other action. • Serious failure to adhere to an agreed workplace procedure or other agreed terms of employment. Basic Principles Prior to any formal disciplinary sanction being decided upon and imposed a fair disciplinary hearing will be held with the Employee. The purpose of this meeting is to put the complaint to the Employee and to hear the reasons behind the issue from the

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

If an employee's standard of work or behaviour falls below a level acceptable by the company, their manager will informally make them aware that this is unacceptable and point out how this must be improved. This may form part of the normal performance management process. The objective of the informal discussion is to correct the issue of concern in a frank and constructive manner.

This discussion will:

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

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

Formal Procedure

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

Disciplinary Sanctions

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

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

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

Stage 1. Formal Verbal Warning

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

	Following the meeting a formal verbal warning may be issued by the Appropriate Manager. An action plan will also be agreed in order to attempt to resolve this issue in the future. A copy of the notes from the meeting, the agreed action plan, and a copy of the verbal warning, along with any other relevant documentation, will be placed on the Employee file. The warning will be recorded on the individual's personnel file for six months from the date of the warning. If an acceptable improvement takes place during the specified time period (where one has been stipulated), the employee will be advised, and the personnel file noted accordingly. A formal verbal warning may be appealed through the appeals procedure outlined in this policy. Failure to achieve the requirements set out in the corrective action plan may result in further disciplinary action. **Stage 2. First Written Warning** Where a formal verbal warning fails to resolve an issue, or where more serious disciplinary action is deemed appropriate given the particular circumstances of the case, a formal disciplinary hearing will be arranged and held as outlined in this procedure. Following the meeting a first written warning may be issued by the Appropriate Manager. An action plan will also be agreed in order to attempt to resolve this issue in the future. A copy of the notes from the meeting, the agreed action plan, and a copy of the first written warning, along with any other relevant documentation, will be placed on the Employee file. The warning will be recorded on the individual's personnel file for nine months from the date of the warning. If an acceptable improvement takes place during the specified time period (where one has been stipulated), the employee will be advised, and the personnel file noted accordingly. The warning falls back to Stage 1, which will remain, on file for a further 3 months. If improvement is maintained, then Stage 1 will be removed. If improvement has lapsed within the time, the organisation may proceed straight to Stage 2 again. A first written warning may be appealed through the appeals procedure outlined in this policy. Failure to achieve the requirements set out in the corrective action plan may result in further disciplinary action. Stage 3. Final Written Warning Where a first written warning fails to resolve an issue, or where more serious disciplinary action is deemed appropriate given the particular circumstances of the case, a formal disciplinary hearing will be arranged and held as outlined in this procedure. Following the meeting a final written warning may be issued by the Appropriate Manager. An action plan will also be agreed in order to attempt to resolve this issue in the future. A copy of the notes from the meeting, the agreed action plan, and a copy of the final written warning, along with any other relevant documentation, will be placed on the Employee file.

	The warning will be recorded on the individual's personnel file for twelve months from the date of the warning (this period may be extended to twenty-four months in exceptional cases). If an acceptable improvement takes place during the specified time period (where one has been stipulated), the employee will be advised, and the personnel file noted accordingly. Subject to achieving and sustaining the necessary improvement, you may be informed at any time up to the end of the twelve (or twenty-four) months and told that the last warning has expired. The warning falls back to Stage 2 for 6 months, and if improvement is maintained falls back to Stage 1 for a further 3 months. A final written warning may be appealed through the appeals procedure outlined in this policy. Failure to achieve the requirements set out in the corrective action plan may result in further disciplinary action. Stage 4. Dismissal There are two ways in which dismissal may occur. Generally, the Employee will have been notified of concerns and have been provided with an opportunity to improve through one or more stages of the disciplinary procedure. The other form of dismissal is a summary dismissal, which normally results from an act of gross misconduct. An act of misconduct will be considered as gross misconduct where the act is so serious that the Organisation ca200rr reasonably be expected to retain the Employee in employment. Summary dismissal occurs without recourse to the earlier stages of the disciplinary procedure. In all cases an appropriate and fair hearing, which adheres to the principles set out in this procedure, will be undertaken, and careful consideration given to the decision on whether or not dismissal is the appropriate sanction given the circumstances of the case. In cases of alleged gross misconduct, an in-depth investigation may be necessary, and an Employee will be suspended on pay pending the outcome of this investigation. Suspension on pay is not deemed a disciplinary sanction, and there will be no negative inference against an Employee as a consequence of any such suspension. Where there is an allegation of gross misconduct or gross incompetence it may be appropriate after a formal investigation to initiate the procedure at stage 4. In such circumstances, there is no obligation on the Organisation to provide advance notice of dismissal. Decisions to dismiss in such circumstances may only be taken by a senior Manager in the Organisation, or a nominated officer, following a full and fair investigation and hearing process. The decision will be confirmed in writing to the Employee. Alternative Disciplinary Sanctions In addition to the sanctions outlined in stages 1 to 4 of the disciplinary procedure, the Organisation also retains the right to impose alternative disciplinary sanctions as outlined in this section. This will only occur where deemed appropriate. Such action is an optional stage of the procedure, rather than a required stage. Where deemed appropriate,

	alternative sanctions which may be imposed may include a transfer, demotion, suspension without pay, or withholding of a salary review for a period or removal of another benefit. Note on Probation During the period of an employee's probation, including extended probation, the full rigours of the disciplinary process may not apply, and the Organisation retains the right not to exhaust the disciplinary procedure during probation. Right to Appeal An employee has the right to appeal against a disciplinary decision within five working days of being issued to an employee at whatever stage the decision is taken. The details of whom the appeal should be made to will be included in the warning document, or letter of dismissal. A finding will be issued within a reasonable timeframe, generally 10 working days. This may be extended where necessary to facilitate a full and fair appeals process. All timeframes in this policy assume employees are attending work. If employees have had time out of work, the duration of the disciplinary steps may be extended.

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

QAF408*:* Staff Continuous Professional Development

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

Policy Title	Staff Continuous Development
Policy Statement	Continuous Professional Development encompasses all formal and informal learning that enables individuals to improve their own practice. It refers to the process of training and developing professional knowledge through independent, participative based or interactive learning. This form of learning enables staff members to improve their capabilities with the help of certified learning. CPD is a supportive mechanism for development of individuals' skills and knowledge in alignment with organisational goals. Training is organised for each employee or groups of employees to fulfill identified training needs in their current positions. This enables the employees to significantly improve their effectiveness and performance in their current positions. Management within An Cosán through observation, consultation and meetings will identify the training needs of their teams and ensure any weaknesses in performance are addressed and remedied by an appropriate action.
Policy implementation	Management of An Cosán will also ensure that any training needs identified by staff members themselves will be appropriately supported where possible. **Training needs can be identified the following ways:** • Identified by managers and staff through the Performance Review system • Informal observations of the staff member/teams while performing their duties by the relevant line manager. • Through staff team meetings. All instruction /direction and training of individual staff members will be recorded on the appropriate Training Record Form and placed on the individual staff member's file. All minutes of team meetings are filed in the Team Meetings Minutes File/Book. **Addressing Training Needs** The identified training needs of staff members will be addressed by one or several of the following ways:

	• Workshops with a specific topic, facilitated by internal members of the team or external experts. • Staff Meetings. • Support and Supervision Sessions. • Training Days supplied by outside suppliers (in the case of first aid, manual handling, child protection etc.). • Online (in the case of HACCP/Food Handling, Child Protection). • Mini workshops with the teams facilitated by the department lead and/or manager. • Leadership Developed Sessions as organised with the CEO and Management Team. **Legislative Responsibilities** Training is also organised as required by legislation e.g., Manual Handling, First Aid, Fire Safety, HACCP, GDPR and Child Protection. **People Development Training** Training may be organised as part of career development, succession planning or covering if other staff members are on leave. The training may not always be directly relevant to an employee's current position but may be linked to opportunities in the medium-long-term future. This training will be agreed by management in consultation with staff. All training will be recorded on the staff member's individual training record. **Our commitment to each employee is to:** • Create an environment where training and development is genuinely valued. • Put in place processes to assist in conducting training and development activities, and to monitor the effectiveness of these processes. • Invest in training and development where funding becomes available. • Plan and review training and development activities at all levels in the organisation. • Share with the employees the progress of their training and development activities, what has worked, benefits to An Cosán, where improvements are needed, and so on. • Continue to improve and develop our training resources so that they actively support the employees as well as An Cosán. • Assess learning and development needs against organisational goals. • Provide an opportunity for an annual performance review. **An Cosán require each employee to:** • Take responsibility for their own training and development. • Recognise and meet their full potential.

	• Perceive training and development as a continuous process. • Understand that development means more than just attending training courses. • Realise the importance of ensuring that training and development is aligned with the needs of An Cosán. An Cosán recognises that the continuous professional development of the knowledge and skills of all employees is key to the success of An Cosán. It ensures that a culture of learning is fostered, new ideas and ways of working are being introduced and the organisation can meet the changing needs of our community. Therefore, all employees regardless of age, disability, gender, marital or family status, race, religion, sexual orientation, or a member of a travelling community can be given the opportunity to undertake training in any field of learning which is pertinent to the achievement of corporate and operational goals. Staff members must attend training programmes which have been organised by the organisation or those programmes that are required by legislation. The management teams within An Cosán will endeavour to organise training within the working hours of the majority of the team. However, due to the nature of our work, this may not always be possible. It is also expected that team members would participate in training sessions every year organised by the CEO as part of their Continuous Professional Development (CPD). A % of annual income will be set aside to fund relevant education, training, and development opportunities. This percentage may vary depending on funding. Each Manager through their Support and Supervision process and Performance Management Review will review the professional and personal learning needs of each

	member of their team and agree training and development programmes in the light of the training and development budget. The following will be considered: ▪ The individual staff members training and development to date and the impact of this on the individual's job and duties. ▪ The duties currently undertaken by the staff member and what additional training and development may be needed to enhance the performance of those duties. In addition to on-the-job training, team training and mentoring, development opportunities can include formal training and educational courses. <u>Process of Application for Staff Development</u> The Senior Management team will be set up annually to consider applications for significant external training and education programmes such as degrees, professional training, or post graduate courses. Written applications for such courses may be submitted throughout the year with the approval of the individual's manager and the CEO. An application form is available from the Deputy CEO. The Senior Management team will review the applications and determine which courses will be approved in any given year. The factors to be considered will be as follows: ▪ What are the areas of greatest need in terms of training and development ▪ Do the recommendations made by the Manager support these needs and the mission of the organisation ▪ The length of time the applicant has worked with the organisation and the contribution they have made in their area of work The Senior Management team will decide which applications will be supported and will ensure these are within budget. Funding, related costs and time off for courses will be decided by the subgroup and the Board. Successful applicants will be informed of the level of support available to them prior to the commencement of the year of study. <u>The Guidelines / Procedures that will apply</u> An Cosán is committed to supporting a policy of continuing professional development for staff. An Cosán staff may apply for re-imbursement of approved course fees. Reimbursement will only be considered in relation to courses that are judged to develop and expand the knowledge and skills and qualifications of staff so that they may realise their potential in relation to their current position or the needs of An Cosán. The level of reimbursement will depend on the nature of the course concerned.

	Reimbursement of any course fees will always be subject to the current budgetary position of An Cosán. For courses that are longer than one year duration, once documentary evidence is produced of satisfactory progress, then reimbursement can be applied for at the end of each year. Ongoing staff members who do not complete a course undertaken with financial assistance and/or fails to graduate will be asked to reimburse the organisation. If a staff member leaves within two years of receiving funding for a course, they may be required to repay part, or all of the funding made available to them.

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

QAF409: Volunteer Policy

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

An Cosán – Introduction

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

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

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

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

Our Ethos:

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

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

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

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

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

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

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

Purpose of the Volunteer Programme

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

Volunteering at An Cosán

Definition

An Cosán refers to Volunteering Ireland's Definition of volunteering which is as follows:
Volunteering is the commitment of time and energy, for the benefit of society, local communities, individuals outside the immediate family, the environment, or other causes. Voluntary activities are undertaken of a person's own free will, with no payment, except for the reimbursement of out-of-pocket expenses.

Principles of Volunteering

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

Recruitment

General

An Cosán applies the principles of equal opportunity to its recruitment processes and will not withhold a volunteer job on the basis of race, age, gender, or religion.
All prospective volunteers are to be interviewed by the Corporate Services Manager prior to placement. The area of work and level of involvement will be arranged on an individual basis at the time of the interview.
Prospective volunteers are matched for their suitability to existing volunteer role opportunities and their commitment to the aims, values, policies, and procedures of An Cosán.
Due to the resources required for training it is preferable that prospective volunteers can commit to An Cosán for a period of six months.

Role Descriptions

Role descriptions outline volunteer roles and a clear list of tasks that are required to be performed as part of that position. The Corporate Services Manager meets with prospective volunteers to determine their skills, interests

and expectations and assesses how they might complement An Cosán's needs. If there is a match, volunteers are assigned a position description and a member of staff who then becomes responsible for them.
The Corporate Services Manager will determine if the requested position is appropriate to offer a volunteer and is not in breach of An Cosán's Volunteer Programme.

Initial Contact

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

Registration

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

Reference checks

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

Placement

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

Induction Programme

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

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

Recording Hours

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

Probation

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

Holidays

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

Leave	Advance Notice
1-2 days	1 week
3-5 days	2 weeks

6+ days	3 weeks

Grievance and Disciplinary Procedure

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

Confidentiality

Any information of a confidential nature relating to the organisation or its business or associated third parties that you acquire in your role must not be discussed or repeated outside the circle of those entitled to know such information. This does not apply to communications organisation or when specific consent to disclose information has been given by management.
Volunteers are also required and expected to maintain this standard of confidentiality when they leave An Cosán.

Training

An Cosán staff are expected to provide adequate training to enable their volunteers to carry out their prescribed duties. The supervisors are responsible for their volunteers while they are settling in and must make themselves available to help when needed.
Volunteers are to be encouraged to develop and expand their personal skills to maintain and enhance An Cosán's effectiveness. Specific training for volunteers will be provided where appropriate and financially possible.

An Cosán's Commitment to Volunteers

An Cosán recognises that volunteers contribute a vast wealth of skills, knowledge and support towards the running of An Cosán's activities. All An Cosán staff in return will treat volunteers with respect and support.

Ways we recognise Volunteers

1. Create a climate in which volunteers can feel motivated
2. Say thank you often, and mean it
3. Match the volunteer's desires with the organisation's needs
4. Provide a clear role description for every volunteer
5. Make sure new volunteers are welcomed warmly
6. Highlight the impact that the volunteer contribution is having on the organisation
7. Provide meaningful and enjoyable work
8. Develop a volunteer policy
9. Allow volunteers the opportunity to debrief, especially if they work in stressful situations
10. Supervise volunteers' work
11. Ask volunteers themselves how the organisation can show it cares
12. Give volunteers a proper induction
13. Celebrate the year's work together
14. Accept that an individual volunteer's ability to commit may change over time

Recognition of volunteers by paid staff

Volunteers are to be included, where possible, in all relevant discussions, gatherings and celebrations. Volunteers should be given every opportunity to develop their skills to enhance their own skill base.

Volunteer awards and acknowledgement

Volunteers who have provided long-term support to An Cosán will have their annual anniversaries acknowledged and where possible, celebrated. Volunteers'' contributions will be highlighted in An Cosán's newsletters whenever possible. Volunteers will also be invited to relevant An Cosán events and on occasion receive a voucher in recognition of their commitment and work for the organisation.

Signed: _____ ***Date:*** _____

Heydi Foster, CEO

Volunteers – A Step by Step Guide

Step 1: Write up Role descriptions to include:
A manager must assist in the compilation of a volunteer role description before a volunteer can be assigned to them. This must include:

- The staff members name, position, and role.
- Background information pertaining to the relevance and need of the volunteer's position.
- A list of basic tasks required.
- Desirable skills required to carry out the position.
- Duration of position and time commitment.
- Name of Supervisor if different.

Step 2: Registration
All volunteers are to fill out a registration form then meet with the Corporate Services Manager to discuss their interest in volunteering. The purpose of this meeting is to:

- Determine what brought them to An Cosán.
- Discuss any expectations regarding volunteering.
- Get to know them i.e.. their background, what they are doing now.
- Determine their interests and availabilities.
- Update them on current volunteering opportunities.
- Talk about expected commitment from volunteers.
- Ask about any special needs that An Cosán should be aware of.
- Discuss their suitability for An Cosán and An Cosán's suitability for them.

Step 3: Induction
Once a volunteer has been placed to the satisfaction of both parties, the volunteer's rights and responsibilities will be discussed with them and they are to be given:
A copy of their job description.
A copy of recent An Cosán newsletters and any other relevant information.
A tour of An Cosán.
Volunteering Agreement to be signed by both parties.
Meeting with their supervisor.

Step 4: Working with and Supporting Volunteers
After one month meeting to be held to see how the volunteer is settling in.
Monthly timesheets must be completed by supervisor and kept on file.
Each supervisor should ensure that the 14 ways of acknowledging a volunteer are adhered to (including acknowledgement of birthdays and anniversary)

Step 5: Exit Interview (formal or informal)

- This can provide useful information from a volunteer's experience in An Cosán which could help to improve our relationship with volunteers and to assist in the retention of volunteers.

An Cosán's Commitment to Volunteers

An Cosán recognises that volunteers contribute a vast wealth of skills, knowledge and support towards the running of An Cosán's activities. All An Cosán staff in return are to treat volunteers with respect and support

21 Additional Ways to Recognise Volunteers

1. Send birthday cards
2. Show an interest in volunteers' personal interests and their outside life
3. Tell volunteers they have done a good job
4. Always have work for your volunteers to do and never waste their time
5. Give volunteers a real voice within the organisation
6. Send 'thank you' notes and letters when appropriate
7. Smile when you see them!
8. Say something positive about their personal qualities
9. Involve volunteers in decision-making processes
10. Give a certificate to commemorate anniversaries of involvement
11. Let volunteers put their names to something they have helped to produce or to make happen
12. Differentiate clearly between the roles of paid staff, trainees and volunteers
13. Make sure the volunteer coordinator is easily accessible and has an 'open door' policy
14. Supervise volunteers' work
15. Have a vision for volunteer involvement in your organisation
16. Do not impose new policies and procedures without volunteers' input
17. Permit volunteers to attend seminars, conferences and workshops from time to time
18. Offer to write volunteers letters of reference
19. Accept that different volunteers are able to offer different levels of involvement
20. Ask volunteers' opinions when developing new policies and strategies

Rights and Responsibilities

Volunteers do have rights, some which are enshrined in legislation and some, which could be considered the moral obligations of an organisation involving volunteers.

Volunteers' rights

- To know if, and how, they are being selected
- To be given meaningful work to do
- To know what is expected from them
- To be offered appropriate training
- To be thanked and have their voluntary contribution recognised
- To receive supervision and support
- To get something out of the work for themselves
- To know who to go to if there is a problem
- To be reimbursed for out-of-pocket expenses incurred when volunteering (which must receive prior approval from a line Manager)
- To make mistakes and learn from them
- To be made aware of any disciplinary and grievance procedures
- To be treated fairly and not to experience discrimination
- To have safe working conditions, including insurance cover
- To be informed about, and given the opportunity to play an active part in, the organisation as a whole
- To be able to say 'no' and to leave without feeling guilty

Volunteers' responsibilities

- To respect the values and aims of the organisation
- To be committed
- To be reliable and give the organisation sufficient warning if unable to turn up
- To be punctual
- To attend essential training and support sessions
- To undertake the work to a high standard
- To be honest if there are problems
- To respect confidentiality
- To leave when asked and/or when no longer enjoying the volunteering experience

Organisations' responsibilities

- To ensure the volunteering experience is a rewarding one
- To ensure equal access and not to discriminate
- To define clear, meaningful roles for volunteers
- To have policies and procedures for volunteers
- To provide all necessary information to volunteers
- To be available for volunteers
- To provide training where necessary
- To thank and value volunteers
- To provide insurance cover

- To inform volunteers of any legal liabilities
- To supervise and to provide support
- To reimburse out-of-pocket expenses
- To provide a safe working environment

Organisations' rights

- To look for certain qualities and skills in volunteers
- To select only volunteers who are suitable for the work
- To draw up a volunteer agreement or 'contract'
- To ask for tasks to be done in a particular way
- To ask for commitment
- To ask for reliability
- To ask for punctuality
- To deal with disciplinary and grievance matters
- To ask volunteers to leave if their involvement hinders the organisation achieving its goals

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

QAF409 (a): Volunteer checklist

Template Title	Volunteer Checklist		QA Code	QAF409 (a)
Version Number		Name of Creator		
Date Created	June 2017	Review Date:	Full review due December 2023	
Description of Changes	None		Reason for Changes	Review of Volunteer Policy

Volunteer checklist

Name (Last, First, M.I.):	**Gender: M o F o**	**DOB:**
Role:		
Supervisor:		

Role Description given to Volunteer	**Date:**	¨ Yes	¨ No
Registration Form completed	**Date:**	¨ Yes	¨ No
Initial Meeting with Corporate Services Manager	**Date:**	¨ Yes	¨ No
Reference Check	**Date:**	¨ Yes	¨ No
Induction	**Date:**	¨ Yes	¨ No
Volunteer Agreement Signed	**Date:**	¨ Yes	¨ No
Meeting with Supervisor	**Date:**	¨ Yes	¨ No
1st Month Check in Meeting with Corporate Services Manager	**Date:**	¨ Yes	¨ No
Birthday Acknowledged	**Date:**	¨ Yes	¨ No
Exit Interview	**Date:**	¨ Yes	¨ No

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

QAF409 (b): Volunteer Agreement

Template Title	Volunteer Agreement		QA Code	QAF409 (b)
Version Number		Name of Creator		
Date Created	June 2017	Review Date:	Full review due December 2023	
Description of Changes	None		Reason for Changes	Review of Volunteer Policy

Volunteer Agreement

This Volunteer Agreement describes the arrangement between An Cosán

and _____

"***We wish to assure you of our appreciation of your volunteering with us and will do the best we can to make your volunteer experience with us enjoyable and rewarding".***

Part 1: An Cosán

Your role as a volunteer is

_____

and starts on _____

The role is designed to (state *how the work benefits the organisation)*:

_____

An Cosán commits itself to the following:

1. Induction and training

- Supporting you in your initial trail period of one month.
- To provide you with thorough induction on the work of An Cosán and its staff, your volunteering role and the induction and/or training you need to meet the responsibilities of this role. The Volunteer Policy provides full details of the organisation's commitment to volunteering.

2. Supervision, support and flexibility

- To explain the standards we expect for our services and to encourage and support you to achieve and maintain them;
- To provide a named person who will meet with you regularly to discuss your volunteering and any successes and problems;
- To do our best to help you develop your volunteering role with us.

Expenses

- Out of pocket expenses in respect of your volunteering role must be agreed in

  advance with your line Manager.

Insurance

We commit to

- provide adequate insurance cover for volunteers whilst undertaking voluntary work approved and authorised by us.

Equal opportunities

We commit to

- ensuring that all volunteers are dealt with in accordance with our equal opportunities policy, a copy of which is set out in our Staff Handbook.

Problems

We commit to

- try to resolve fairly any problems, grievances and difficulties you may have while you volunteer with us.

- In the event of an unresolved problem, to offer an opportunity to discuss the issues in accordance with the procedures set out our Staff Handbook.

Part 2: the volunteer

I, (volunteer's name)_____ , agree:

- To help An Cosán to fulfill its services.
- To perform my volunteering role to the best of my ability.
- To follow the organisation's procedures and standards, including those relating to health and safety and equal opportunities, in relation to its staff, volunteers and clients.
- To maintain the confidential information of the organisation and of its clients.
- To meet time commitments and standards agreed to, and to give reasonable notice so other arrangements can be made.
- To provide referees as agreed who may be contacted, and to agree to a Garda check being carried out where necessary.

- In the event of an emergency, I nominate:

  Name: _____ Tel: _____

My agreed voluntary time commitment is

_____

_____

This agreement is binding in honor only, is not intended to be a legally binding contract between us and may be cancelled at any time at the discretion of either party. Neither of us intend any employment relationship to be created either now or at any time in the future. We hope that you enjoy volunteering with us and feel part of the team.

Signature: _____ **Position:** _____

Name (print): _____ **Date**: _____

Signed by Volunteer: _____

Name (print): _____ **Date**: _____

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

QAF409 (c): Volunteer Registration Form

Template Title	Volunteer Registration Form		QA Code	QAF409 (c)
Version Number		Name of Creator		
Date Created	June 2017	Review Date:	Full review due December 2023	
Description of Changes	None		Reason for Changes	Review of Volunteer Policy

VOLUNTEER REGISTRATION FORM

VOLUNTEER DETAILS

NAME:

ADDRESS:

TELEPHONE:

D.O.B

NEXT OF KIN: **RELATIONSHIP:**

ADDRESS:

TELEPHONE:

VOLUNTEER ROLE:

START DATE:

FINISH DATE:

HAVE YOU ANY MEDICAL CONDITION OR ILLNESS (which we should be aware of):

IF YES, WHAT ACTION SHOULD BE TAKEN IN CASE OF EMERGENCY (please be specific):

ALL INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE. PLEASE RETURN TO THE CORPORATE SERVICES MANAGER WHEN COMPLETED. THANK YOU.

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

QAF409 (d): Volunteer Reference Check Questions

Template Title	Volunteer Reference Check Questions		QA Code	QAF409 (d)
Version Number		Name of Creator		
Date Created	June 2017	Review Date:	Full review due December 2023	
Description of Changes	None		Reason for Changes	Review of Volunteer Policy

Volunteer Reference Check Questions

Candidate Name: _____
Position Applied For: _____
Name of Referee: _____
Company: _____

1 . How long and in what capacity have you known this person?

2 . What is your current relationship with the applicant?

3 . Did s/he work directly with you? _____

4 . What do you consider to be the applicants key strengths?

---

5 . What would you consider to be his/her areas for improvement?

---

6 . Dose the applicant work well as part of a team?

---

7 . Please describe the applicants communication skills?

---

8 . Would you comment on their record keeping?

---

9 . If I describe the the position the applicant would be volunteering in , could you describe how good a fit you think they would be?

---

10 . Is there anything else you would like to add about the applicant?

Signed: _____ **Date:** _____

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

Section 5: Teaching and Learning

QAF501*:* An Cosán Teaching and Learning Policy

Policy Title	Teaching and Learning Policy		QA Code	QAF501
Version Number	2	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	Existing QAF501 Teaching and Learning Policy reviewed and updated in the revised QA policy template. The updated policy strengthens the teaching and learning ethos, inclusion by design, Universal Design, learner support, tutor support, approved delivery environments, class size and support ratio principles, and the relationship with QAF502.		Reason for Changes	Reviewed as part of the Business Administration programme review, Blended Learning Policy review, and wider Teaching and Learning policy refresh.

Name of the Policy	Teaching and Learning Policy

Policy Statement	**What this policy is about** An Cosán is committed to teaching and learning that is learner centred, inclusive, community based, trauma aware and quality assured. Teaching and learning at An Cosán is grounded in transformative community education. This means learning is designed to build confidence, value lived experience, support participation, develop skills, and connect learning to real life, community and progression. An Cosán uses an inclusion by design approach. This means inclusion, clarity, accessibility, learner support and Universal Design are planned from the beginning, rather than added only when a difficulty arises. Learners may access learning through different approved delivery environments, including Face to Face Delivery, Hub Based Blended Learning and Mixed Face to Face and Live Virtual Delivery. Across all delivery environments, learners should receive clear information, structured learning, access to support, fair assessment and opportunities to participate with confidence. This policy should be read alongside QAF502: Universal Design for Face to Face, Blended and Digital Learning Environment Policy, which explains how Universal Design is applied across learning environments, Moodle based preparation, Flipped Classroom activities, live virtual class components, hub-based learning, digital tools, cybersecurity, responsible use of Generative AI and quality assured assessment practice. **Guiding principles:**

	Transformative Community Education Learning should support confidence, dignity, participation, critical thinking, personal growth and progression. Learners are supported to connect learning with their own lives, communities, goals and future pathways. **Learner Centred Practice** Learning is planned around learner needs, lived experience, goals, strengths, responsibilities and progression pathways. **Community education ethos** Learning environments should value dignity, connection, participation, peer support, reflection, confidence building and real life relevance. **Inclusion By Design** Teaching, learning, assessment and learner support are designed to reduce barriers from the beginning. **Universal Design** Programmes and communications use clear structure, accessible materials, varied teaching methods, predictable routines and flexible participation where appropriate. **Plain English** Information for learners, tutors and support staff should be clear, accessible and easy to act on. This includes programme information, Moodle instructions, session plans, assessment briefs, marking criteria, feedback, learner support information, digital tools guidance and policy documents. **CARE And Psychological Safety** Learning spaces should support learners, tutors and staff to feel safe to participate, ask questions, make mistakes, give feedback and reflect. CARE provides a plain English way to describe this: Celebrate mistakes, Appreciate difference, Relay feedback respectfully, and Evaluate ourselves through reflection rather than judgement. **Learner Voice And Participation** Learners should be encouraged to ask questions, share experience, give feedback, take part in discussion and speak up when something is not working. Learner voice should inform teaching, support, programme review and improvement. **Emotional Intelligence And Learning Readiness** Teaching and learning should recognise that confidence, trust, emotional regulation and previous educational experience affect readiness to learn. Predictable routines, supportive feedback, plain English materials and scaffolded learning help learners move from anxiety into participation. **Collaborative and independent learning** Learners should be supported to learn with others, reflect on their own progress, and develop the confidence to become more self-directed over time. **Timely and constructive feedback**

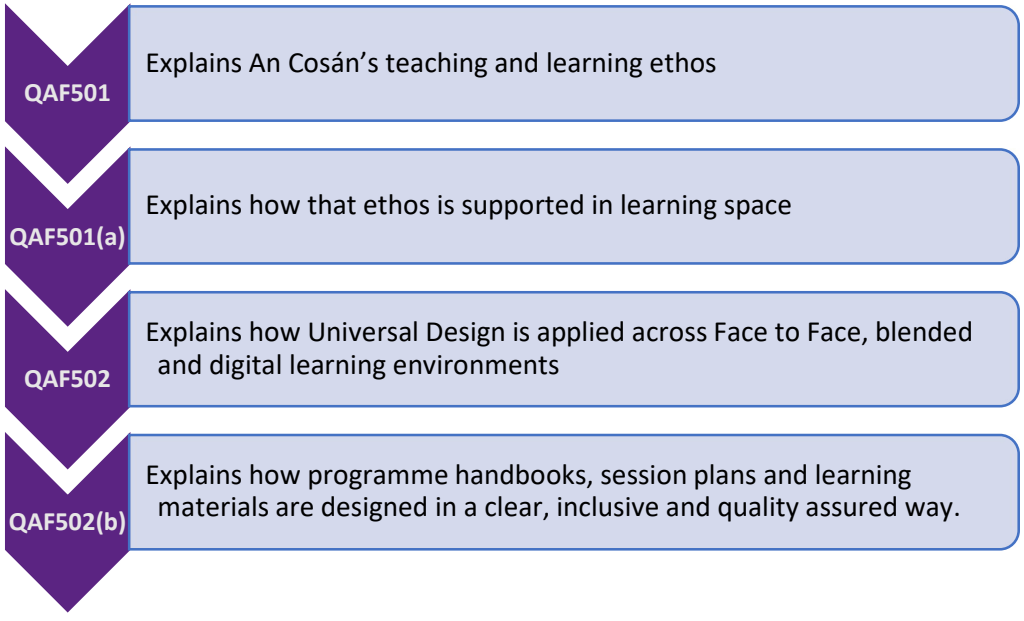
	Learners should receive clear, useful and respectful feedback that helps them understand their progress and improve their work. Feedback should support confidence as well as standards. **Choice Of Learning Environment** Learners may access Further Education through approved delivery environments that support different access needs, community contexts and programme requirements. **Equity Of Learner Experience** Learners should not be disadvantaged because of the delivery environment they attend. Learners should have access to relevant An Cosán supports, including Early Years Services, Laptop Loan Scheme, Counselling, Learning Support, Digital Skills Support, Employment and Skills Services, assessment guidance and progression support. **Tutor Support And Professional Confidence** Tutors should be supported through induction, tutor handbooks, module handbooks, session plans, UDL Tips for Tutors, CPD, peer learning, feedback and access to programme and quality assurance staff. Tutors should be supported to reflect, adapt and improve without working in isolation. **Appropriate Class Size And Support Ratios** Class size and support arrangements should reflect learner profile, programme level, delivery method, literacy needs, digital confidence, assessment intensity and available support. **Quality Assured Teaching And Learning** Teaching and learning must align with programme validation, QQI requirements, learning outcomes, assessment standards, internal quality assurance procedures and continuous improvement.

Key terms used in this policy	For the purpose of this policy, the following key terms are used.

Term	**What it means in plain English**
Teaching and learning	The planned process of helping learners build knowledge, skills, confidence and understanding through classes, activities, resources, feedback, practice and support.
Transformative community education	Education that supports learners to build confidence, think critically, value their own experience, take part in their community and progress in ways that are meaningful to them.
Community education ethos	An approach to learning based on dignity, connection, participation, peer support, reflection, confidence building and real life relevance.
Learner centred practice	Planning and delivering learning in a way that recognises learners' needs, strengths, lived experience, goals, responsibilities and progression pathways.

Inclusion by design	Planning teaching, learning, assessment and support so that barriers are reduced from the beginning, rather than only responding after difficulties arise.
Universal Design	Designing programmes, learning activities, materials, communication and assessment so that more learners can access, understand and take part in learning.
Plain English	Clear, accessible language that helps learners, tutors and staff understand information and act on it with confidence.
CARE	A plain English way to describe psychological safety in learning. CARE means Celebrate mistakes, Appreciate difference, Relay feedback respectfully, and Evaluate ourselves through reflection rather than judgement.
Psychological safety	A learning environment where people feel safe to ask questions, make mistakes, give feedback, try new things and ask for help without fear of shame or blame.
Learner voice	The views, experiences, feedback and ideas learners share to help improve teaching, learning, support and programme design.
Learning readiness	A learner's current confidence, skills, emotional readiness, digital confidence and ability to take part in learning at a particular time.
Emotional intelligence	The ability to notice, understand and manage emotions in ourselves and others. In learning, this supports confidence, empathy, trust, communication and participation.
Collaborative learning	Learning with others through discussion, group activities, peer support, shared problem solving and reflection.
Independent learning	Learning where learners build confidence to take responsibility for their own progress, practise skills, reflect, organise work and prepare for next steps.
Constructive feedback	Feedback that is clear, respectful and useful. It helps learners understand what is working, what could improve and what to do next.
Approved delivery environment	The agreed setting or method through which learning takes place, such as Face to Face Delivery, Hub Based Blended Learning, or Mixed Face to Face and Live Virtual Delivery.
Wraparound supports	Supports that help learners take part, stay engaged and progress. These may include Early Years Services, Laptop Loan Scheme, Counselling, Learning Support, Digital Skills Support, Employment and Skills Services, assessment guidance and progression support.
Tutor support	The guidance, induction, handbooks, session plans, UDL Tips, CPD, peer learning and quality assurance support provided to help tutors teach with confidence and consistency.
Quality assured teaching and learning	Teaching and learning that is planned, delivered, monitored and reviewed in line with programme validation, QQI requirements, learning outcomes, assessment standards and An Cosán quality assurance procedures.

Policy Scope	**Who this policy applies to** This policy applies to all An Cosán learners, applicants, staff, tutors, facilitators, support staff, programme staff, quality assurance staff, community partners and approved service providers involved in blended and digitally supported learning. This may include: • Learners and applicants • Tutors • Education Hub Facilitators • Classroom Assistants • Moderators • Moodle Course Creators • Digital Inclusion staff • Learning Support staff • Employment and Skills staff • Early Years Services staff where relevant • Counselling staff where relevant • Community Education Lead • Adult Education Manager • ACE Quality and Project Lead • Assessors • Examination invigilators • Internal Verifiers • External Authenticators where relevant • Administration, Operations and IT Support Team Staff • Quality Assurance staff • Community partners and hub partners where relevant • Approved third party vendors and digital service providers where relevant **Where this policy applies** This policy applies across An Cosán teaching and learning activity, including Access, Further delivery, Higher Education partnership, learner support activity and related programme delivery supports. **What this policy covers** This policy covers the principles, expectations and supports that guide teaching and learning at An Cosán. It sets out ethos, standards and expectations relating to: • Transformative community education • Learner centred practice • Inclusion by design • Universal Design • Plain English communication • CARE and psychological safety • Learner voice and participation • Emotional intelligence and learning readiness • Collaborative and independent learning • Timely and constructive feedback • Choice of learning environment • Equity of learner experience

	• Tutor support and professional confidence • Appropriate class size and support ratios • Quality assured teaching and learning **What this policy does not change** This policy does not change: • QQI learning outcomes • Programme validation requirements • Approved assessment techniques • Assessment standards • Marking criteria • Academic integrity requirements • Data protection obligations • Safeguarding requirements • An Cosán quality assurance procedures Teaching and learning at An Cosán must support learners to meet the required learning outcomes. It must not lower standards, reduce learner responsibility, weaken assessment integrity, or replace the learner's own work. **Relationship with QAF502** Together, QAF501 and QAF502 support inclusive, consistent and quality assured teaching and learning across all approved learning environments. 

People involved	This policy applies to all An Cosán learners, applicants, staff, tutors, facilitators, support staff, programme staff, quality assurance staff, community partners and approved service providers involved in Face to Face, blended and digitally supported learning.

	• Learners and applicants • Tutors • Education Hub Facilitators • Classroom Assistants • Moderators • Moodle Course Creators • Digital Inclusion staff • Learning Support staff • Community Education Lead • Adult Education Manager • ACE Quality and Project Lead • Programme staff • Assessors • Examination invigilators • Internal Verifiers • External Authenticators where relevant • Administration, Operations and IT Support Team staff • Quality Assurance staff • Community partners and hub partners where relevant • Approved third party vendors and digital service providers where relevant
Roles and Responsibilities	Teaching and learning at An Cosán is a shared responsibility. The roles below support inclusive, learner centred, quality assured teaching and learning across Access, Further Education, Higher Education partnership delivery where relevant, learner support activity and related programme delivery supports. **Learners and Applicants** Learners and applicants are supported to understand what the programme involves, what learning environment they will attend, what supports are available, and how they can take part in learning. Learners are encouraged to: • Engage with programme information, induction and onboarding • Attend scheduled sessions as required • Take part in learning activities, discussion, reflection and practice • Ask questions and seek support early where needed • Use feedback to improve their work and confidence • Respect the learning space and the experiences of others • Share feedback through learner voice and evaluation processes • Submit assessment work that reflects their own learning, knowledge and skills **Tutors and Facilitators** Tutors and facilitators play a central role in creating inclusive, respectful and quality assured learning experiences. Tutors and facilitators are responsible for: • Delivering learning in line with approved programme documentation and schedules • Creating welcoming, structured and psychologically safe learning environments • Using learner centred, inclusive and Universal Design approaches • Using plain English in teaching, instructions, feedback and assessment guidance • Supporting learner voice, participation and confidence • Explaining learning outcomes and assessment expectations clearly

	• Providing timely, constructive and respectful feedback • Encouraging collaborative and independent learning • Raising learner engagement, support or access concerns through the agreed process • Contributing to programme review, feedback and continuous improvement Tutors and facilitators should be supported through induction, tutor handbooks, module handbooks, session plans, UDL Tips for Tutors, CPD opportunities, peer learning, and access to relevant programme and quality assurance staff. **Education Hub Facilitators, Classroom Assistants and Moderators** Education Hub Facilitators, Classroom Assistants and Moderators support the practical learning environment and help learners take part with confidence. Depending on the delivery environment, this may include: • Helping learners feel welcomed, settled and ready to participate • Supporting attendance and engagement tracking • Supporting learners to access learning activities and materials • Supporting safe, respectful and inclusive learning spaces • Raising practical, technical, access or learner support concerns • Communicating with tutors and programme staff where issues arise • Supporting the agreed delivery environment without changing programme or assessment requirements **Programme, Learner Support and Digital Inclusion Staff** Programme staff, Learner Support staff and Digital Inclusion staff help ensure that learners can access, participate in and progress through learning. This may include: • Supporting learner onboarding, induction and orientation • Providing or coordinating learner support • Supporting digital confidence and access to digital tools where relevant • Helping learners understand where to go for help • Supporting reasonable accommodation processes where relevant • Supporting attendance, engagement and early alert follow up actions • Supporting progression conversations and referral pathways • Contributing to programme review and continuous improvement **Employment and Skills, Early Years and Counselling Supports** Wraparound support services contribute to learner participation, retention, wellbeing and progression. Where relevant and available, these services may support learners through: • Early Years Services • Counselling • Employment and Skills Services • Progression guidance • Confidence building and learner readiness supports • Referral pathways and joined up learner support conversations These supports help ensure learners are not expected to manage barriers to participation alone.

Community Education Lead, Adult Education Manager and ACE Quality and Project Lead

These roles support oversight, coordination, quality assurance and continuous improvement across teaching and learning.

This may include:

- Ensuring teaching and learning practice aligns with An Cosán's ethos, programme validation and QA requirements
- Supporting tutors, facilitators, programme staff and learners
- Supporting programme planning, delivery and review
- Reviewing learner engagement, support needs and delivery issues
- Supporting decisions about class size, staffing, delivery environments and learner supports
- Ensuring learner support, assessment and teaching arrangements are appropriate
- Contributing to policy monitoring, programme review and improvement actions

Administration, Operations and IT Support Staff

Administration, Operations and IT Support staff support the systems, records and practical arrangements that enable teaching and learning to happen smoothly.

This may include:

- Supporting learner enquiries, applications and onboarding
- Maintaining accurate learner and programme records
- Supporting timetables, attendance records and communication processes
- Supporting access to systems, devices or technical help where relevant
- Supporting data protection, information management and records retention requirements
- Supporting programme reporting and quality assurance evidence

Assessors, Examination Invigilators, Internal Verifiers and External Authenticators

Assessment and quality assurance roles help protect assessment standards and learner fairness.

This may include:

- Ensuring assessment remains fair, valid, authentic and reliable
- Checking that assessment evidence reflects the learner's own work
- Supporting in person examination and supervised assessment requirements where relevant
- Following approved assessment and academic integrity procedures
- Considering relevant delivery, support or accommodation records where appropriate
- Raising concerns through the agreed quality assurance process

Community Partners and Hub Partners

Community partners and hub partners may support local access to learning and learner participation.

Their role may include:

- Providing an approved local learning space where relevant

	• Supporting access to suitable facilities, internet and room setup where relevant • Supporting communication with An Cosán where agreed • Working within agreed partnership, MOU or service arrangements • Supporting learner access, safety and participation in line with An Cosán requirements **Important Note:** Community partners and hub partners do not make programme delivery or assessment decisions, and cannot change programme or attendance requirements on behalf of An Cosán. **Quality Assurance Staff** Quality Assurance staff support consistency, fairness, evidence and review across teaching and learning. This may include: • Supporting alignment with QA policies and procedures • Supporting programme review and evaluation • Supporting assessment integrity and verification processes • Reviewing evidence of teaching, learning, learner support and feedback processes • Supporting continuous improvement actions • Ensuring teaching and learning practice remains aligned with QQI and organisational requirements
External Partners, Service Providers and Community Resource Signposting	Third party vendors, funding and grant partners, Higher Education partners, digital service providers and community resource signposting may support An Cosán's teaching and learning activity. These supports may include systems, platforms, funding, resources, reporting requirements, digital tools, learning resources, academic partnership arrangements, community information or learner support services. Their involvement must support An Cosán's teaching and learning ethos, learner centred practice, data protection responsibilities, quality assurance requirements and commitment to inclusion by design. **An Cosán's role may include:** • Supporting learner recruitment, onboarding and communication where agreed • Providing local learning spaces or hub -based support where agreed • Supporting learner engagement, confidence and participation • Providing wraparound supports where available and appropriate • Supporting digital inclusion and access to learning platforms where relevant • Supporting communication between learners, An Cosán staff and the Higher Education partner • Contributing to agreed reporting, monitoring or learner support processes • Supporting learner experience while respecting partner provider academic and quality assurance requirements **Higher Education Partner Responsibility** Higher Education partners remain responsible for their own academic awards, programme validation, assessment regulations and academic quality assurance unless otherwise set out in an approved partnership agreement.

Third Party Vendors and Digital Service Providers

Third party vendors and digital service providers may provide platforms, systems, software, digital tools, library resources, technical support or related services that support teaching, learning, assessment, communication and learner support.

Examples may include:

- Moodle support providers
- Microsoft Office 365 service providers
- Turnitin or other approved assessment support platforms
- Blackboard or other partner learning platforms where used for Higher Education partnership delivery
- Digital library and eBook platforms
- Assistive technology providers
- Approved digital learning tools
- Technical support providers
- Insurers
- Insurance Providers

Vendor and Service Provider Limits

Third party vendors and digital service providers do not make teaching decisions, assessment decisions, learner support decisions or quality assurance decisions.

Where these providers are used, An Cosán should ensure that:

- The service has a clear purpose linked to teaching, learning, assessment or learner support
- Data protection and confidentiality requirements are considered
- Cybersecurity and safe digital practice requirements are followed
- Contracts, licences, access arrangements and service agreements are reviewed in line with organisational processes
- Learners and staff are given clear information where their use of a platform or service is required
- Any issues, risks or concerns are escalated through the appropriate organisational process

Funding and Grant Partners

Funding and grant partners may support Access, Further Education, Higher Education access routes, learner support, digital inclusion, employment pathways, community programmes, innovation projects or wraparound supports.

Funding and grant partners may require reporting on participation, engagement, outcomes, progression, demographics, learner feedback, impact, programme activity or use of funded resources.

Where information is shared with funding or grant partners, reporting should be anonymised or aggregated unless there is a clear lawful basis and appropriate consent or data sharing arrangement in place.

Funding and grant reporting should protect learner dignity, privacy and confidentiality. Learners should not be identifiable in reports unless this has been clearly agreed and is appropriate.

Funding and grant partner requirements must not override:

- Learner confidentiality
- Data protection obligations
- Safeguarding responsibilities
- Assessment integrity
- QQI requirements
- An Cosán quality assurance procedures
- The learner centred ethos of An Cosán

Community Resource Signposting

An Cosán may signpost learners to trusted community, public, voluntary, education and support services where these may support learning, wellbeing, digital inclusion, financial wellbeing, family life, employment, progression or everyday participation.

This may include resources listed in An Cosán's Community Resource Directory, which brings together trusted services, tools and organisations across areas such as education, employment supports, family supports, fraud prevention, food and community supports, health and wellbeing, information and advocacy, LGBTQIA+ supports, money management and sustainable living.

Community resource signposting should be used to support learner access and confidence. It should not replace learner support conversations, safeguarding processes, counselling referral routes, emergency support, or professional advice where these are needed.

Tutors and staff should explain why a resource is being shared, how it may support the learner, and whether use of the resource is optional.

Learners should not be required to share personal information with an external service unless the purpose, privacy implications and learner choice are clear.

Where a resource directory is used, it should be reviewed regularly to ensure links, contact details and service information remain current, appropriate and safe.

Shared Expectations

All third party, funding, grant, Higher Education partnership, digital service and community resource signposting arrangements should support safe, inclusive and quality assured teaching and learning.

This means:

- Learner information is protected
- Learners are treated with dignity and respect
- Reporting is accurate, proportionate and anonymised where appropriate
- Digital tools and platforms are approved before use
- Services are reviewed for suitability, accessibility and value
- Roles and responsibilities are clear
- Partner requirements are understood and followed
- Community resources are shared in a way that supports learner choice and privacy
- Concerns are escalated through the appropriate process
- Teaching, learning and assessment standards remain protected

	Monitoring and Review Use of third party vendors, funding and grant partner requirements, Higher Education partnership arrangements, digital service providers and community resource signposting may be reviewed through: • Contract or service agreement review • Funding and grant reporting cycles • Higher Education partnership review processes where relevant • Programme review and evaluation • Learner feedback • Tutor and staff feedback • Data protection and cybersecurity review • Quality assurance monitoring • Review of learner support, access and participation data • Review of anonymised impact and outcome reporting • Review of community resource links, contact details and service relevance

Methods used to carry out this procedure	**Methods Used to Carry Out This Procedure** This section outlines the main methods An Cosán uses to put its teaching and learning principles into practice. QAF501 sets out the overall teaching and learning approach. More detailed procedures, templates and operational guidance are provided in related policies, programme handbooks, tutor guidance, Moodle resources, Standard Operating Procedures and quality assurance documents. **1. Transformative Adult Community Education in Practice** An Cosán uses a community education approach that values dignity, lived experience, confidence building, participation and progression. This approach supports learners to connect learning with their own lives, communities, goals and future pathways. • Opening circle or opening discussion where appropriate • Group reflection and peer learning • Practical activities and real-life examples • Learner voice and feedback opportunities • Supportive tutor and learner relationships **2. Inclusion by Design and Universal Design** Teaching, learning, assessment and learner support are planned to reduce barriers from the beginning. Detailed guidance on how Universal Design is applied across Face to Face, blended and digital learning environments is provided in QAF502. • Clear structure and predictable routines • Plain English materials and instructions • Accessible resources and formats • Varied teaching methods • Flexible participation where appropriate • Visible learner support routes

3. Learner Information and Approved Learning Environments
Learners should receive clear information about their learning environment before and during the programme.

An Cosán uses approved learning environments to support access, participation and quality assured delivery.

- Face to Face Delivery
- Hub Based Blended Learning
- Mixed Face to Face and Live Virtual Delivery
- Higher Education partnership delivery where relevant
- Clear information about attendance, learning materials, support and assessment

4. Learner Support and Wraparound Supports
Learners are supported to take part, stay engaged and progress. Learners should be encouraged to ask for support early.

- Learning Support
- Digital Skills Support
- Laptop Loan Scheme
- Counselling
- Early Years Services
- Employment and Skills Services
- Assessment guidance
- Progression guidance
- Learner support conversations where relevant and available

5. Tutor Support and Professional Practice
Tutors are supported to deliver inclusive, learner centred and quality assured teaching and learning.

Tutor support helps ensure consistency while still allowing tutors to respond to learner needs and group context.

- Tutor induction and annual re induction
- Tutor handbooks
- Module handbooks
- Session plans
- UDL Tips for Tutors
- Continuing professional development
- Peer learning and feedback
- Access to programme and quality assurance staff

6. Plain English Communication
Learners should receive clear information about their programme, learning environment, workload, assessment requirements, supports, feedback, complaints process, appeals process and progression options.
Plain English should be used wherever possible so learners can understand what is expected and act with confidence.

7. Feedback, Reflection and Learner Voice
Learners should receive timely, constructive and respectful feedback that helps them understand their progress and improve their work.
Feedback from learners, tutors and support staff should inform programme improvement.

- Discussion and reflection
- Learner feedback forms
- Learner representative activity where relevant
- Programme review and evaluation
- Tutor and support staff feedback

8. Attendance, Engagement and Early Support
Attendance, engagement and learner participation should be monitored in ways that support learners rather than shame or penalise them.
Where a learner appears to be disengaging, staff should follow the agreed learner support or early alert process so that barriers can be identified early.

9. Assessment Preparation and Academic Standards
Teaching and learning should prepare learners to meet the required learning outcomes and assessment standards.

Assessment must remain fair, valid, authentic and reliable. Detailed assessment requirements are addressed through QAF601 and related assessment policies and procedures.

- Clear assessment guidance
- Assessment briefs and marking criteria
- Deadlines and feedback information
- Academic integrity expectations
- Appeal routes

10. External Partners, Services and Resources
Teaching and learning may be supported by Higher Education partners, community partners, funding and grant partners, digital service providers, approved vendors and trusted community resources.

These arrangements should protect learner dignity, privacy, access, quality assurance and teaching and learning standards.

Where external resources are shared with learners, staff should explain why the resource is being shared and how it may support learning, wellbeing, progression or participation.

11. Safe and Responsible Digital Practice
Where teaching and learning uses digital tools, platforms or Generative AI, staff and learners should follow An Cosán's approved guidance on cybersecurity, data protection, safe digital practice, academic integrity and responsible use of Generative AI.

Operational detail for digital learning environments, approved tools, cybersecurity and Generative AI is set out in QAF502 and related supporting guidance.

	12. Monitoring and Continuous Improvement Teaching and learning should be reviewed through learner feedback, tutor feedback, support staff feedback, attendance and engagement information, assessment outcomes, programme review, quality assurance processes and impact reporting. Findings should be used to improve programme design, learner support, tutor support, delivery methods, assessment preparation and quality assurance practice.

Persons Responsible for implementation	The **Adult Education Manager** is responsible for ensuring this policy is implemented, monitored and reviewed in line with An Cosán's organisational and quality assurance requirements. The **Community Education Lead** is responsible for supporting day to day implementation across Access and Further Education delivery, in consultation with the Adult Education Manager, ACE Quality and Project Lead, programme teams, tutors, learner support staff, Digital Inclusion staff, Employment and Skills staff, and other relevant support services. The **ACE Quality and Project Lead** supports implementation where the policy relates to quality assurance evidence, programme review, assessment processes, documentation, monitoring and continuous improvement. **Tutors, facilitators, Education Hub Facilitators, Classroom Assistants, learner support staff, Digital Inclusion staff, Employment and Skills staff, administration staff and support staff** are responsible for applying this policy within their role and for escalating issues through the appropriate process. Where **Higher Education partners, community partners, hub partners, funding or grant partners, third party vendors, digital service providers or external support services** are involved, the relevant An Cosán lead is responsible for ensuring that roles, responsibilities, learner support arrangements, data protection, reporting expectations and quality assurance requirements are clearly agreed and monitored.

Monitoring	Monitoring may include review of: • Programme information shared with learners • Learner induction and onboarding records • Attendance, engagement and progression information • Learner feedback, including module, term and programme feedback • Tutor and facilitator feedback • Education Hub Facilitator and support staff feedback where relevant • Evidence of learner voice and learner representative activity • Learner support, referral and early alert follow up actions • Use of wraparound supports, where relevant and available • Assessment preparation, feedback and academic integrity records • Internal verification and external authentication feedback where relevant • Tutor induction, re induction and CPD records • Module handbooks, session plans, UDL Tips for Tutors and learner materials • Evidence of Plain English communication in learner facing documents • Evidence of Universal Design and inclusion by design in programme materials • Class size, support ratios and staffing arrangements • Community partner, hub partner and Higher Education partnership arrangements where relevant

	• Funding and grant reporting requirements, including anonymised reporting where appropriate • External resource signposting, including community resource directories where relevant • Programme review and evaluation reports • Quality assurance action plans and improvement records This evidence should be reviewed as part of ongoing quality assurance, programme review, learner support review, teaching and learning review, and policy monitoring. Monitoring should be used to support learning, improvement, consistency and accountability. It should not be used to blame learners, tutors or staff. Where issues are identified, the focus should be on understanding barriers, strengthening support, improving systems and protecting teaching and learning quality.

Monitor	This policy is monitored by the **QA Office**, in consultation with the **Adult Education Manager**, **Community Education Lead**, **ACE Quality and Project Lead**, **Digital Inclusion staff**, **Learning Support staff**, programme teams, and relevant quality assurance structures. Monitoring may also include feedback or evidence from tutors, facilitators, Education Hub Facilitators, learners, learner representatives, support staff, community partner hubs, Higher Education partners, funding or grant partners, third party vendors, internal verifiers, and external authenticators where relevant. Monitoring should support quality assurance, learner experience, staff support, programme improvement and organisational learning.

Frequency	This policy will be reviewed every three years, or earlier if required due to changes in QQI requirements, programme validation, teaching and learning practice, delivery environments, learner support needs, assessment or academic integrity requirements, digital tools, cybersecurity risks, data protection requirements, partnership arrangements, funding requirements, or organisational policy.

Related and Supporting Documents	This policy should be read alongside the following An Cosán policies, procedures, guidelines and supporting documents where relevant: An Cosán Quality Assurance Manual: • QAF301 Development and Evaluation of New Programme Guidelines • QAF502 Universal Design for Face to Face, Blended and Digital Learning Policy • QAF502(a) UDL Handbook Design and Instructional Design Guidelines • QAF502 (b) Technology Requirements for Face to Face, Blended and Digital Learning Environments • QAF502(c) Community Partner Hub Technology Questionnaire • QAF502 (d) Cybersecurity and Safe Digital Practice Guidelines where applicable • QAF502(e) Approved Digital Tools and Third-Party Platform Guidelines • QAF503 Accessible Technology Policy • QAF601 Assessment Process • QAF601(a) Fair and Consistent Assessment of Learners Policy • QAF601(j) Request for Extension or Deferral of Assessment • QAF601(m) Plagiarism Policy

- QAF602 Authentication Process
- QAF602(g) Internal Verification Policy
- QAF602(k) External Authentication Policy
- QAF604 Appeals Process
- QAF701 Reasonable Accommodation Policy
- QAF701(b) Reasonable Accommodation Request Form
- QAF701(c) Guidelines for Documentation Required to Support Reasonable Accommodation Requests
- QAF801 General Data Protection Regulations Policy
- QAF801(g) Records and Data Retention Policy
- QAF802 Email Policy
- QAF803 Internet and PC Policy

Relevant Guide & Handbooks:

- UDL Handbook Design Guide
- Community Education in Practice Guide
- Module Handbooks and Assessment Briefs
- Academic Integrity and Generative AI Practice Guide
- Cybersecurity and Safe Digital Practice Guide
- An Cosán Further Education Learner Handbook
- An Cosán Tutor Handbook

Other Relevant Documents & Resources:

- Community Partner Memorandum of Understanding Template
- Community Partner Hub Technology Specification Requirements
- Community Partner Hub Technology Questionnaire
- Education Hub Facilitator Guidelines
- Guidelines for Live Assessment or Examinations for Learners
- Further Education Standard Operating Procedures for Blended Learning
- Further Education Standard Operating Procedures for Face-to-Face Learning
- Programme Review and Evaluation Procedures
- Making Office 365 Work For You Tutor Resource
- Approved Digital Tools Guidance for Tutors
- Third Party Vendor and Digital Service Provider Register
- ETBI Digital Library Services, including eBook Central
- South Dublin Libraries BorrowBox, where learners are eligible to access this service
- Learner Numbers, Class Size and Support Ratios SOP
- Learner Feedback and End of Term Feedback Forms
- Tutor Induction and Re Induction materials
- The Staff Room on Moodle
- Funding and Grant Reporting Guidance
- Higher Education partnership agreements and partner requirements where relevant

These documents and resources should be used to support consistent, inclusive and quality assured teaching and learning. They should be reviewed where relevant during programme planning, tutor induction, learner onboarding, delivery, assessment preparation, learner support, programme review and policy monitoring.

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

QAF501(a): Teaching and Learning Practice Guidelines

Policy Title	Teaching and Learning Practice Guidelines		QA Code	QAF501(a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting guideline created to support QAF501 Teaching and Learning Policy		Reason for Changes	Developed as part of Teaching and Learning Policy review and Business Administration programme review

Name of the Policy	Teaching and Learning Practice Guidelines

Purpose of This Guideline	These guidelines support the practical application of QAF501 Teaching and Learning Policy. They explain how An Cosán's teaching and learning ethos is put into practice through transformative community education, CARE, learner centred teaching, plain English, reflective practice, learner voice, feedback, tutor support and community education methods. These guidelines should be used by tutors, facilitators, programme staff, learner support staff and quality assurance staff when planning, delivering, reviewing or improving teaching and learning. They do not replace programme handbooks, assessment briefs, learner handbooks, tutor handbooks or quality assurance procedures. Instead, they provide practical guidance on how teaching and learning should feel, function and be supported across An Cosán programmes.
Connection to QAF501 Teaching and Learning Policy	QAF501 sets out An Cosán's overall teaching and learning ethos, principles and expectations. QAF501(a) provides practical guidance for applying those principles in day-to-day teaching and learning practice. QAF502 and related supporting documents provide more detailed guidance on Universal Design across Face to Face, blended and digital learning environments, including Moodle based preparation, Flipped Classroom activities, digital tools, cybersecurity and responsible use of Generative AI. In practice, QAF501 explains the teaching and learning ethos. QAF501(a) explains how that ethos is supported in learning spaces. QAF502 explains how Universal Design is applied across delivery environments and digital learning supports.

Key terms used in this policy	For the purpose of this policy, the following key terms are used.

Term	What it means in plain English
Transformative community education	Education that supports learners to build confidence, value lived experience, think critically, participate and progress in ways that are meaningful to them.
CARE	A plain English way to describe psychological safety in learning. CARE means Celebrate mistakes, Appreciate difference, Relay feedback respectfully, and Evaluate ourselves through reflection rather than judgement.
Opening Circle	A short structured start to a session that helps learners settle, connect with the topic and take part in a respectful learning space.
Guide on the side	A tutor approach where the tutor facilitates, supports and guides learning rather than only delivering information from the front of the room.
Learner voice	The views, experiences, feedback and ideas learners share to help improve teaching, learning, support and programme design.
Plain English	Clear, accessible language that helps learners, tutors and staff understand information and act on it with confidence.
Constructive feedback	Feedback that is clear, respectful and useful. It helps learners understand what is working, what could improve and what to do next.
Collaborative learning	Learning with others through discussion, group activities, peer support, shared problem solving and reflection.
Independent learning	Learning where learners build confidence to take responsibility for their own progress, practise skills, reflect, organise work and prepare for next steps.
Reflective practice	Taking time to think about what happened, what worked, what was learned and what might be improved next time.

Scope and Context of These Guidelines	These guidelines sit under QAF501 Teaching and Learning Policy and should be read as part of An Cosán's wider teaching, learning, learner support and quality assurance framework. QAF501 sets out An Cosán's overall teaching and learning ethos, principles and expectations. These guidelines explain how that ethos can be put into practice through everyday teaching, learner support, communication, feedback, reflective practice and programme delivery. These guidelines apply across Access, Further Education and Higher Education partnership delivery, where relevant. They support a shared approach to teaching and learning while recognising that different programme areas may have different validation requirements, partner requirements, assessment arrangements and quality assurance procedures. The purpose of these guidelines is not to replace programme handbooks, tutor handbooks, learner handbooks, assessment briefs, partner Higher Education requirements, quality assurance procedures or Standard Operating Procedures. Instead, they provide a shared practice guide for tutors, facilitators, support staff and programme teams.

	These guidelines are grounded in An Cosán's community education approach. The Community Education in Practice guide describes Access and Further Education as sitting at the intersection of learner readiness, accredited education, wraparound support, digital inclusion and progression. This means teaching and learning must be welcoming and supportive, while also remaining structured, quality assured and standards focused. The Community Education in Practice guide also explains that An Cosán's work has developed into a more coherent and intentional ecosystem, where learner support is embedded rather than added on, and where quality and inclusion are actively managed rather than assumed. For that reason, these guidelines focus on how teaching and learning should feel and function in practice. They support staff and tutors to create learning spaces where learners are welcomed, respected, challenged, supported and able to participate with confidence. In practice, these guidelines support: • Transformative community education • CARE and psychological safety • Plain English communication • Learner voice and participation • Tutor reflection and professional practice • Feedback that supports confidence and standards • Learner support and early signposting • Inclusive and quality assured teaching and learning across Access, Further Education and Higher Education partnership delivery where relevant These guidelines form part of a bigger picture. They should be used alongside QAF501, QAF502, the UDL Handbook Design Guide, programme handbooks, assessment procedures, Higher Education partner requirements where relevant, learner support processes, and relevant Standard Operating Procedures.

Transformative Community Education in Practice	Teaching and learning at An Cosán should support confidence, dignity, participation, critical thinking, personal growth and progression. Learning should connect with learners' own lives, communities, goals, responsibilities and future pathways. Tutors and facilitators should recognise that learners bring valuable lived experience, tacit knowledge and existing strengths into the learning space. In practice, this may include: • Opening activities that connect the topic to learner experience • Real life examples and practical tasks

	• Group discussion and peer learning • Reflective questions that support personal meaning making • Respectful challenge that supports growth without shame • Clear links between learning, everyday life, community and progression
CARE as Plain English Psychological Safety	CARE provides a plain English way to describe psychological safety in learning. It helps learners, tutors and staff understand how respectful learning spaces should work. CARE means: • Celebrate mistakes as a natural and necessary part of learning • Appreciate difference and value lived experience • Relay feedback openly, respectfully and constructively • Evaluate ourselves through reflection rather than judgement CARE should not depend only on individual goodwill. It should be supported through programme design, learner onboarding, tutor support, session routines, feedback practice and leadership. In teaching and learning, CARE may be shown through calm welcomes, predictable routines, respectful feedback, encouragement to ask questions, normalising uncertainty, and giving learners opportunities to reflect without fear of embarrassment or blame.
Opening Circle and Closing Reflection	Opening Circle is a practical community education method that helps learners settle, connect and prepare for learning. Opening Circle should be appropriate to the learner group, programme level, time available and topic. It does not need to be long or overly personal. The purpose is to create a respectful point of entry into the session. Opening Circle may include: • A short welcome and check in • A question linked to the session topic • A chance to connect learning to lived experience • A reminder of group agreements or CARE • A brief recap of previous learning Closing reflection helps learners pause, recognise progress and prepare for next steps. C losing reflection may include: • One thing learned • One question still held • One action before the next session • A reminder of Moodle preparation, assessment tasks or available supports
Tutor as Guide on the Side	An Cosán's teaching approach places emphasis on facilitating learning rather than only delivering information.

	The tutor acts as a guide on the side by helping learners explore ideas, make connections, practise skills, reflect on experience and apply learning to real situations. This approach may include: • Asking questions that encourage thinking and discussion • Creating opportunities for learners to connect content to their own experience • Using examples, scenarios and case studies • Supporting learners to work together and learn from each other • Providing structure, guidance and feedback without taking over the learner's work • Helping learners build confidence to become more self-directed over time
Learner Voice and Participation	Learner voice is central to quality teaching and learning. Learners should be encouraged to ask questions, share experience, give feedback, take part in discussion and speak up when something is not working. Learner voice may be supported through: • Class discussion and reflective activities • Opening Circle and closing reflection • Learner representative activity where relevant • End of module feedback • End of term feedback • Programme evaluation and review • Support conversations and progression conversations Feedback from learners should be reviewed and used to inform teaching practice, learner support, programme review and continuous improvement.
Collaborative and Independent Learning	Teaching and learning should support both collaborative and independent learning. Collaborative learning helps learners build confidence, communication, peer connection and shared problem solving. Independent learning helps learners build responsibility, reflection, organisation and confidence to progress. Collaborative learning may include: • Group discussion • Pair work • Peer support activities • Case studies and scenarios • Group problem solving Independent learning may include: • Reading and preparation • Reflection and journaling • Research tasks • Assessment planning • Practice tasks • Organising notes and evidence

Plain English Teaching and Communication	Plain English is a core teaching and learning practice at An Cosán. It supports access, dignity, learner confidence and assessment fairness. Plain English should be used in: • Programme information • Learner and tutor handbooks • Session plans • Moodle instructions where relevant • Assessment briefs and marking criteria • Feedback to learners • Learner support information • Quality assurance documents where appropriate In practice, plain English means using clear wording, short sentences where possible, familiar examples, clear instructions, explained terminology and a respectful tone. It does not mean removing academic standards or oversimplifying important ideas.
Feedback to Learners	Learners should receive timely, constructive and respectful feedback that helps them understand their progress and improve their work. Feedback should support confidence as well as standards. It should help learners understand what is working, what could improve and what to do next. Feedback may be: • Verbal or written • Formal or informal • Linked to drafts, activities, practice tasks or final assessment • Linked to assessment briefs and marking criteria • Given through approved systems and agreed communication routes Tutors should avoid vague feedback such as “good work” without explaining why. Feedback should be specific enough to guide improvement.
Learner Support and Early Signposting	Learners should be encouraged to ask for support early. Staff should respond to support needs in a way that protects dignity and avoids shame. Support may include: • Learning Support • Digital Skills Support • Laptop Loan Scheme • Counselling where available and appropriate • Early Years Services where available and relevant • Employment and Skills Services • Reasonable accommodations where relevant • Assessment guidance and progression guidance Where a tutor, facilitator or staff member notices a learner may be struggling with attendance, confidence, digital access, assessment, wellbeing or participation, they

	should follow the agreed support or early alert process. The purpose is to identify barriers and offer support, not to shame or penalise the learner.
Tutor Reflection and Professional Practice	Tutors and facilitators should be supported to reflect on and improve their teaching practice. Reflective tutor practice may include: • Reviewing what worked well in a session • Identifying where learners needed more support • Responding to learner feedback • Using peer learning and tutor discussion • Engaging with CPD and induction materials • Contributing to programme review and improvement Tutors should not be expected to carry teaching and learning quality alone. Good teaching and learning depends on clear systems, shared practice, programme documentation, learner support routes, quality assurance support and ongoing professional confidence.
Learner Workload, Assessment Guidance and Progression Information	Learners should receive clear information about workload, assessment methods, learning outcomes, deadlines, feedback, appeals and progression routes. This information should be shared through programme information, induction, module handbooks, assessment briefs, Moodle where relevant, tutor guidance and learner support conversations. Learners should be supported to understand: • What they will learn • How learning will happen • What work they need to complete • How assessment will be marked • How feedback will be given • Where the programme fits on the NFQ where relevant • What progression options may be available • How to ask questions, request support, make a complaint or appeal a result
Problem Solving and Respectful Communication	Teaching and learning should be supported by clear, respectful communication between learners, tutors and staff. Learners should be informed about the informal and formal routes for raising concerns, solving problems, making complaints and appealing results where relevant. Tutors and staff should support problem solving by: • Listening respectfully • Using plain English • Explaining options clearly • Escalating concerns through the correct process • Keeping records where required • Protecting confidentiality and dignity

	Concerns linked to assessment, learner wellbeing, safeguarding, data protection or quality assurance should be escalated through the relevant approved process.
Evidence of Implementation	Evidence of implementation may include: • Tutor induction and re induction records • Tutor handbooks and programme guidance • Module handbooks and session plans • Learner induction materials • Learner feedback and evaluation forms • End of module and end of term feedback • Learner representative feedback where relevant • Programme review and evaluation reports • Tutor feedback and reflective practice records • Assessment briefs, marking criteria and feedback records • Learner support referral and early alert follow up records • Quality assurance action plans and improvement records
Relationship to Handbook and Instructional Design Guidance	The detailed design of module handbooks, session plans, Moodle preparation, learner activities, assessment links, UDL Tips for Tutors and blended learning structures is guided by the UDL Handbook Design Guide and related QAF502 supporting documents. These documents replace the need to include detailed instructional design annexes within the main Teaching and Learning Policy or these practice guidelines. The UDL Handbook Design Guide should be used when developing or reviewing: • Module handbooks • Session plans • Moodle based preparation activities where relevant • Flipped Classroom activities where relevant • Common Terms sections • Learner resources and worksheets • Assessment support materials • UDL Tips for Tutors • Learning outcome and assessment mapping • Programme review and QA alignment checks
Related Documents	These guidelines should be read alongside the following documents where relevant: • QAF501 Teaching and Learning Policy • QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy • QAF502(a) UDL Handbook Design and Instructional Design Guidelines • QAF502 (b) Technology Requirements for Face to Face, Blended and Digital Learning Environments • QAF601 Assessment Process • QAF604 Appeals Process • QAF701 Reasonable Accommodation Policy • An Cosán Learner Handbook • An Cosán Tutor Handbook • Module Handbooks and Assessment Briefs • UDL Handbook Design Guide

	• Community Education in Practice Guide • Tutor Induction and Re Induction materials • Programme Review and Evaluation Procedures

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

QAF502: Universal Design for Face-to-Face, Blended and Digital Learning Policy

Policy Title	Universal Design for Face-to-Face, Blended and Digital Learning Policy		QA Code	QAF502
Version Number	2	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	Replaces existing QAF502 Instructional Design and Programme Design for Blended Learning Programmes reviewed and updated as QAF502 Universal Design for Face-to-Face, Blended and Digital Learning Policy. The revised policy clarifies An Cosán Blended Learning practice and strengthens alignment with QQI 2023 Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes and reflects current An Cosán practice in blended delivery, Moodle based preparation, hub-based learning, Universal Design, learner support, assessment integrity, digital tools, community partner hubs and quality assurance.		Reason for Changes	Reviewed as part of the Business Administration programme review and Blended Learning Policy review.

Name of the Policy	Universal Design for Face-to-Face, Blended and Digital Learning Policy

Policy Statement	An Cosán is committed to providing blended and digitally supported learning environments that are inclusive, accessible, safe, learner centred and quality assured. This policy explains how An Cosán plans, supports, monitors and reviews Blended Learning and the digital learning environment used across teaching, learning, assessment and learner support. QQI defines Blended Learning as teaching, learning and assessment delivered through a mix of online and on-site learning. QQI defines fully online learning as teaching, learning and assessment delivered online with no on-site instruction required. An Cosán does not deliver Further Education programmes in a fully online manner. Further Education learners are supported through approved delivery methods that include required tutor led, hub based, Face-to-Face, supervised assessment, or in person support elements. This policy also covers the wider digital learning environment that supports programme delivery. This includes Moodle, live virtual class platforms, Microsoft Office 365, Turnitin, digital library services, approved learning resources, learner

	support systems, third party platforms, cybersecurity, safe digital practice and responsible use of Generative AI. Blended and Digital learning at An Cosán must protect: • Learner access and participation • Universal Design and inclusion • Learner support and digital confidence • Tutor presence and peer connection • Assessment fairness and academic integrity • Data protection and safe digital practice • Quality assurance and continuous improvement **Guiding Principles** Blended and Digital Learning at An Cosán is guided by the following principles: **Learner Centred Design** learning is planned around learner needs, programme outcomes, access, support and progression **Community Based Access** Blended delivery supports learners to access education in their own communities where possible. Hub based Blended Learning allows learners from smaller or underserved communities to take part in one shared tutor led programme while still having local peer connection and in person support. **Equity Of Learner Experience** Blended Learning learners should not be disadvantaged because they choose or are placed on a Blended Learning programme. Learners on blended programmes should have access to the same An Cosán wraparound supports as learners attending Face-to-Face programmes, where relevant and available. This includes Early Years Services, Counselling, Learning Support, Digital Skills Support, Employment and Skills Services, learner support conversations, assessment guidance, and progression support **Tutor Support And Professional Confidence** Tutors are supported to deliver blended and digital learning through clear module handbooks, UDL Tips for Tutors, session plan structures, Moodle guidance, digital tools guidance, CPD opportunities, peer support, and access to relevant programme and quality assurance staff **Learner Readiness** **L**earners are supported at their current stage of learning, digital confidence and participation. This means providing clear structure, preparation activities, digital skills support, tutor guidance and learner support so learners can build confidence over time. **Universal Design** Barriers are reduced from the beginning through clear structure, accessible materials and flexible participation where appropriate **Purposeful Use Of Technology** Digital tools are used to support learning, access, engagement, feedback, assessment and learner support

	Clear Expectations Learners and staff know what delivery method applies, what attendance means, how Moodle is used, and how assessment will take place **Digital Inclusion** Learners are supported to access Moodle, devices, connectivity, digital skills and approved platforms where needed **Assessment Integrity** Assessment remains fair, valid, authentic and reliable across all delivery methods **Safe Digital Practice** Approved systems are used and learner information, assessment materials and organisational data are protected **Sustainability And Reach** Blended delivery allows An Cosán to bring learners from smaller local groups together into one shared class, supporting access in underserved communities while maintaining programme viability **Continuous improvement** Blended and Digital Learning is reviewed through feedback, engagement data, assessment outcomes, programme review and quality assurance processes

Key terms used in this policy	For the purpose of this policy, the following key terms are used.

Term	**What it means in plain English**
Blended Learning	A planned delivery model where teaching, learning and assessment happen through a mix of on-site learning and digital or virtual learning components. QQI describes this as learning that uses a mix of online and on-site learning.
Digital learning environment	The wider system of approved digital tools, platforms, resources, supports and safe digital practices used to support teaching, learning, assessment, communication and learner support.
Approved delivery methods	The approved ways a programme may be delivered at An Cosán. These may include Face-to-Face delivery, Hub Based Blended Learning, or Mixed Face-to-Face and Live Virtual Delivery.
Face-to-Face delivery	Tutor led in person attendance only. Moodle, laptops, online submission, digital resources and Flipped Classroom activities may still be used to support learning.
Hub Based Blended Learning	A Blended Learning method where learners attend an approved hub in person and take part in live virtual tutor led sessions with Education Hub Facilitator support.
Mixed Face-to-Face and Live Virtual Delivery	A Blended Learning method where learners attend a planned mix of tutor led Face-to-Face sessions and live virtual tutor led sessions.
Live virtual class component	A scheduled tutor led class where learners and tutor meet at the same time through an approved virtual classroom platform such as Zoom. QQI describes this as synchronous online learning.
Moodle based preparation	The Flipped Classroom element of the programme. Learners' complete short preparation activities on Moodle before class so they can take part more confidently in discussion, practice and support during class.

Flipped Classroom	A learning approach where learners access preparation materials before class, usually through Moodle. Class time is then used for discussion, questions, practice, feedback, support and deeper learning.
Self-directed learning	Learning completed by learners outside tutor led class time. This includes Moodle based preparation, but may also include reading, practising, reflecting, organising assessment evidence and completing tasks independently.
Learning Management System	The main platform used to support digital learning. At An Cosán, this is usually Moodle for Further Education programmes. QQI describes this as the core platform used to support learning experiences.
Virtual Learning Environment	The wider digital learning ecosystem used to support learning. This may include Moodle and approved connected platforms used for communication, learning resources, live virtual classes and assessment support.
Digital inclusion	Supporting learners to access and use the devices, platforms, connectivity, confidence and digital skills needed to take part in learning.
Digital and virtual learning components	The parts of learning that use approved digital tools, Moodle, live virtual classes, digital resources, digital communication or technology supported assessment processes.
Third party vendor or digital service provider	An approved external organisation that provides a platform, system, software, library resource, digital tool, technical support or related service used to support teaching, learning, assessment or learner support.
Generative AI	A type of artificial intelligence that can create content, such as text, summaries, ideas, images or other outputs, based on user prompts.
Safe digital practice	Everyday actions that help protect learner information, staff information, assessment materials, organisational data and digital learning spaces.
Fully online learning	A delivery model where all teaching, learning and assessment can be completed online with no required on-site attendance. **This is not part of An Cosán's Further Education delivery model.**

Policy Scope	**Who this policy applies to** This policy applies to all An Cosán learners, applicants, staff, tutors, facilitators, support staff, programme staff, quality assurance staff, community partners and approved service providers involved in blended and digitally supported learning. This may include: • Learners and applicants • Tutors • Education Hub Facilitators • Classroom Assistants • Moderators • Moodle Course Creators • Digital Inclusion staff • Learning Support staff • Community Education Lead • Adult Education Manager • ACE Quality and Project Lead • Assessors • Examination invigilators • Internal Verifiers

- External Authenticators where relevant
- Administration, Operations and IT Support Team Staff
- Quality Assurance staff
- Community partners and hub partners where relevant
- Approved third party vendors and digital service providers where relevant

Where this policy applies

This policy applies to all An Cosán programmes and learning activities that use Blended Learning, Moodle, digital learning resources, live virtual class components, approved digital tools, or technology supported assessment processes.

- Programme information, recruitment and learner onboarding
- Induction and learner orientation
- Face-to-Face delivery supported by Moodle and digital tools
- Hub Based Blended Learning
- Mixed Face-to-Face and Live Virtual Delivery
- Moodle based preparation and Flipped Classroom activities
- Live virtual class components
- Peer Support Sessions
- Self-directed learning activities
- Digital skills and digital inclusion supports
- Learning support and wraparound supports
- Assessment preparation, submission, feedback and grading
- In person examinations and supervised assessment where required
- Community partner and hub arrangements
- Approved digital tools, platforms and learning resources
- Third party vendors and digital service providers
- Cybersecurity and safe digital practice
- Responsible use of Generative AI
- Programme monitoring, review and quality assurance

What this policy covers

This policy covers the planning, delivery, support, monitoring and review of blended and digitally supported learning at An Cosán.

It sets out expectations for:

- Approved delivery methods
- Moodle based preparation and Flipped Classroom activities
- Learner access to clear information before and during the programme
- Learner support, digital confidence and wraparound supports
- Tutor support, handbook guidance, UDL Tips and CPD
- Use of approved digital tools and platforms
- Community partner and hub arrangements
- Third party vendors and digital service providers
- Assessment integrity and in person examination requirements
- Cybersecurity, data protection and safe digital practice
- Responsible use of Generative AI
- Monitoring, feedback and continuous improvement

What this policy does not change

	This policy does not change: • QQI learning outcomes • Programme validation requirements • Approved assessment techniques • Assessment standards • Marking criteria • Academic integrity requirements • Data protection obligations • Safeguarding requirements • An Cosán quality assurance procedures Blended and digitally supported learning must help learners meet the required learning outcomes. It must not lower standards, reduce learner responsibility, weaken assessment integrity, or replace the learner's own work. **Important note on fully online learning** An Cosán **does not deliver** Further Education programmes in a fully online manner. Learners are not expected to complete a Further Education programme entirely from a distance with no required on-site, hub based, Face-to-Face, supervised assessment, or in person support element. Where a programme includes hub attendance, Face-to-Face learning, approved assessment centre attendance, supervised assessment, or any other required physical attendance, it is classified as Blended Learning or Face-to-Face delivery supported by digital tools, not fully online learning.

People/Roles involved	**Blended Learning is a shared responsibility. The people involved may include:** • Learners and applicants • Tutors • Education Hub Facilitators • Classroom Assistants • Moderators • Moodle Course Creators • Digital Inclusion staff • Learning Support staff • Community Education Lead • Adult Education Manager • ACE Quality and Project Lead • Administration, Information and Quality Assurance Lead where relevant • Programme staff • Assessors • Examination invigilators • Internal Verifiers • External Authenticators where relevant • Quality Assurance staff • Community partners and hub partners where relevant Only staff who need to know about learner support, assessment arrangements or quality assurance requirements should receive related information. Staff should only receive the information needed to carry out their role.

Roles and Responsibilities	**Learners and Applicants** Learners and applicants are supported to understand the approved delivery method, what participation involves, what supports are available, and how Moodle, digital tools and assessment processes will be used. Learners are encouraged to: • Engage with induction and programme information • Attend scheduled sessions as required • Use Moodle based preparation and Flipped Classroom activities • Ask for support early where needed • Use approved platforms and digital tools responsibly • Protect their own login details and respect the privacy of others • Submit assessment work that reflects their own learning, knowledge and skills **Tutors** Tutors play a central role in creating inclusive, engaging and quality assured learning experiences. Tutors are responsible for: • Delivering learning in line with the approved delivery method • Using module handbooks, session plans and UDL Tips for Tutors • Supporting learners to understand Moodle based preparation and Flipped Classroom activities • Creating clear, welcoming and structured learning environments • Using approved digital tools and platforms safely • Explaining assessment expectations clearly • Supporting academic integrity and responsible use of Generative AI • Raising learner engagement, support or access concerns through the agreed process Tutors should be supported through clear handbooks, Moodle guidance, digital tools guidance, CPD opportunities, peer support, and access to relevant programme and quality assurance staff. **Education Hub Facilitators, Classroom Assistants and Moderators** Education Hub Facilitators, Classroom Assistants and Moderators support the practical learning environment. Depending on the delivery method, this may include: • Supporting learners to access live virtual class components • Supporting use of Moodle, devices and approved digital tools • Helping learners feel settled and ready to participate • Supporting attendance and engagement tracking • Raising practical, technical or learner support concerns • Supporting safe, respectful and inclusive learning spaces • Communicating with tutors and programme staff where issues arise **Programme, Learner Support and Digital Inclusion Staff** Programme staff, Learner Support staff and Digital Inclusion staff help ensure that learners can access and participate in learning. This may include: Supporting learner onboarding and induction

	Providing or coordinating learner support Supporting digital confidence and access to digital tools Helping learners understand where to go for help Supporting reasonable accommodation processes where relevant Supporting attendance, engagement and early alert follow up actions Contributing to programme review and continuous improvement **Community Education Lead and Adult Education Manager ACE Quality and Project Lead** These roles support oversight, coordination and quality assurance of blended and digitally supported learning. This may include: • Ensuring delivery methods align with programme validation and QA requirements • Supporting tutors, facilitators, programme staff and learners • Reviewing learner engagement, support needs and delivery issues • Supporting decisions about hubs, staffing, digital tools and learner supports • Ensuring assessment, learner support and digital delivery arrangements are appropriate • Contributing to policy monitoring, programme review and improvement actions **ACE Quality and Project Lead** The ACE Quality and Project Lead may be involved where blended or digital learning arrangements affect learner records, data protection, assessment administration, quality assurance evidence, reporting, or approved systems. This may include: • Supporting secure learner and programme records • Supporting data protection and information management requirements • Supporting assessment administration and QA documentation • Supporting review of programmes, systems, processes and evidence where relevant **Assessors, Examination Invigilators, Internal Verifiers and External Authenticators** Assessment and quality assurance roles help protect assessment standards across all delivery methods. This may include: • Ensuring assessment remains fair, valid, authentic and reliable • Checking that assessment evidence reflects the learner's own work • Supporting in person examination and supervised assessment requirements • Following approved assessment and academic integrity procedures • Considering relevant delivery, support or accommodation records where appropriate • Raising concerns through the agreed quality assurance process **Community Partners and Hub Partners** Community partners and hub partners may support local access to Blended Learning. Their role may include: Providing an approved local learning space • Supporting access to suitable facilities, internet and room setup

	• Supporting communication with An Cosán were agreed • Working within agreed partnership, MOU or service arrangements to provide local supports where agreed • Supporting learner access, safety and participation in line with An Cosán requirements Community partners and hub partners do not make assessment decisions or change programme requirements.
Third Party Vendors and Digital Service Providers	Blended Learning may also rely on approved third party vendors and digital service providers. These providers support the digital systems, platforms and tools used for teaching, learning, assessment, communication, quality assurance and learner support. Examples may include: • Enovation for Moodle support • Turnitin for assessment verification and originality checking • Microsoft Office 365 approved tender holders • ETBI Digital Library services, including eBook Central • South Dublin Libraries BorrowBox, where learners are eligible to access this service • Other approved providers of learning technology, digital platforms, assistive technology, library resources, technical support, or related services Third party vendors and digital service providers are not responsible for teaching, assessment decisions or learner support decisions. Their role is to provide approved systems, platforms, technical services, learning resources or digital supports that enable Blended Learning to operate safely and effectively. Contracts, licences, access arrangements and service agreements with third party vendors should be reviewed in line with the organisation's procurement, tendering, data protection, cybersecurity, value for money and quality assurance requirements. Where a third-party vendor or service provider processes learner, staff, assessment or organisational data, appropriate data protection arrangements must be in place. This may include data processing agreements, access controls, privacy information, retention arrangements, security checks and clear responsibilities for reporting issues. Where learners are signposted to library or external learning resource platforms, tutors should explain the purpose of the resource, how it supports the programme, and whether it is required or optional. Learners should not be expected to create accounts, share personal information, or access third party services unless the platform has been approved or is provided through an appropriate organisational, public library, ETBI, or education sector arrangement.

Methods used to carry out this procedure	**Methods Used to Carry Out This Procedure** **1. Informing learners of delivery type** • An Cosán will clearly communicate the course delivery type at all stages of recruitment, enrolment and onboarding. • Learners should be told whether the programme is delivered through Hub Based Blended Learning, Mixed Face-to-Face and Live Virtual Delivery, or Face-to-Face delivery with Moodle based preparation.

- Programme advertising, enrolment confirmation, induction, Moodle pages and the Module Welcome Pack should clearly identify the approved delivery type.
- Learners should be told what attendance, Moodle access, device use, assessment and participation expectations apply before they begin.

2. Approved delivery methods

- An Cosán uses the following approved delivery methods: Face-to-Face Delivery, Hub Based Blended Learning, and Mixed Face-to-Face and Live Virtual Delivery.
- At no time do learners attend An Cosán Further Education programme in a fully online manner.
- Moodle based preparation is used across all delivery methods as the Flipped Classroom element of the programme.

3. Face-to-Face Delivery with Moodle based preparation

- Face-to-Face Delivery means learners attend tutor led sessions in person.
- Moodle, laptops, digital resources, online submission and Flipped Classroom activities may still be used to support learning.
- This does not make the programme fully online or blended unless live virtual class components are included as part of the approved delivery method.
- Tutors should explain how Moodle and digital tools will support preparation, class activities, assessment planning, feedback and learner confidence.

4. Hub Based Blended Learning

- Learners attend an approved An Cosán hub or community partner hub in person alongside their peers.
- Learners take part in live virtual class components with a qualified tutor and are supported in the room by an Education Hub Facilitator.
- The Education Hub Facilitator supports learners to access the live virtual class, use Moodle, engage with digital tools, take part in activities and raise practical or support needs.
- This method supports local access to education while maintaining tutor-led delivery, peer connection, in person support, digital inclusion and quality assured programme delivery.

5. Mixed Face-to-Face and Live Virtual Delivery

- Learners attend a planned mix of tutor led Face-to-Face sessions and live virtual class components.
- Face-to-Face sessions take place in An Cosán or an approved community partner learning space.
- Live virtual class components take place through an approved virtual classroom platform, such as Zoom.
- This method supports flexible delivery while maintaining regular tutor presence, learner interaction, structured learning and access to learner support.

6. Moodle based preparation and Flipped Classroom activities

- Moodle based preparation is the Flipped Classroom element of the programme.
- Learners are given access to learning materials and preparation activities before class, usually through Moodle.
- These may include readings, short videos, discussion prompts, reflection tasks, research activities, quizzes, templates, worksheets or assessment preparation tasks.

- The purpose is to help learners become familiar with the topic before class so class time can be used for discussion, practice, feedback, questions, support and deeper learning.

7. Live virtual class components

- Live virtual class components must be delivered using approved An Cosán platforms.
- Access links should be shared through approved communication routes.
- Attendance should be recorded using the approved system.
- Tutors should use active learning approaches such as discussion, questions, breakout rooms, shared documents, polls or guided activities where appropriate.
- Learners should be supported to participate in ways that are respectful, accessible and appropriate to the learning activity.

8. Moodle and Virtual Learning Environment expectations

- Moodle is used to provide learners with access to module information, learning materials, Flipped Classroom activities, assessment information, learner resources and submission points where relevant.
- Moodle tiles, session titles and handbook session titles should align as closely as possible.
- Learning materials should be uploaded in advance where possible to support preparation, accessibility and learner confidence.
- Moodle content should use plain English, accessible formats, clear instructions and consistent structure.

9. Assessment and feedback in blended and digitally supported learning

- Assessment must remain fair, valid, authentic and reliable across all delivery methods.
- Assessment requirements must align with QQI component specifications, programme validation requirements, MIMLOs, MIPLOs, the NFQ Grid of Level Indicators, assessment briefs and marking criteria.
- Learners may build assessment evidence through Moodle based preparation, class activities, practical tasks, draft work, reflection, tutor feedback, peer learning and self-directed learning.
- Final assessment requirements must follow the approved assessment brief, marking criteria, programme validation requirements and An Cosán quality assurance procedures.
- Summative exam-based assessments must take place in an approved An Cosán or approved hub location with appropriate supervision or invigilation.
- Online proctoring is not used by An Cosán.
- Assessment submissions, feedback and records should be managed through approved systems.

10. Attendance, engagement and progression tracking

- Attendance and engagement should be monitored through live virtual class attendance, hub attendance records, Moodle engagement, completion of activities, assessment participation and tutor or facilitator feedback.
- Patterns of disengagement should be followed up early using the agreed learner engagement process.

- Attendance and engagement information should be used to support learners, not to shame or penalise them.
- Relevant concerns should be escalated to the appropriate programme or learner support staff.

11. Learner support, wraparound supports and digital inclusion

- Learners should be supported to access Moodle, approved digital platforms, devices, connectivity, digital skills support and learner support services where needed.
- Learners on blended programmes should not be disadvantaged because they choose or are placed on a blended programme.
- Learners should have access to An Cosán wraparound supports where relevant and available, including Early Years Services, Counselling, Learning Support, Digital Skills Support, Employment and Skills Services, learner support conversations, assessment guidance and progression support.
- Induction should explain how Blended Learning works, what support is available and how learners can ask for help.
- Digital confidence should be supported through clear guidance, practical help, hub support, Moodle guidance and signposting to appropriate resources.
- Reasonable accommodations should be considered where learners experience barriers to participation, Moodle use, live virtual class participation or assessment.

12. Tutor support and professional practice

- Tutors should be supported to deliver blended and digitally supported learning through clear module handbooks, session plans, UDL Tips for Tutors, Moodle guidance, digital tools guidance, CPD opportunities, peer support and access to relevant programme and quality assurance staff.
- Tutors should not be expected to carry Blended Learning quality alone. Good Blended Learning depends on clear systems, shared practice and ongoing professional support.
- Tutors should use approved systems and platforms when sharing learner information, assessment materials, internal documents or programme resources.
- Tutors should raise learner engagement, support, digital access or assessment concerns through the agreed process.

13. Third Party Agreements and Community Partner Hubs

- Where Blended Learning involves a community partner, education hub, external venue, second provider or other third-party arrangement, responsibilities must be clearly agreed before delivery begins.
- Where appropriate, this should be recorded through a Memorandum of Understanding, service agreement, partnership agreement or other approved written agreement.
- The agreement should set out the role and responsibilities of An Cosán, the community partner or hub, and the Education Hub Facilitator.
- The agreement should include venue suitability, accessibility expectations, technology, device, internet and room setup requirements, learner support arrangements, attendance and engagement recording, data protection, confidentiality, safeguarding where relevant, assessment arrangements,

communication routes, contingency arrangements and review arrangements.
- Community partner hubs must be approved before learners attend.
- The agreement should be reviewed when a new programme begins, when delivery arrangements change, or where an issue may affect learner access, safety, participation, assessment integrity or quality assurance.
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14. Third party vendors and digital service providers

- Blended and digital learning may rely on approved third party vendors and digital service providers.
- Examples may include Enovation for Moodle support, Turnitin for assessment verification and originality checking, TeachNGo for Learner Management Systems, Microsoft Office 365 approved tender holders, ETBI Digital Library services including eBook Central, South Dublin Libraries BorrowBox where learners are eligible, and other approved providers of learning technology, digital platforms, assistive technology, library resources, technical support or related services.
- Third party vendors and digital service providers do not make teaching, assessment or learner support decisions.
- Contracts, licences, access arrangements and service agreements should be reviewed in line with An Cosán's procurement, tendering, data protection, cybersecurity, value for money and quality assurance requirements.
- Where learners are signposted to library or external learning resource platforms, tutors should explain the purpose of the resource, how it supports the programme, and whether it is required or optional.

15. Available Digital Tools Information for Tutors

- Tutors should have access to clear, current information about the approved digital tools available to support teaching, learning, assessment, communication and learner engagement.
- This information may be provided through an approved tutor resource, such as the Making Office 365 Work For You Sway, Moodle guidance, staff induction materials, tutor handbook content or other approved digital practice guidance.
- Available digital tools information should help tutors understand which platforms and tools are approved for teaching and learning, communication, sharing resources, live virtual class components, assessment submission and feedback, collaboration, planning or presentation.
- Tutors should understand how to use tools safely and appropriately, what accessibility features are available, what data protection or cybersecurity limits apply, and where to get help.
- Where a tutor wishes to use a new digital tool, app, platform or external website as part of programme delivery, this should be checked and approved through the relevant An Cosán process before use with learners.

16. Cybersecurity, data protection and safe digital practice

- All blended and digitally supported learning must use approved systems and safe digital practice.
- Learner information, assessment materials, internal documents and organisational data must not be shared through unapproved systems, personal accounts or external tools without approval.
- Staff and learners should protect passwords, log out of shared devices, report suspicious emails or activity, and respect privacy in learning spaces.
- Cybersecurity and Safe Digital Practice guidance should be followed alongside this policy.

	17. Responsible use of Generative AI and academic integrity • Learners must submit work that reflects their own learning, understanding and skills. • Generative AI may support learning when used appropriately, but it must not replace the learner's own thinking or be used to generate whole assignments. • Tutors should explain acceptable and unacceptable use of AI at induction and during assessment preparation. • Concerns about plagiarism, improper use of AI or academic misconduct should be managed through the relevant An Cosán academic integrity and plagiarism procedure. **18. Contingency planning** • Contingency arrangements should be in place for technology failure, platform outage, tutor absence, moderator absence, hub closure, connectivity issues or other disruptions. • Learners and tutors should be informed as early as possible if delivery arrangements change. • Where learning is disrupted, the programme team should consider how learners will access missed learning, Moodle materials, tutor support and assessment preparation. **19. Evaluation and continuous improvement** • Blended and digitally supported learning should be reviewed through learner feedback, tutor feedback, Education Hub Facilitator feedback, Moodle engagement, attendance patterns, assessment outcomes, programme review and quality assurance processes. • Findings should be used to improve delivery, learner support, digital tools, learning materials, assessment preparation and staff development. • Where relevant, updates should be shared with learners and staff so they can see how feedback has informed improvement.

Persons Responsible for implementation	The **QA Office** is responsible for ensuring this policy is implemented, monitored and reviewed in line with An Cosán's organisational and QQI requirements. The **Community Education Lead** is responsible for supporting day to day implementation across Access and Further Education delivery, in consultation with the Adult Education Manager, ACE Quality and Project Lead, Digital Inclusion staff, Learning Support staff and programme teams where relevant. The **Adult Education Manager** provides oversight where implementation affects programme delivery, staffing, resourcing, community partner arrangements or wider service planning. The **ACE Quality and Project Lead** supports implementation where the policy relates to quality assurance evidence, programme review, assessment processes, digital learning systems, documentation, monitoring and continuous improvement. Tutors, Education Hub Facilitators, Moderators, Moodle Course Creators, Digital Inclusion staff, Learning Support staff and other relevant support staff are responsible for applying this policy within their role and for escalating issues through the appropriate process.

	Where third party vendors, digital service providers, community partners or hub partners are involved, the relevant An Cosán lead is responsible for ensuring that roles, responsibilities, data protection, cybersecurity and service expectations are clearly agreed and monitored.

Monitoring	Monitoring may include review of: • Programme delivery method information shared with learners • Moodle setup, accessibility checks and Flipped Classroom activity evidence • Attendance records for live virtual class components, hubs and Face-to-Face sessions • Learner engagement records and early alert follow up actions • Learner feedback, tutor feedback and Education Hub Facilitator feedback • Assessment submission, feedback and academic integrity records • Internal verification and external authentication feedback where relevant • Active community partner and hub agreements • Hub technology questionnaires and venue suitability checks • Approved digital tools information for tutors • Tutor engagement with digital tools guidance • Approved third party vendors and digital service providers used in blended and digital learning • Contracts, licences, service agreements and tender arrangements in line with organisational cycles • Data protection, cybersecurity, access and platform safety arrangements for systems used in teaching, learning, assessment and learner support • Issues, risks, incidents or improvement actions linked to third party platforms, digital services, learner data, access, cybersecurity or assessment integrity • Staff training and CPD records relating to Blended Learning, UDL, Moodle, digital tools, academic integrity, Generative AI, cybersecurity, data protection and safe digital practice • Programme review and quality assurance action plans • This evidence should be reviewed as part of ongoing quality assurance; programme review and policy monitoring.

Monitor	This policy is monitored by the **QA Office**, in consultation with the **Community Education Lead**, **Adult Education Manager**, **ACE Quality and Project Lead**, **Digital Inclusion staff**, **Learning Support staff**, programme teams, and relevant quality assurance structures. Monitoring may also include feedback or evidence from tutors, Education Hub Facilitators, learners, community partner hubs, third party vendors, internal verifiers, and external authenticators where relevant.

Frequency	This policy will be reviewed every three years, or earlier if required due to changes in QQI requirements, programme validation, Blended Learning practice, digital tools, academic integrity risks, cybersecurity risks, data protection requirements, learner support needs, or organisational policy.

Related and Supporting Documents	This policy should be read alongside the following An Cosán policies, procedures, guidelines and supporting documents where relevant: An Cosán Quality Assurance Manual: • QAF501 Teaching and Learning Policy • QAF502(a) Blended Learning Environment Guidelines • QAF502(b) Instructional Design for Blended Learning Guidelines • QAF502(c) Community Partner Hub Technology Questionnaire • QAF502 (d) Cybersecurity and Safe Digital Practice Guidelines where applicable • QAF502(e) Responsible Use of Generative AI Guidelines where applicable • QAF503 Accessible Technology Policy • QAF601 Assessment Process • QAF601(a) Fair and Consistent Assessment of Learners Policy • QAF601(j) Request for Extension or Deferral of Assessment • QAF601(m) Plagiarism Policy • QAF602 Authentication Process • QAF602(g) Internal Verification Policy • QAF602(k) External Authentication Policy • QAF604 Appeals Process • QAF701 Reasonable Accommodation Policy • QAF801 General Data Protection Regulations Policy • QAF801(g) Records and Data Retention Policy • QAF802 Email Policy • QAF803 Internet and PC Policy Relevant Guide & Handbooks: • UDL Handbook Design Guide • Module Handbooks and Assessment Briefs • UD and Inclusive Teaching and Assessment Guidelines • Academic Integrity and Generative AI Practice Guide • Cybersecurity and Safe Digital Practice Guide • An Cosán Further Education Learner Handbook • An Cosán Tutor Handbook Other Relevant Documents: • Community Partner Memorandum of Understanding Template • Community Partner Hub Technology Specification Requirements • Community Partner Hub Technology Questionnaire • Education Hub Facilitator Guidelines • Guidelines for Live Assessment or Examinations for Learners • Further Education Standard Operating Procedures for Blended Learning • Further Education Standard Operating Procedures for Face-to-Face Learning • Making Office 365 Work For You Tutor Resource • Approved Digital Tools Guidance for Tutors • Third Party Vendor and Digital Service Provider Register • ETBI Digital Library Services, including eBook Central • South Dublin Libraries BorrowBox, where learners are eligible to access this service These documents support consistent, safe, inclusive and quality assured delivery across blended and digitally supported learning. They should be reviewed where relevant

	during programme design, delivery planning, learner onboarding, assessment planning, quality assurance review and policy monitoring.

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

QAF502 (a): UDL Handbook Design and Instructional Design Guidelines

Policy Title	UDL Handbook Design and Instructional Design Guidelines		QA Code	QAF502(a)
Version Number	2	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting guideline created to support QAF501 Teaching and Learning Policy and QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy		Reason for Changes	Developed as part of Teaching and Learning Policy review, Business Administration programme review and Blended Learning Policy review

Name of the Policy	UDL Handbook Design and Instructional Design Guidelines

Purpose of This Guideline	These guidelines support the practical implementation of QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy. They explain how An Cosán applies Universal Design for Learning, as outlined in the UDL Module and Programme Handbook Design Guide, to support consistent, inclusive and quality assured programme handbook design. The purpose is to ensure that learners know what to expect, tutors have a clear delivery structure, and quality assurance reviewers can see how learning outcomes, assessment, learner support, Universal Design, plain English and NFQ level expectations are built into programme design from the beginning.
Connection to QAF502 Teaching and Learning Policy	QAF502 sets out An Cosán's policy for Universal Design across Face to Face, blended and digital learning environments. QAF502(b) explains how this is translated into handbook design, session planning, Moodle based preparation, learning activity structure, assessment scaffolding, learner resources and QA review. QAF502(a) focuses on the practical setup and operation of Face to Face, blended and digital learning environments. QAF502(b) focuses on the design of the learning journey and the documents that support it.

Key terms used in this policy	For the purpose of this policy, the following key terms are used.

Term	What it means in plain English
Universal Design	Designing teaching, learning, assessment and participation so that barriers are reduced and more learners can access, understand and take part in learning.
Universal Design for Learning	An inclusive learning design framework that supports learners through multiple means of engagement, representation, action and expression.
UDL Programme Handbook Design Guide	The active An Cosán guide used to design clear, inclusive, plain English and quality assured module handbooks, session plans, learning activities, resources and assessment support materials.
Instructional design	The planned design of learning so that outcomes, activities, resources, assessment and support work together in a clear and purposeful way.
Module handbook	The main learner and tutor facing guide for a module. It explains what learners will learn, how learning will happen, what supports are available and how assessment will work.
Session plan	A structured plan for an individual learning session. It supports consistency, learner predictability, tutor preparation and QA traceability.
Moodle based preparation	The Flipped Classroom element of the programme where learners access short preparation activities before class, usually through Moodle.
Common Terms section	A plain English glossary that introduces key words learners will meet in a section of the module.
UDL Tips for Tutors	Short tutor prompts that support inclusion, accessibility, learner confidence and flexible participation during delivery.
QA traceability	The ability to see clear links between learning outcomes, learning activities, assessment, learner support, NFQ level expectations and quality assurance checks.
Assessment scaffolding	Structured support that helps learners understand and build towards assessment requirements step by step without lowering standards.

NFQ level alignment	Checking that language, activities, assessment and expected evidence are appropriate for the award level, using the NFQ Grid of Level Indicators.

Scope and Context of These Guidelines	These guidelines apply to the development, review and updating of teaching, learning and assessment support materials for An Cosán programmes. They are especially relevant to Access and Further Education programmes, including QQI Levels 5 and 6. They may also support Higher Education partnership delivery where relevant, provided they do not conflict with partner provider requirements, academic regulations, assessment arrangements or quality assurance procedures. These guidelines sit under **QAF502:** Universal Design for Face to Face, Blended and Digital Learning Environment Policy. They should also be read alongside **QAF501**: Teaching and Learning Policy and **QAF501(a)**: Teaching and Learning Practice Guidelines. Together, these documents support a joined-up approach where: **QAF501** — Explains An Cosán's teaching and learning ethos **QAF501(a)** — Explains how that ethos is supported in learning space **QAF502** — Explains how Universal Design is applied across Face to Face, blended and digital learning environments **QAF502(b)** — Explains how programme handbooks, session plans and learning materials are designed in a clear, inclusive and quality assured way. These guidelines **do not replace** QQI component specifications, validated programme documentation, programme assessment briefs, QAF601 assessment policies and procedures, QAF701 reasonable accommodation procedures, Higher Education partner requirements where relevant, or An Cosán quality assurance procedure. Instead, they identify the practical design guide and quality checks that should be used to ensure programme materials are clear, accessible, inclusive, plain English, learner centred, consistent, assessment aligned, appropriate to the NFQ level and quality assured.

Relationship to the UDL Programme Handbook Design Guide	The UDL Programme Handbook Design Guide is the active design guide for programme handbook development at An Cosán. The guide was developed to support consistent, inclusive and quality assured module handbook creation. Its purpose is to help programme developers create handbooks that are clear, accessible, supportive and useful for learners, tutors and quality assurance teams.

	The guide should be used by programme developers, tutors, programme staff and QA reviewers when creating, reviewing or updating: • Module handbooks • Session plans • Section introductions • Common Terms sections • Moodle based preparation activities • Flipped Classroom activities • Learner resources and worksheets • Assessment support materials • UDL Tips for Tutors • Learning outcome and assessment mapping • QA review checklists
What Staff and Tutors Should Refer to in the UDL Programme Handbook Design Guide	Tutors, programme developers, programme staff and QA reviewers should refer directly to the UDL Programme Handbook Design Guide for the detailed why and how behind handbook and session design. The guide includes detailed guidance on: • The purpose of module handbooks in supporting learners, tutors, quality assurance and organisational ethos • Learner effort, including total learner effort, self-directed learning and assessment load • Inclusion by design and how programme structure should reflect real learner lives • Community education ethos • CARE and psychological safety • Universal Design for Learning as the anchor for handbook and session design • Predictability and cognitive load reduction • Instructional design and theory alignment, including ADDIE, Gagné, Mezirow, Mayer and adult learning theory • Writing style guidelines for programme developers • Visual and layout guidance • Succession and sustainability notes • Standard module handbook structure • Module orientation and learner readiness • Programme delivery modes and learning activities • Recommended learner resources by section • Section introductions and Common Terms sections • Individual session plan structure • Directed learning activities and Moodle activities • Self-directed learning activities • Assessment links and UDL Tips for Tutors • Peer Support Sessions • Assessment pack structure • QA checklists, developer pre submission checks and sample QA alignment checks • Blended Learning Quality Assurance alignment • Full reference list supporting the guide

Why This Matters	QAF502(a) should not repeat the full theory base, reference list or step by step handbook development guidance already contained in the UDL Programme Handbook Design Guide. Instead, QAF502(a) confirms that the UDL Programme Handbook Design Guide is the approved practical design guide. Staff and tutors should use it when developing or reviewing programme handbooks, session plans, Moodle preparation, learning resources, assessment support materials and QA alignment checks. This keeps QAF502(a) short, clear and auditable, while ensuring the full design rationale remains available in the guide itself.
Core Design Principles	Programme handbooks and session plans should be designed using the following principles. • Universal Design from the beginning • Plain English communication • Learner predictability and confidence • **CARE,** dignity and psychological safety • Clear links to learning outcomes and assessment • Consistent session structure • Moodle-based preparation and Flipped Classroom activity where relevant • Peer support and reflection • Assessment scaffolding • NFQ level alignment • Quality assurance traceability
Standard Handbook Design Expectations	Each module handbook should follow the approved UDL Handbook Design Guide structure unless a validated programme, partner requirement or QA decision requires an agreed variation. The handbook should include: • Module orientation and learner readiness • Purpose, objectives and learning outcomes explained in plain English • Programme delivery modes explained clearly • Learning activities explained in a consistent way • Module content and section overview • Recommended learner resources where relevant • Section introductions • Common Terms sections • Individual session plans • Moodle based preparation where relevant • Self-directed learning activities • Peer Support Sessions • Assessment pack and learner friendly assessment guidance • UDL Tips for Tutors • QA appendices and alignment checks
Session Plan Design Expectations	Session plans should use the approved structured learning sequence. This supports predictability for learners, consistency for tutors, and traceability for QA review. Each session plan should include: • Welcome

	• Session Overview • Explore • Research • Practical Skills • Practice and Reflection • Self-Directed Learning Activities • Assessment Links • UDL Tips for Tutors • Tutor and Learner Feedback or Reflection to QA
Learning Activities Across Delivery Environments	Learning activities should keep the same purpose across different delivery environments, even where the method of participation changes. For example, discussion may happen in a classroom, through a live virtual class component, in a hub, through Moodle prompts, in breakout rooms, or through printed resources. The tools may change, but the learning purpose, assessment connection and learner support expectations should remain clear. Programme developers should ensure that activities are appropriate for the approved delivery environment and that learners receive clear instructions about what they are expected to do.
Assessment and QA Alignment	Programme handbooks, session plans and assessment support materials must be checked against the relevant quality assurance and assessment requirements. This may include: • QQI component specifications • Validated programme documentation • Minimum Intended Module Learning Outcomes, where used • Minimum Intended Programme Learning Outcomes, where relevant • NFQ Grid of Level Indicators • Relevant award standards or broad standards • Assessment briefs and marking criteria • Academic integrity requirements • Reasonable accommodations where relevant • Programme validation conditions • QAF601 assessment policies and procedures • QAF701 reasonable accommodation procedures • An Cosán quality assurance procedure
Use of Earlier Instructional Design Material	Earlier teaching and blended learning guidance included detailed annexes on asynchronous and synchronous learning, discussion boards, learning theories, Learnovate, ADDIE, Bloom, Gagné and programme development timelines. These remain useful background knowledge. However, the active practical design approach is now held in the UDL Programme Handbook Design Guide and related QAF502 supporting documents. This prevents unnecessary duplication, keeps QAF502(b) easier to review, and allows the practical guide to be updated as teaching practice, learner needs, QQI guidance, technology and quality assurance expectations change.
Evidence of Implementation	Evidence of implementation may include:

	• Completed module handbooks • Completed session plans • Section introductions • Common Terms sections • Moodle based preparation activities • Peer Support Session plans • Assessment packs • UDL Tips for Tutors • Learning outcome mapping tables • Assessment mapping tables • NFQ level alignment checks • QA review checklists • Handbook developer pre submission checklists • Sample QA alignment, language and accessibility checks • Programme review feedback relating to handbook design Learner and tutor feedback relating to clarity, accessibility and usefulness of materials
Related Documents	These guidelines should be read alongside the following documents where relevant: • QAF501 Teaching and Learning Policy • QAF501(a) Teaching and Learning Practice Guidelines • QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy • QAF502(a) UDL Handbook Design and Instructional Design Guidelines • QAF502(c) Community Partner Hub Technology Questionnaire • QAF502 (d) Cybersecurity and Safe Digital Practice Guidelines where applicable • QAF502(e) Approved Digital Tools and Third Party Platform Guidelines • QAF601 Assessment Process • QAF604 Appeals Process • QAF701 Reasonable Accommodation Policy • An Cosán Learner Handbook • An Cosán Tutor Handbook • Module Handbooks and Assessment Briefs • UDL Programme Handbook Design Guide • Community Education in Practice Guide • Tutor Induction and Re Induction materials • Programme Review and Evaluation Procedures • QQI component specifications • NFQ Grid of Level Indicators • Relevant programme validation documents
Reference List	The following reference list supports the UDL Programme Handbook Design Guide and these guidelines:

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

QAF502(b): Technology Requirements for Face to Face, Blended and Digital Learning Environments

Policy Title	Technology Requirements for Face to Face, Blended and Digital Learning Environments		QA Code	QAF502(b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	Updated supporting guideline created to replace older platform specific technology requirements with current device, internet and approved platform expectations.		Reason for Changes	Reviewed as part of Teaching and Learning Policy review, Business Administration programme review, and Universal Design for Face to Face, Blended and Digital Learning Environment Policy development.

Name of the Policy	Technology Requirements for Face to Face, Blended and Digital Learning Environments

Purpose of This Guideline	These guidelines support the practical implementation of QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy. They explain the minimum and recommended technology requirements learners, staff, hubs and programme teams should consider when taking part in Face to Face, blended and digitally supported learning. The purpose is to help learners and staff understand what equipment, internet access, platforms and supports may be needed before learning begins.
Scope and Context	These guidelines apply to An Cosán programmes and learning activities that use a Virtual Learning Environment, live virtual class components, approved digital tools, technology supported assessment processes or specialist software. They apply across Face to Face Delivery, Hub Based Blended Learning, Mixed Face to Face and Live Virtual Delivery, and Higher Education partnership delivery where relevant and where they do not conflict with partner provider requirements. Technology requirements should be communicated as early as possible during recruitment, enrolment and induction so learners can identify access needs and request support where relevant. These guidelines do not replace cybersecurity, data protection, reasonable accommodation, assessment, Higher Education partner, procurement or IT policies. They should be read alongside those documents where relevant.

Key terms used in this policy	For the purpose of this guideline, the following key terms are used.

Term	What it means in plain English
Virtual Learning Environment	The approved learning platform used to host learning materials, activities, resources, assessment information or submissions. This may be Moodle or Blackboard, depending on the programme.

Live virtual classroom platform	An approved platform used for scheduled tutor led classes where learners and tutor meet at the same time through video, audio, chat or screen sharing.
Approved digital tool	A platform, application or system that has been approved for teaching, learning, assessment, communication or learner support.
Specialist software	Software required for a specific programme or module, such as SAGE Bookkeeping software.
Bandwidth	The amount of internet capacity available to support digital activity such as live classes, video, downloads, uploads and assessment submission.
Laptop Loan Scheme	An available support that may help learners access a laptop for their programme where resources allow and eligibility requirements are met.

Minimum and recommended device specification	For most An Cosán programmes using a Virtual Learning Environment, approved live virtual classroom platform, Microsoft Office 365 and standard learning tools, learners and staff should use a laptop or desktop computer where possible. The specification below reflects current IT guidance and should be reviewed regularly to ensure it remains suitable. **Minimum recommended specification** • Intel i3 processor or equivalent • 8 GB RAM • 128 GB storage • Built in or external webcam • Built in or external microphone **Preferred specification** • Intel i5 processor or equivalent • 16 GB RAM • 250 GB storage • Headset recommended for clearer audio during live virtual classes **Use of tablets and phones** • Tablets and phones may be useful for checking resources or joining some short activities. • They do not provide full functionality for live virtual classes, file management, Microsoft Office tasks, assessment preparation, assessment submission or specialist software. • Learners cannot rely on a tablet or phone as their only device where a full laptop or desktop is required for the programme.
Internet requirements	Learners, staff and hubs need a stable internet connection to take part in live virtual classes, access the Virtual Learning Environment, complete digital learning activities and submit assessment work where relevant. Where several learners are using the same internet connection in a hub or shared learning space, the available bandwidth must be sufficient to support all learners taking part at the same time. **Recommended internet speed** • Download speed: at least 25 Mbps

	• Upload speed: at least 10 Mbps • Learners and hubs may use an internet speed test to check connection speed where needed
Higher specification requirements	Some programmes may require a higher device specification because they use specialist software or technical tasks. A higher specification is required for any course using **SAGE Bookkeeping** software or other software that places additional demands on the device. Where a higher specification is required, this should be clearly stated in programme information, learner onboarding materials, induction, the module handbook, the Virtual Learning Environment where relevant, and tutor guidance.
Supported platforms and software	Depending on the programme and delivery environment, learners may be required to access approved platforms and tools. Learners should only be asked to use approved platforms or tools. Where a new tool, app, platform or website is being considered for programme delivery, it should be checked through the appropriate An Cosán process (QAF502c) before it can be presented to learners. **Approved platforms and tools may include** • A Virtual Learning Environment, such as Moodle or Blackboard, depending on the programme • An approved live virtual classroom platform • Microsoft Office 365 • Microsoft Word, Excel and PowerPoint • An approved assessment submission or originality checking platform • An approved learner management system where relevant • Partner platforms for Higher Education partnership delivery where relevant • Specialist software required for the programme, such as SAGE
Support for learners	An Cosán recognises that learners may have different levels of access to devices, internet, confidence and digital skills. An Cosán will make reasonable efforts to support learners to access the technology needed for their programme. Learners are encouraged to raise technology access concerns as early as possible so that support options can be explored. **Support may include** • Technology induction • Virtual Learning Environment guidance, such as Moodle or Blackboard guidance depending on the programme • Digital Skills Support • Laptop Loan Scheme where available • Support from Education Hub Facilitators where relevant • Support from Classroom Assistants where relevant • Signposting to approved digital skills resources

	• Support to understand platform access, passwords and safe digital practice
Responsibility for personal devices	Where learners use their own personal devices, they are responsible for ensuring that the device is in good working order and suitable for the programme requirements. An Cosán may provide guidance and reasonable support with approved learning platforms, such as the Virtual Learning Environment, approved live virtual classroom platform and Microsoft Office 365. However, An Cosán is not responsible for repairing, maintaining or providing technical support for learners' personal devices.
Safe digital practice	All learners and staff should follow An Cosán's cybersecurity, data protection and safe digital practice guidance when using digital tools and platforms. **This includes** • Protecting passwords and login details • Use of multi-factor authentication where available • Not leaving unsecured devices unattended • Logging out of shared devices • Using approved systems for learning and assessment • Not sharing learner information through unapproved platforms • Reporting suspicious links, emails or access issues to IT Support • Respecting privacy in live virtual classes and digital learning spaces
Monitoring and Review	Technology requirements should be reviewed regularly with IT support to ensure they remain current, realistic and aligned with programme software, approved platforms, cybersecurity requirements and learner support needs. Monitoring may include review of learner technology access issues, hub technology questionnaires, venue suitability checks, learner and tutor feedback, platform changes, specialist software requirements, digital inclusion supports and programme review findings.
Related Documents	These guidelines should be read alongside the following documents where relevant: **Related and supporting documents** • QAF501 Teaching and Learning Policy • QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy • QAF502(a) UDL Handbook Design and Instructional Design Guidelines • QAF502 (b) Technology Requirements for Face to Face, Blended and Digital Learning Environments • QAF502(c) Community Partner Hub Technology Questionnaire • QAF502 (d) Cybersecurity and Safe Digital Practice Guidelines where applicable • QAF502(e) Responsible Use of Generative AI Guidelines where applicable • QAF502(f) Approved Digital Tools and Third Party Platform Guidelines where applicable • QAF503 Accessible Technology Policy where applicable • QAF701 Reasonable Accommodation Policy

	• QAF801 General Data Protection Regulations Policy • QAF802 Email Policy • QAF803 Internet and PC Policy • Learner Handbook • Tutor Handbook • UDL Handbook Design Guide • Technology induction materials • Laptop Loan Scheme guidance • Higher Education partner platform requirements where relevant

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

QAF502 (c): Community Partner Hub Technology Questionnaire

Community Partner Hub
Venue Technology Questionnaire
Date: Click to enter a date.

1. Contact Details

Contact Name	Click here to enter text.	**Organisation**	Click here to enter text.
Contact Email **Contact Phone**	Click here to enter text. Click here to enter text.	**Hub Address**	Click here to enter text. Click here to enter text. Click here to enter text.

2. Your Proposal

How many students are you proposing to host?	Click here to enter text.
How many rooms will they occupy?	Click here to enter text.

Can you support students using their own laptops?	Click here to enter text.
Will you have on site technology support available during class time?	Click here to enter text.

3. Internet Connection

Broadband connection is HIGHLY recommended. Those connecting over wireless broadband and satellite connections may experience poor connection quality due to poor signals. Go to www.speedtest.net to test your connection speed. If there are several learners accessing the same network, it is recommended that each learner has 1Mbps download speed. E.g., if there are 10 learners accessing from a hub, there will need to be total 10Mbps download speed available etc.

Will the classroom (s) be served with wired LAN connections or wireless connections?	Click here to enter text.
Tested Download Speed of sample student setup (www.speedtest.net average of 3)	Click here to enter text.
Tested Upload Speed of sample student setup (www.speedtest.net average of 3)	Click here to enter text.
Tested Ping of sample student setup (www.speedtest.net average of 3)	Click here to enter text.

4. Your Hub

Most recent (less than 6-7 years old) laptops or desktops, in good working condition, free from viruses will be sufficient to access the programme. It is recommended to run Windows 7 or above and have a minimum of 512mb RAM. Microphone and headphones are essential (A USB headset containing microphone/headphones is highly recommended) and we encourage our learners to have a webcam. It is not recommended for learners to use tablets or phones to access the virtual classroom as full functionality cannot be guaranteed.

Do you have an administrator responsible for your computer hub?	Yes /No ?
If Yes: administrator name:	Click here to enter text.
If Yes: administrator email address:	Click here to enter text.

How many desktop computers will be available?	Click here to enter text.
How many laptops will be available?	Click here to enter text.
What version of Windows are they running? To check **WINDOWS VERSION** practical steps article To check **WINDOWS VERSION** video: https://www.youtube.com/watch?v=AUfAEbxgOlI	Click here to enter text.
Is Microsoft Office Installed?	Yes /No ?
Is there virus protection installed and up to date? How to check my antivirus programme (windows 10) How to check my antivirus programme (Windows 8 and 7)	Click here to enter text.
Please rate their reliability: 1 (regularly needing rebooting) – 10 (no issues at all)	Click here to enter text.
Will headsets with headphones and microphone be available to each student?	Click here to enter text.

5. Any other information?

Click here to enter text.

6. Photos

Please attach 2-4 photos of the hub by clicking on the icons in the centre of the blue box.

Please return this completed form by email to Dragana Soro on email d.soro@ancosan.ie

QAF502(d): Cybersecurity and Safe Digital Practice Guidelines

Policy Title	Cybersecurity and Safe Digital Practice Guidelines		QA Code	QAF502(d)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting guideline created to support QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy.		Reason for Changes	Developed as part of Teaching and Learning Policy review, Blended Learning Policy review, Business Administration programme review and digital safety practice update.

Name of the Policy	Cybersecurity and Safe Digital Practice Guidelines

Purpose of This Guideline	These guidelines support the practical implementation of QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy. They explain how learners, tutors, staff and relevant partners should protect personal information, learner records, assessment materials, digital systems and learning spaces through safe digital practice. The purpose is to support safe, respectful, inclusive and quality assured digital learning environments across An Cosán programmes.

Connection to QAF502	QAF502 sets out An Cosán's policy for Universal Design across Face to Face, blended and digital learning environments. QAF502(d) explains the safe digital practice expectations that support those environments. It should be read alongside QAF502(a), QAF502(b), QAF502(c), QAF502(e) and QAF502(f) where relevant. These guidelines do not replace An Cosán data protection, IT, records, safeguarding, assessment or academic integrity procedures. They provide teaching and learning focused guidance on safe everyday digital practice.

Key terms used in this guideline	For the purpose of this guideline, the following key terms are used.

Term	What it means in plain English
Cybersecurity	The steps people and organisations take to protect systems, accounts, devices and information from unauthorised access, misuse, loss or harm.
Safe digital practice	Everyday behaviours that help learners, tutors and staff use digital tools, platforms and information safely and responsibly.
Personal data	Information that can identify a person, either on its own or when combined with other information.

Learner information	Information about a learner, including contact details, support needs, attendance, assessment, feedback, progression or personal circumstances.
Approved system	A digital system, platform or tool that has been approved for use by An Cosán or an approved partner provider.
Multi factor authentication	A security method that asks users to confirm their identity in more than one way before accessing an account or system.
Phishing	A false or misleading message, email, link or website that tries to trick people into sharing information, passwords or money.
Shared device	A laptop, desktop, tablet or other device that may be used by more than one learner, staff member or partner organisation.
Digital incident	Any event that may affect the safety, privacy, security or proper use of accounts, devices, systems, learner information, assessment materials or organisational data.
Approved digital tool review	The process used to check whether a new tool, app, platform, software or digital service is suitable before it is used with learners or staff.

Scope and Context	These guidelines apply to An Cosán teaching, learning, assessment, learner support and programme delivery activity that uses digital systems, devices, platforms, communication tools, learner records, assessment materials or digital learning resources. They apply across Access, Further Education and Higher Education partnership delivery where relevant, provided they do not conflict with partner provider requirements, academic regulations, technology requirements or quality assurance procedures. They are relevant to learners, applicants, tutors, facilitators, Education Hub Facilitators, Classroom Assistants, moderators, programme staff, support staff, administration staff, quality assurance staff, community partners, hub partners, Higher Education partners and approved digital service providers where relevant. Safe digital practice is part of inclusion by design. Learners and staff should be able to take part in learning with confidence, while knowing that personal information, assessment materials, systems and digital learning spaces are protected.
Guiding Principles	Cybersecurity and safe digital practice at An Cosán are guided by the following principles. • Digital safety is everyone's responsibility. • Approved systems should be used for teaching, learning, assessment, learner support and programme communication. • Learner information, staff information, assessment materials and organisational data must be protected. • Privacy, dignity and confidentiality should be respected in all digital learning spaces. • Plain English guidance should be used so learners and staff understand what is expected. • Accessibility and Universal Design should be considered when digital tools or platforms are used. • Potential risks should be reported early so that support can be provided and harm can be reduced. • Staff and tutors should complete recommended CPD, guidance or training linked to cybersecurity, safe digital practice and approved tool use where required.

Using Approved Systems and Platforms	Learners, tutors and staff should use approved systems and platforms for teaching, learning, assessment, communication and learner support. • Approved Virtual Learning Environments, such as Moodle or Blackboard depending on the programme. • Approved live virtual classroom platforms. • Approved Microsoft Office 365 accounts and services. • Approved assessment submission or originality checking platforms. • Approved learner management systems where relevant. • Approved partner platforms for Higher Education partnership delivery where relevant. • Specialist software required for a programme, where this has been approved and communicated.
Account Security, Passwords and Multi Factor Authentication	Account security protects learners, staff, assessment materials and organisational information. Users must not share their passwords or login details with others. Where multi factor authentication is required, learners, tutors and staff should follow the approved setup process and ask for help early if they have difficulty accessing their account. Passwords should be strong, private and not reused across personal and organisational accounts where possible. Shared accounts should not be used unless formally approved for a specific purpose.
Safe Use of Devices	Devices used for learning should be used in a way that protects access, privacy and learner information: • Log out of shared or public devices after use. • Do not save passwords on shared devices unless this has been approved. • Keep devices updated where possible. • Lock screens when stepping away from a device. • Do not leave learner information, assessment materials or internal documents open on shared screens.

	• Report lost or stolen devices where they may contain learner, staff, assessment or organisational information.
Protecting Learner Information and Assessment Materials	Learner information and assessment materials must be handled carefully and only shared through approved systems and agreed communication routes: • Do not share learner records, support information, assessment work, marking records or internal documents through personal accounts or unapproved tools. • Do not upload learner, staff, assessment or organisational information into unapproved websites, apps, AI tools or external platforms. • Only share learner information with staff who need it for an agreed teaching, learning, support, assessment or quality assurance purpose. • Use approved storage locations for programme records, assessment information and learner support records. • Follow data protection, records retention and confidentiality requirements at all times.
Safe Communication	Digital communication should be respectful, confidential and appropriate to the learning or support purpose: • Use approved An Cosán or partner communication routes where relevant. • Check recipients before sending learner information or assessment information. • Use plain English so learners understand instructions, deadlines and support information. • Avoid sharing sensitive learner information in group messages or open forums. • Escalate concerns through the correct process rather than continuing sensitive discussion in informal channels.
Live Virtual Classes and Recording	Live virtual classes are learning spaces and should be treated with the same respect as physical classrooms: • Learners should be told how to access the session and how to ask for help. • Privacy and dignity should be respected during live virtual classes. • Recording should only take place where this is approved, and learners have been clearly informed. • Screenshots, recordings or images of learners, tutors or learning spaces should not be taken or shared without permission. • Camera expectations should consider access, comfort, privacy, bandwidth and reasonable accommodations where relevant. • Tutors and moderators should use approved platform settings to support safe and respectful participation.

Phishing, Suspicious Messages and Unsafe Links	Learners, tutors and staff should be alert to suspicious messages, emails, links, attachments, pop ups or requests for login details. • Do not click links or open attachments that seem unusual, unexpected or unsafe. • Do not share passwords, codes or account details in response to an email, message or phone call. • Check the sender address carefully where a message looks unusual. • Report suspicious messages or access concerns through the approved process as soon as possible. • Where unsure, pause and ask for advice before acting.
Use of Generative AI and External Digital Tools	Generative AI tools, external websites, apps, browser extensions, learning platforms and digital services may store or process information outside An Cosán systems. Learners, tutors and staff must not upload personal data, learner records, assessment materials, internal organisational documents or confidential information into unapproved tools. Responsible use of Generative AI is addressed in QAF502(e). New digital tools, platforms, apps, software, browser extensions, AI tools or learner facing digital services must be reviewed through QAF502(f) before they are used with learners, staff, assessment materials or organisational information.
Recommended CPD and Guidance	Cybersecurity and safe digital practice depend on shared understanding. Staff and tutors should complete recommended CPD, guidance or training where this is required for their role or for the safe use of an approved system, platform or digital tool. • Cybersecurity and safe digital practice guidance. • Data protection and confidentiality guidance. • Virtual Learning Environment guidance where relevant. • Approved digital tools guidance where relevant. • Responsible use of Generative AI guidance where relevant. • Assessment integrity and safe digital submission guidance where relevant.
Digital Incidents and Reporting	A digital incident is any event that may affect the safety, privacy, security or proper use of accounts, devices, systems, learner information, assessment materials or organisational data. Examples may include suspicious emails, unusual account activity, accidental sharing of learner information, loss of a device containing programme information, unauthorised access, unsafe links, malware, privacy concerns in a live virtual class, or use of an unapproved tool with learner information. Digital incidents or concerns should be reported as soon as possible through the approved route. Digital safety queries, suspicious messages, account access issues or platform access concerns may be sent to itsupport@ancosan.ie where appropriate. Early reporting helps protect learners, staff, systems and assessment integrity.

Shared Responsibilities	Safe digital practice is a shared responsibility. • Learners are responsible for using learning platforms respectfully, protecting their login details, respecting privacy and reporting concerns early. • Tutors and facilitators are responsible for modelling safe digital practice, using approved systems, protecting learner and assessment information and guiding learners on safe participation. • Education Hub Facilitators, Classroom Assistants and moderators support safe participation in hubs, classrooms and live virtual spaces where relevant. • Programme and support staff are responsible for using approved systems, protecting records and escalating concerns through the appropriate process. • IT Support coordinates technical guidance and may advise on access, account security, platform safety and approved system use. • • Quality assurance staff support alignment with policy, records, assessment integrity and continuous improvement requirements.
Evidence of Implementation	Evidence of implementation may include: • Cybersecurity and safe digital practice guidance shared with staff, tutors or learners. • Learner induction materials that include safe digital practice information. • Tutor induction and re induction records. • Records of recommended CPD or training completion where relevant. • Approved platform guidance and user support materials. • Digital incident or concern records where relevant. • Records of actions taken following digital safety concerns. • Programme review or learner feedback relating to digital access, safety or platform use. • Quality assurance action plans or improvement records. • Evidence of signposting to QAF502(e) or QAF502(f) where AI tools or new digital tools are involved.
Related Documents	These guidelines should be read alongside the following documents where relevant: • QAF501 Teaching and Learning Policy. • QAF501(a) Teaching and Learning Practice Guidelines. • QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy. • QAF502(a) UDL Handbook Design and Instructional Design Guidelines. • QAF502 (b) Technology Requirements for Face to Face, Blended and Digital Learning Environments . • QAF502(c) Technology Requirements for Face to Face, Blended and Digital Learning Environments. • QAF502(e) Responsible Use of Generative AI Guidelines. • QAF502(f) Approved Digital Tools and Third-Party Platform Guidelines. • QAF601 Assessment Process. • QAF601(m) Plagiarism Policy. • QAF701 Reasonable Accommodation Policy. • QAF801 General Data Protection Regulations Policy.

	• QAF801(g) Records and Data Retention Policy. • QAF802 Email Policy. • QAF803 Internet and PC Policy. • An Cosán Learner Handbook. • An Cosán Tutor Handbook. • Programme handbooks, assessment briefs and Virtual Learning Environment guidance. • Relevant Higher Education partner requirements where applicable.

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

QAF502(e): Responsible Use of Generative AI Guidelines

Guide Title	Responsible Use of Generative AI Guidelines		QA Code	QAF502(e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting guideline created to support QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy.		Reason for Changes	Developed as part of Teaching and Learning Policy review, Blended Learning Policy review, Business Administration programme review and responsible AI practice update.

Name of the Policy	Responsible Use of Generative AI Guidelines

Purpose of This Guideline	These guidelines support the responsible, ethical and learner centred use of Generative AI across An Cosán teaching, learning, assessment preparation, tutor planning and learner support. They explain how Generative AI may be used to support learning without replacing the learner's own work, thinking, skills, judgement or assessment evidence. The purpose is to protect learner confidence, academic integrity, privacy, fairness, accessibility and quality assured teaching and learning standards.

Connection to QAF502	QAF502 sets out An Cosán's policy for Universal Design across Face to Face, blended and digital learning environments. QAF502(e) explains how Generative AI may be used responsibly within those environments. It should be read alongside QAF502(d) Cybersecurity and Safe Digital Practice Guidelines and QAF502(f) Approved Digital Tools and Third-Party Platform Guidelines. Where a Generative AI tool is not already approved for use, it must be reviewed through QAF502(f) before it is used with learners, staff, assessment materials or organisational information.

Key terms used in this guideline	For the purpose of this guideline, the following key terms are used.

Term	What it means in plain English
Generative AI	A type of artificial intelligence that can create text, images, summaries, plans, examples, code, audio or other content from a prompt.
AI tool	A digital tool that uses artificial intelligence to generate, suggest, analyse, edit or transform content.
Prompt	The question, instruction or information entered into an AI tool to guide its response.
AI output	The content produced by an AI tool. This may be useful, but it may also be inaccurate, biased, incomplete or unsuitable.
Learner authorship	The requirement that assessment work reflects the learner's own learning, thinking, skills and understanding.
Academic integrity	Acting honestly and fairly in learning and assessment, including submitting work that is the learner's own.
Human oversight	A person checks, judges, edits and takes responsibility for the use of AI output before it is used or shared.
Bias	Unfair, limited or inaccurate assumptions in AI output that may affect people, groups, cultures or communities.
Personal data	Information that can identify a person, either on its own or when combined with other information.
Assessment evidence	Work or activity used to show that a learner has met the required learning outcomes.

Scope and Context	These guidelines apply to learners, tutors, facilitators, programme staff, support staff and quality assurance staff where Generative AI is used or discussed in teaching, learning, assessment preparation, learner support, resource development or programme delivery. They apply across Access, Further Education and Higher Education partnership delivery where relevant and where they do not conflict with partner provider requirements. These guidelines do not replace QAF601 assessment procedures, QAF601(m) Plagiarism Policy, QAF801 data protection requirements, Higher Education partner requirements or An Cosán quality assurance procedure.

Guiding Principles	Generative AI may support learning when it is used openly, responsibly and with human judgement. It must not replace the learner's own thinking, understanding, skills or assessment evidence. • AI use should support learning rather than avoid learning. • Learners should know what is acceptable and unacceptable before assessment work begins. • Tutors and staff should model ethical, transparent and careful use of AI. • AI output should be checked for accuracy, bias, accessibility, tone and relevance. • Personal, learner, assessment, organisational or confidential information must not be entered into unapproved AI tools. • AI should never be used to make final assessment decisions without appropriate human judgement and approved assessment processes.
Acceptable Learner Use of Generative AI	Learners may use approved Generative AI tools to support learning, confidence and understanding where this is allowed by the tutor, programme guidance and assessment requirements. • Clarifying a concept or asking for a plain English explanation. • Brainstorming possible ideas before choosing their own direction. • Checking understanding of a topic. • Improving grammar, structure or readability without changing the learner's own meaning. • Creating study notes, revision prompts or practice questions for personal learning. • Planning how to approach a task, provided the learner completes the task themselves. • Getting feedback on whether writing is clear, where this does not replace tutor feedback or assessment criteria.
Unacceptable Learner Use of Generative AI	Generative AI must not be used in a way that replaces learner authorship or misrepresents what the learner can do. • Writing full assignments, assessment sections or portfolio evidence for the learner. • Creating practical assessment evidence that the learner is required to produce themselves. • Answering examination questions or completing supervised assessment tasks. • Submitting AI generated work as if it is the learner's own work. • Using AI to avoid demonstrating the knowledge, skills or competence required by the learning outcomes. • Entering learner records, staff information, assessment briefs, internal documents or confidential organisational content into an unapproved AI tool. • Using AI output without checking whether it is accurate, fair, relevant and appropriate.

Tutor and Staff Use of Generative AI	Tutors and staff may use approved Generative AI tools to support planning, drafting, reflection and resource development where this is appropriate, safe and aligned with An Cosán policy. • Drafting ideas for lesson plans, activities or discussion prompts. • Creating plain English examples or alternative explanations for tutor review. • Supporting accessibility by drafting summaries, checklists or simplified instructions. • Developing ideas for UDL options, reflection prompts or formative activities. • Reviewing tone, clarity or structure of non-confidential learning materials. • Supporting professional reflection, planning or CPD where no confidential information is entered.
Academic Integrity and Assessment Ownership	All assessment work submitted by learners must reflect the learner's own learning, understanding and skills. AI may support preparation, but it must not generate the evidence required to meet the learning outcomes. If AI completes the task instead of the learner, the learning outcomes have not been achieved. Tutors should brief learners at induction and during assessment preparation on acceptable and unacceptable AI use. Learners should be reminded that improper use of AI may be managed through QAF601(m) Plagiarism Policy and related assessment procedures.
Privacy, Confidentiality and Data Protection	Generative AI tools may store, process or reuse information outside An Cosán systems. For this reason, staff and learners must be careful about what is entered into AI tools. • Do not enter personal data into unapproved AI tools. • Do not enter learner support information, attendance records, assessment records or feedback records. • Do not upload assessment briefs, marking schemes, internal documents or confidential organisational content unless this has been approved. • Do not ask learners to create accounts with unapproved AI tools. • Do not use AI tools where the privacy, data protection or age requirements are unclear.
Accuracy, Bias and Human Checking	AI output can be inaccurate, biased, incomplete, outdated or unsuitable. Human checking is always required before AI output is used in teaching, learning, support or assessment preparation. • Check factual accuracy against reliable sources. • Check whether examples are inclusive, respectful and relevant to An Cosán learners. • Check for stereotypes, bias, exclusionary language or harmful assumptions. • Check whether the reading level, tone and instructions are suitable. • Check whether the output aligns with QQI learning outcomes, assessment requirements and An Cosán's plain English approach.

Use of AI in Feedback, Planning and Resources	AI may support drafting or planning, but feedback, teaching decisions and assessment judgements remain human responsibilities. Tutors should not use AI to make final grading decisions or to replace their professional judgement. Where AI is used to help draft general feedback wording, the tutor must review, personalise and take responsibility for the final feedback.
When AI Use Becomes Academic Misconduct	Improper use of AI may become an academic integrity concern where a learner submits AI generated work as their own, uses AI to generate assessment evidence, or uses AI in a way that prevents the tutor from judging the learner's own knowledge, skills or competence. Concerns should be managed sensitively and through the agreed assessment and plagiarism process. Learners should be supported to understand the concern, respond to the process and learn from the issue where appropriate.
Learner Induction and Communication	Learners should receive clear, plain English information about responsible AI use during induction, assessment preparation and relevant learning activities. • What AI can and cannot be used for. • What counts as the learner's own work. • What information must not be entered into AI tools. • How to ask for support before using AI in assessment preparation. • What may happen if AI is used inappropriately.
Evidence of Implementation	Evidence of implementation may include: • Learner induction materials with AI guidance. • Assessment briefs and/or Moodle reminders that include responsible AI guidance. • Tutor guidance or CPD records relating to AI use. • Records of approved AI tools where relevant. • Examples of learner facing plain English guidance. • Assessment integrity records where AI concerns arise. • Programme review notes relating to AI use, academic integrity or learner support.
Monitoring and Review	This guideline should be reviewed every three years, or earlier if required because of changes to AI tools, QQI requirements, assessment practice, academic integrity risks, data protection requirements, cybersecurity risks, learner support needs or organisational policy. Monitoring may include learner feedback, tutor feedback, assessment integrity records, programme review findings, digital tool approvals, CPD records and quality assurance review.
Related Documents	These guidelines should be read alongside the following documents where relevant: • QAF501 Teaching and Learning Policy. • QAF501(a) Teaching and Learning Practice Guidelines. • QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy.

	• QAF502(d) Cybersecurity and Safe Digital Practice Guidelines. • QAF502(f) Approved Digital Tools and Third-Party Platform Guidelines. • QAF601 Assessment Process. • QAF601(m) Plagiarism Policy. • QAF701 Reasonable Accommodation Policy. • QAF801 General Data Protection Regulations Policy. • An Cosán Learner Handbook. • An Cosán Tutor Handbook. • Module Handbooks and Assessment Briefs.

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

QAF502(f): Approved Digital Tools and Third-Party Platform Guidelines

Policy Title	Approved Digital Tools and Third-Party Platform Guidelines		QA Code	QAF502(f)
Version Number	2	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	Updated guideline to support QAF501 Teaching and Learning Policy and QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy		Reason for Changes	Updated as part of Teaching and Learning Policy review, Business Administration programme review and Blended Learning Policy review

Name of the Policy	Approved Digital Tools and Third Party Platform Guidelines

Purpose of This Guideline	These guidelines set out the process for reviewing and approving digital tools, platforms, apps, software, browser extensions, AI tools, learning resource platforms and third party digital services before they are used with learners or

	staff for teaching, learning, assessment, learner support or programme delivery. The purpose is to ensure that digital tools and platforms are suitable, ethical, accessible, secure, learner centred and aligned with An Cosán's quality assurance requirements.

Connection to QAF502	QAF502 sets out An Cosán's policy for Universal Design across Face to Face, blended and digital learning environments. QAF502(f) explains how new tools, platforms and third party digital services are reviewed before use. It should be read alongside QAF502(c) Technology Requirements, QAF502(d) Cybersecurity and Safe Digital Practice Guidelines and QAF502(e) Responsible Use of Generative AI Guidelines. New digital tools, platforms, apps, software, browser extensions, AI tools or learner facing digital services must not be used until they have been reviewed through this guideline.

Key terms used in this guideline	For the purpose of this guideline, the following key terms are used.

Term	What it means in plain English
Digital tool	Any app, website, software, platform, browser extension or digital service used to support teaching, learning, assessment, communication, learner support or programme delivery.
Third party platform	A digital system or service provided by an external organisation rather than directly owned by An Cosán.
Approved tool	A tool or platform that has been reviewed and approved for a defined purpose, user group and set of conditions.
Virtual Learning Environment	A platform used to host or support learning materials, activities, communication or assessment, such as Moodle or Blackboard depending on the programme.
Live virtual classroom platform	An approved platform used to deliver live virtual teaching, discussion or support sessions.
Browser extension	A small software add on that may change or adds functions to an internet browser.
Multi factor authentication	A security method that asks users to confirm their identity in more than one way before accessing an account or system.
Data processing	Collecting, storing, using, sharing, changing, analysing or deleting information.
Pilot use	A limited, time bound trial of a tool before any wider approval is considered.
Conditions of use	Limits or requirements attached to approval, such as what data may be entered, who may use the tool or what training must be completed.

Scope and Context	These guidelines apply to staff, tutors, facilitators, programme teams, learner support staff and quality assurance staff who wish to introduce or use a new

	digital tool, platform, app, software, AI tool, learning resource platform or third-party digital service. They apply across Access, Further Education and Higher Education partnership delivery where relevant and where they do not conflict with partner provider requirements or approved partner systems. These guidelines do not replace procurement, data protection, cybersecurity, records, safeguarding, academic integrity or quality assurance procedures. They provide a clear teaching and learning process for checking suitability before a tool is used with learners or staff.
Digital Tool, Platform or Software Review Process	Any request to use a new digital tool, platform, app, software, browser extension, AI tool, external website, assessment support tool, learning resource platform or learner facing digital service must be reviewed before it is used with learners or staff for teaching, learning, assessment, learner support or programme delivery. All requests should be sent to itsupport@ancosan.ie. The tool, platform or software must not be used with learners until approval has been confirmed through the appropriate process.
Information to Include in the Request	The request should include: • Name of the tool, platform or software. • Website link, where relevant. • Purpose of use. • Programme, module or learner group it will support. • Whether learners, tutors or staff will need accounts. • Whether any learner, staff, assessment or organisational data will be entered or uploaded. • Whether the tool is free, paid, trial based or subscription based. • Whether the tool uses AI or automated decision making. • Any accessibility information available. • Any known technical requirements. • Any urgency or deadline for review.
Review Criteria	Requests will be reviewed to ensure that the proposed tool, platform or software is suitable for use within An Cosán's teaching, learning and digital environment. The review may include consideration of: • Ethical match and organisational ethos: whether the tool aligns with learner centred practice, inclusion by design, plain English, dignity and community education ethos. • Teaching and learning purpose: whether the tool has a clear learning, assessment, communication or learner support purpose. • Accessibility: whether the tool can be used by learners with diverse access needs and whether it supports accessible formats, captions, screen readers, keyboard navigation or other relevant accessibility features. • Universal Design: whether the tool supports flexible access, participation and expression without creating unnecessary barriers.

	• Data protection and privacy: whether learner, staff, assessment or organisational data will be collected, stored, shared or processed appropriately. • Cybersecurity: whether the tool presents risks relating to malware, phishing, account access, data loss, unauthorised sharing or unsafe links. • Technical suitability: whether the tool works on approved devices, browsers, networks and platforms used by learners and staff. • Multi factor authentication requirements: whether accounts, access controls or MFA requirements are appropriate and manageable. • Procurement, cost and licensing: whether there are costs, subscriptions, licences, tender requirements or value for money considerations. • Age, consent or account requirements: whether learners need to create accounts or agree to terms that may not be suitable. • Academic integrity: whether the tool could affect assessment validity, learner authorship, originality or fair assessment. • AI use: whether the tool uses Generative AI, automated outputs, learner profiling or data training, and whether this is appropriate. • Support and CPD requirements: whether learners, tutors or staff will need guidance, recommended CPD, training or technical support to use the tool safely and effectively. • Alternative options: whether an approved An Cosán tool already exists that can meet the same need.
Decision and Communication	Following review, the request may be approved for use, approved with conditions, approved for limited pilot use, referred for further review, or not approved. Where a tool is approved with conditions, these conditions should be clearly communicated. Conditions may include limits on what data can be uploaded, who may use the tool, how learner consent is managed, whether an alternative format is needed, whether multi factor authentication is required, or whether recommended CPD or training must be completed before use. Where a tool is not approved, the requester should be informed of the reason where appropriate and may be signposted to an approved alternative.
Responsibilities	Tutors, staff, facilitators and programme teams must not introduce new learner facing tools, platforms or software without checking approval first. The IT Support Team will coordinate the initial review of requests sent to itsupport@ancosan.ie and may consult with relevant staff or functions. • Digital Inclusion staff. • Community Education Lead. • Adult Education Manager. • ACE Quality and Project Lead. • Data Protection or GDPR support. • Quality Assurance staff. • Programme teams.

	• Procurement or finance staff where relevant. • Safeguarding or learner support staff where relevant.
Approved Platforms and Services	Approved platforms and services may vary by programme, delivery environment and partner requirements. Learners may be required to use approved systems such as a Virtual Learning Environment, approved live virtual classroom platform, Microsoft Office 365, approved assessment submission or originality checking platform, approved learner management system, partner platforms for Higher Education partnership delivery, digital library services or specialist software required for the programme. A Virtual Learning Environment may include Moodle or Blackboard, depending on the programme.
Record Keeping	A record should be kept of approved tools, platforms and software, including any conditions of use. Records may include: • Name of tool or platform. • Purpose of approval. • Date approved. • Approved user group. • Conditions or limits of use. • Data protection or cybersecurity notes. • Accessibility notes where relevant. • CPD or training requirements where relevant. • Review date. • Person or team responsible for review.
Review of Approved Tools	Approved tools should be reviewed regularly to ensure they remain suitable, secure, accessible, cost effective and aligned with An Cosán's teaching, learning and quality assurance requirement. A tool may need to be reviewed earlier if its terms of use, cost, ownership, AI features, data processing arrangements, accessibility features, security arrangements or educational purpose changes.
Use of Unapproved Tools	Learners and staff should not be asked to use unapproved tools, apps, websites, AI tools, software or platforms for teaching, learning, assessment, learner support or programme delivery. Where a tool has been used before approval, the issue should be reported so that any learner support, data protection, accessibility, cybersecurity, academic integrity or quality assurance concerns can be reviewed.
Plain English Summary for Tutors and Staff	Before using a new tool, app, website, AI tool, software or platform with learners, send the details to itsupport@ancosan.ie. Do not use it with learners until it has been reviewed and approved. Complete any recommended CPD, guidance or training before using the tool where this is required.

	This protects learners, staff, assessment work, personal data, accessibility, cybersecurity and An Cosán's teaching and learning standards.
Evidence of Implementation	Evidence of implementation may include: • Tool review requests submitted to itsupport@ancosan.ie. • Records of tool approval decisions. • Approved tools register or list. • Conditions of use records. • Data protection, cybersecurity or accessibility review notes. • CPD or training records linked to approved tools. • Programme or module records showing approved tool use. • Review records for third party platforms or digital services. • Programme review notes relating to digital tools, access, learner support or academic integrity.
Monitoring and Review	This guideline should be reviewed every three years, or earlier if required because of changes to digital tools, platform risks, procurement requirements, data protection, cybersecurity, accessibility requirements, AI features, learner support needs, QQI requirements or organisational policy. Monitoring may include review of approved tools, tool review requests, learner and tutor feedback, access issues, digital incidents, CPD records, programme review findings and quality assurance evidence.
Related Documents	These guidelines should be read alongside the following documents where relevant: • QAF501 Teaching and Learning Policy. • QAF502 Universal Design for Face to Face, Blended and Digital Learning Environment Policy. • QAF502(c) Technology Requirements for Face to Face, Blended and Digital Learning Environments. • QAF502(d) Cybersecurity and Safe Digital Practice Guidelines. • QAF502(e) Responsible Use of Generative AI Guidelines. • QAF601 Assessment Process. • QAF601(m) Plagiarism Policy. • QAF701 Reasonable Accommodation Policy. • QAF801 General Data Protection Regulations Policy. • QAF802 Email Policy. • QAF803 Internet and PC Policy. • An Cosán Learner Handbook. • An Cosán Tutor Handbook. • Module Handbooks and Assessment Briefs. • Approved Digital Tools Information for Tutors.

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

Board of Directors	Yes	No	N/A	Reason if Not Approved

QAF503: An Cosán Accessible Technology Policy

Policy Title	Accessible Technology Policy		QA Code	QAF503
Version Number	1.1	Name of Creator	Education Technology Lead	
Date Created	September 2022	Review Date:	September 2022	
Description of Changes	New Policy		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

POLICY CONTENTS

The following policy outlines An Cosán's Accessible Technology process, procedures, and tools available to learners. The use of Assistive Technology in the unique context of adult community education is also explained.

DEFINITIONS

Assistive Technology

Refers to any tools, devices, applications or features of applications that can support people with disabilities to learn and work more effectively and meet the challenges posed by the impact of their disability or the inaccessible design of environments and materials.

Accessible Technology

Refers to tools like screen readers, text-to-speech software, magnifiers, real time text messaging and a range of other applications which enable autonomy, accessibility, and inclusion for all people, and not just people with disability, to participate in civic society, education, employment, and life.

Note: The terms 'accessible technology' and 'assistive technology' are interchangeable in the context of this policy, but in keeping with An Cosán's alignment to a learner- centred approach, the use of 'accessible technology' is our preferred term.

Accessible Technology Consultation (AT consultation)

A one-to-one meeting with the learner to discuss and assess their accessible technology needs; Identify and recommend tools and their application to meet their needs; and guide and support the learner in applying these tools.

Accessible Technology Trainer (AT)

Trainer who is experienced in assessing learners' assessable technology needs, recommending, and guiding in the use of AT tools. The AT trainer provides training to both tutors and learners on the use of AT Tools and conducts the Accessible Technology Consultation with learners.

CONTEXT

An Cosán's learner-centred approach to education delivery embraces the provision and effective use of accessibility tools. An integral part of our wraparound learner support system to assist adult learners on their personal learning journey, includes the offering of a suite of in-built assistive tools in the software packages available to learners.

The purpose of this Accessible Technology Policy is to ensure all learners can avail of and benefit from these accessibility tools to:

- Support and improve their academic performance.
- Develop and improve digital skills and competences for lifelong learning and improved employability skills.
- Enable the effective use of technology to engage in a digitised society that will lead to learner self-confidence and well-being.

COMMUNICATION

As per An Cosán's Blended Learning Policy, Learners are advised to attend an online technology induction session on commencement of their course/module.

This technology induction session includes information and training in the following:

- Overview of Microsoft 365
- An Cosán's Moodle platform
- Introduction to Digital Stepping Stones tool (to self-assess their level of digital competence)
- And finally, an overview of other Accessibility tools as described below.

All information and guidance given at the tech Induction session and any additional information is also available to learners on An Cosán's Moodle platform. Learners are directed to these online resources.

Information on available accessible technology and how to access additional learner's support, i.e., AT Consultation is included in the learner welcome pack sent to all learners on enrolment.

At the commencement of each module, tutors re-introduce the concept of Accessible Technology and encourage learners to avail of the supports.

PROCESS

1. Learners can book an appointment directly with the AT trainer for assessment or contact the tutor / Learning Support Co-ordinator/ Education Lead who can refer them to the AT trainer.
2. At the scheduled AT consultation, the AT Trainer identifies the learner's AT needs and recommends the necessary resources, using an accessible learning pathway plan.
3. After the AT consultation, the AT Trainer sends a written report to the learner, detailing the recommended resources and instructions for any additional appointments or supports.
4. A month after the meeting, the AT Trainer checks in with the learner by email to discuss progress and updates the learning pathway plan.

ACCESSIBLE TECHNOLOGIES CURRENTLY AVAILABLE

Accessible Technologies are available to all learners, either by using their own laptops or using a laptop provided by An Cosán through the Laptop Loan Scheme.

The AT Trainer will take into consideration the operating system of Learners using their own laptops when recommending AT tools and their application.

On enrolment to a module/course, all learners are provided with an email @an cosan.ie and are given access to a Microsoft 365 account. This allows them to access the following built-in technologies:

AT	Website	What is it?
Immersive Reader Office 365, Microsoft Edge	https://education.microsoft.com/en-us/resource/9b010288	
Dictate / Speech-to-Text (Office 365, Office Mobile App):	https://support.microsoft.com/en-us/office/dictate-in-microsoft-365-eab203e1-d030-43c1-84ef-999b0b9675fe	
Microsoft Editor (Grammar Checker):	https://support.microsoft.com/en-us/office/microsoft-editor-checks-grammar-and-more-in-documents-mail-and-the-web-91ecbe1b-d021-4e9e-a82e-abc4cd7163d7	
Microsoft OneNote	https://support.microsoft.com/en-us/onenote	
Microsoft Lens: Scanning / Optical Character Recognition (OCR)	Windows: https://support.microsoft.com/en-us/office/office-lens-for-windows-577ec09d-8da2-4029-8bb7-12f8114f472a	

	Android: https://support.microsoft.com/en-us/office/microsoft-lens-for-android-ec124207-0049-4201-afaf-b5874a8e6f2b IOS: https://support.microsoft.com/en-us/office/microsoft-lens-for-ios-fbdca5f4-1b1b-4391-a931-dc1c2582397b	
Transcribe in Word (Web Only):	https://support.microsoft.com/en-us/office/transcribe-your-recordings-7fc2efec-245e-45f0-b053-2a97531ecf57	
Accessibility Checker:	https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f	

Learners are also advised about the following AT resources and tools, not available through Microsoft 365, but deemed worthy of mention regarding learners' needs.

AT	Website	What is it?
Texthelp Read & Write	www.texthelp.com	Texthelp Read & Write is an all-in-one resource for converting typed text to audio, mp3, enhanced grammar and spell checker, built-in dictionary and visual dictionary, colour overlay as well as many other tools (Available for: Windows, macOS, Chromebooks, Web)
Inspiration v10	www.inspiration-at.com/	It is a mind mapping software available for Windows, macOS, Chromebooks, Web
LiveScribe SmartPen	https://eu.livescribe.com/	Physical pen which records audio and links this to handwriting. (Available for: Windows, macOS, Mobile)
Glean	https://app.glean.co	Note-taking technology available via web-only. Synchronise audio to slides. Annotate live recorded audio.

Disclosure of Specific Learning Difficulties (SpLD)

An Cosán is an inclusion place where all learners are welcomed.

It is not a requisite to disclose any SpLDs unless the learner offers this information. All private/sensitive information shared by learners relating to Specific Learning Difficulties will be held in the strictest confidence, in adherence to our GDPR policy.

Learner's Responsibilities

- Learners contact the AT trainer to arrange the AT consultation or ask their tutor/ Education Lead to refer them.
- Learners must ensure that they attend the scheduled consultation. In case of an unforeseen event, they should provide adequate notice for cancellation or rescheduling.
- The learner should inform the AT Trainer of any complications or issues with using the suggested technologies.

AT Trainer responsibilities

- The AT Trainer provides a personalised, confidential AT consultation for learners requesting support and completes the AT consultation form.
- The AT Trainer follows up the initial consultation with the learner to check if the learner requires further support.
- The AT Trainer provides inhouse training for An Cosán tutors and staff regarding the benefits and use of Accessible Technology.
- The AT Trainer keeps up to date on the latest technology developments both in Hardware and Software Technology.

Tutor responsibilities

- Tutors should ensure learners on their programme are informed of the AT trainer's role and how to access support.
- Tutors should actively engage with learners who are experiencing challenges with performing their tasks and refer them to the AT trainer.
- It is also recommended that Tutors engage with Accessible Technology training as part of their Continuous Personal Development training in order to keep up to date with new and emerging AT technologies and their application to teaching & learning practice.

Related Policies:

- Teaching and Learning Policy
- Blended Learning Policy
- Learner Handbook
- Tutor Handbook

Monitoring & Review:

This policy is reviewed every year.

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

QAF503 (a): Accessible Technology Consultation Form

Policy Title	Accessible Technology Consultation Form		QA Code	QAF503 (a)
Version Number	1.1	Name of Creator	Education Technology Lead	
Date Created	September 2022	Review Date:	September 2022	
Description of Changes	New Form		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Part A – Learner Details			
Name:			
Student No:		**Email Address:**	

Part B – Learner's Needs
Part C – Type of existing H/W, S/W

Part D- Recommended Supports

AT Name:			
Contact Number:		**Email Address:**	
Date:			

Section 6: Assessment of Learning

QAF601: The Assessment Process

QAF601 (a): Fair & Consistent Assessment of Learners Policy

Policy Title	Fair & Consistent Assessment of Learners Policy		QA Code	QAF601 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	The overall Assessment Policy has been updated and contains links to all other policies, Job roles and Terms of Reference as relevant.		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	**Fair & Consistent Assessment of Learners**
Policy Statement	To ensure that all Learners are assessed in a Fair and Consistent Manner
Scope of Policy	Assessment of the Learner must promote learning and empowerment of the Learner. Assessments are an integral part of the Learning Process, and the Learner must be confident that a fair, consistent, and reliable assessment will be conducted. An Cosán is committed to ensuring all Learners have access to appropriate and consistent assessment opportunities to demonstrate their achievements and realise their goals. This policy applies to all learners undertaking assessment for courses that lead to a QQI award, delivered in-classroom or by blended learning.
Policy Implementation	In this process the learner is judged on achieving the standards of knowledge, skills, and competence so they can successfully receive an award. The assessments and learning can be facilitated in the classroom, during work placement, community settings and or through e-learning and e-assessment. The two main parties involved in the Assessment Process are: • The Provider (An Cosán) • The Internal Assessor (normally the Course Tutor) • Learner • Invigilator • Internal Verifier (IV) • External Authenticator (EA) • Results Approval Panel (RAP) Each of these parties has a role to play, An Cosán has the responsibility of developing and implementing procedures to ensure that all learners are treated and assessed in a fair and consistent manner. Whereas the assessor has the responsibility of judging the learning achievement and making the assessment decision. **Defining the Roles of the Parties involved in the Assessment Process:** **The Provider** - An Cosán An Cosán's role in the assessment process is to develop and implement the fair and consistent assessment policy and procedures. In developing these An Cosán is responsible for the following:

	▪ Developing and agreeing the relevant policies and procedures ▪ Implementing the quality assured assessment policies and practices ▪ Applying all QQI requirements ▪ Ensuring that the correct assessment personnel are in place. ▪ Establishing an Authentication Process ▪ Developing guidelines for Internal verification of assessment and appointing and training of appropriate staff to carry out Internal Verification ▪ Developing guidelines for external authentication of assessment, developing a panel of appropriately qualified and experienced External Authenticators (EAs), and appointing External Authentication based on specific selection criteria. ▪ Establishing a Results Approval Process to include a Results Approval Panel (RAP) and developing Terms of Reference for this panel. ▪ Establishing and implementing an Appeals Process ▪ Ensuring that the programme structure, content, and arrangements for assessment meet the requirements of the award specification that the programme is designed for. **The Internal Assessor** (normally Course Tutor) The course tutor who has delivered the course module or programme is normally the assessor. The assessor makes the decision on whether the learning outcomes, skills and knowledge have been achieved which are outlined in the award specification. The assessor is also responsible for ensuring that the evidence submitted is valid, reliable and sufficient enough for them to make their decision. Course Tutors use only assessment instruments from An Cosán's QQI validated programmes and Assessors use only approved marking schemes from An Cosán's QQI validated programmes and feedback is provided to all learners following assessment. *Please see QAF602 (a), (b) & (d).* The assessor must be a qualified professional and have appropriate assessment skills these must include: ▪ an expertise in the subject matter ▪ be proficient in the area that they are carrying the assessment out on ▪ Knowledge and understanding of the Learning Outcomes being assessed. ▪ Induction in An Cosán's assessment procedures The specific responsibility of the Internal Assessor is to: ▪ Implement the assessment procedures across all areas of assessment. ▪ Provide opportunities for the learners to generate appropriate evidence ▪ Design assessment instruments as part of programme development ▪ Be familiar with marking schemes and grading criteria provided ▪ Review and judge learner evidence ▪ Make the assessment decision ▪ Provide feedback following assessment to learners. **The Invigilator** The Invigilator is tasked with ensuring that assessments involving examinations are conducted in an appropriate manner within a desiginated timeframe. The Invigilator is responsible for ensuring the integrity of the assessment process, that exam conditions are maintained, that learners only have access to permitted exam supports and monitoring to ensure that examinations are carried out without malpractice. The invigilator is also responsible for ensuring that a room plan is available and that exams papers, exam responses and roughwork are submitted at the end of the assessment.

The IV **(**4.2.1 Quality Assuring Assessment, Guidelines for Providers, Revised 2013, Version 2 - revised 2018)
The role of the internal verifier is to systematically check that the provider's assessment procedures have been applied consistently across assessment activities and to verify the accuracy of assessment results. The internal verifier(s) will:
- check that the provider's assessment procedures were adhered to
- monitor assessment results on a sample basis
- produce an internal verification report.
Please see QAF602 (g) and QAF602 (h).

The EA (4.3.1 Quality Assurance Assessment, Guidelines for Providers, Revised 2013, Version 2 - revised 2018)
The role of the external authenticator is to provide independent confirmation of fair and consistent assessment of learners in line with QQI requirements and to ensure consistency of assessment results with national standards.

External authenticators will:
- confirm the fair and consistent assessment of learners consistent with the provider's procedures and with QQI policy on quality assuring assessment
- review internal verification report(s) and authenticate the findings/outcomes
- apply a sampling strategy to moderate assessment results consistent with QQI requirements.
- moderate assessment results in accordance with standards outlined in the Award Specification
- visit the centre and meet with appropriate staff and learners
- participate in the results approval process as per the provider's agreed procedures
- identify any issues/irregularities in relation to the Assessment Process
- recommend results for approval
- produce an external authentication report
Please see AF602 (k) & QAF602 (l).

The Results Approval Panel (RAP) (**(**5.1 Quality Assuring Assessment, Guidelines for Providers, Revised 2013, Version 2 - revised 2018)

The role of the Results Approval Panel is to;
- meet as required to review and approve assessment results
- review reports of the internal verification and external authentication process
- agree to the submission of final results to QQI to request certification
- identify any issues arising in relation to the results and make recommendations for corrective action.

The membership of the Results Approval Panel may include senior staff member(s), heads of departments/sections and assessors. The internal verifier and external authenticator reports should be considered by the panel.

Please see QAF603 & QAF101 (f).

Coordinated Planning of Assessments
The planning of assessments must be completed in advance of the learning and assessment activities beginning, the plan must include:
- Learning outcomes to be assessed
- Assessment techniques and instruments

	▪ Deadlines and Due Dates ▪ Marking Schemes and Assessment Criteria *Please see QAF601 (d):* **Integrated Assessment Opportunities** As part of the coordination of the planning of assessments An Cosán will endeavour, where and when possible, to integrate the assessments across the Minor & Major awards to ensure that the assessment load of the learners is being considered and that the learners are not being over assessed. An Cosán will ensure that all learners will be offered sufficient opportunities to generate evidence to demonstrate achievement of the standards of knowledge, skill, or competence. **Information to Learners on Assessments, Assessments Timetables and Methods** Each learner is made aware of An Cosán's policies and practices through the Learner Handbook to ensure they are informed of all assessment requirements. Learners can apply for reasonable accommodation and/or appeal, where appropriate. Note that all applications for reasonable accommodation must be accompanied by medical evidence. Throughout the module the learner will be made clearly aware of: ▪ Programme Assessment Criteria ▪ A programme schedule detailing assessment date ▪ An Cosán validated Assessment brief including title, duration, examiner, weighting, assessment methods i.e., theory, skills based etc. and also the weighting criteria and relevant marking scheme, description of expected standards for each grade ▪ Processes for applying for reasonable accommodation ▪ Processes for applying for recognition of prior learning ▪ Assessment regulations which include An Cosán's Policy on Plagiarism ▪ Appeals procedures In order that the assessment process will be successful for both learner and tutor, the assessment criteria must be unambiguous and clear, and the learner must have a full understanding of the expectations and circumstances prior to the assessment. Learners have the opportunity to clarify issues concerning assessment with the course tutor before commencing any assessment. **Deadlines and Submission Procedures for Assessments** An Cosán Assessment Deadlines and submission procedures are provided and are made clear to all learners. The *Assignment Schedule* which outlines the assessment deadlines is available in the *Assessment Pack* and is completed by the tutor, agreed with the learners within the first two weeks of the module and sent to the Community Education Lead. If the learner submits the evidence late and has not applied for an extension by completing the *Assessment Extension Request Form,* An Cosán can refuse to accept the evidence. The learner will be offered the opportunity to Appeal this decision through the Appeals Process. (Please see QAF604 (a): Appeals Policy - Review of an Assessment Policy) If Evidence has been submitted late for assessment and has been accepted by An Cosán for assessment, it cannot be penalised and must be marked in accordance with the standards for the award.

Reliability of Learner Evidence
An Cosán understands that it is not possible for the assessor to always observe the learner completing the assessment activity directly, and or collect the evidence first-hand. It is important that both An Cosán and the Assessor are confident that the evidence being submitted was completed by the learner.

Each learner will submit a signed cover sheet which states that the work being submitted is their own. Where appropriate, the assessor may also incorporate other techniques such as peer reports, personal logs, use of questioning or statements to ensure the reliability of learner's evidence.

Feedback
Feedback must be provided to the learner following assessment; this feedback must pinpoint strengths, provide clear and constructive information on weaknesses with suggestions of improvement where appropriate. Tutors must be aware that they should be sensitive and constructive as any assessment has an emotional impact and this can have both a positive and negative impact on the leaner's confidence and enthusiasm.

Following assessment learners must understand the next goal and how to achieve it. All tutors must encourage learners to develop the capacity for self-assessment so they can become reflective in their work,

Where arrangements for assessment have been adapted due to a learner's illness, disability, learning difficulty and or English not been there first language, it is imperative to ensure that unfair advantage is not given to the learner. The validity and reliability of the exam must not be affected in any way in order to protect the integrity and credibility of the qualification.

A Reasonable Accommodation Policy is in place to ensure all learners have access to fair and reliable assessment. *Please see QA701 (a).*

Deferral of Assessments
Learners may seek a deferral of assessment by submitting a **Request for Extension/Deferral of Assessment QAF601 (j)** to the Community Education Lead. Any supporting documentation such as medical certificates should be attached. Deferrals are granted at the sole discretion of the Community Education Lead, having referred to the list of acceptable reasons for deferral (e.g., Illness, supported by a medical certificate, death, or serious illness of a family member). If a learner applies for and is granted a deferral by An Cosán they will be entitled to re-join the next available programme. They will be liable for the difference between the annual fee for the new year less any amounts paid by them in the academic year of their approved deferral.

Examples of extenuating circumstances are as follows (this is not an exhaustive list):

- Learner with long/short term illness/disability/Chronic Disorder
- A close family member's recent death
- Severe Accident
- A physical injury and or emotional trauma during a period four to six weeks previously.
- Domestic Crisis
- Other extenuating circumstances (Work and holiday commitments are not considered to be extenuating circumstances).

Devising Assessments

Assessments are devised as part of programme development and updated as required. When devising assessment for the learners An Cosán will ensure:

- Assessment methods are agreed in accordance with the skills requirement of the learner, the learning outcomes of the programme and the depth of knowledge required by the learner at this level of the programme.
- Weighting of assessment is aligned with the objectives of the programme and is in accordance with a progressive learning path for the learner.
- Assessments will adequately assess the intended learning outcomes and will include a range of methods to test the learner's depth of knowledge as worked solutions with appropriate marking schemes will accompany all assessments. Clear and concise instruction, where appropriate, is included on an assessment information cover sheet.
- Assessments are completed as agreed so that learners have the opportunity to prepare fully and make the best use of the assessments planned.
- Monthly schemes of completed work are submitted to the Community Education Lead by Tutors and cross checked with the agreed schedule to ensure assessments are taking place as planned.

Consistency of Marking Between Internal Assessors

Procedures are in place to ensure the fair and consistent marking across all assessments by all Internal Assessors (tutors). In the case of QQI programmes within An Cosán the Internal Assessors are the Tutors that have delivered that particular module and/or programme. *Please see QAF601 (k).*

Cross Moderation

Cross moderation is an additional responsibility of the Internal Verifier and is not part of the Internal Verification procedure. The process of cross moderation is to ensure consistency of marking particularly where multiple tutors are teaching and assessing the same module. Cross moderation is undertaken when corrected assessment portfolios have been returned to An Cosán and prior to the Internal Verification process. *Please see QAF601 (k).*

Assessment performed During Work Placement

An Cosán has developed a formal Work Placement Agreement *(QAF309)* for Work Placement host organisations/employers who will also be issued a Placement Report. They are requested to complete and return directly to the Community Education Lead at An Cosán. We request that this is sent to An Cosán directly to ensure that the report is completed both honestly and objectively. Feedback is also requested from the learner following their Placement and also on the input of the Employer. *Please see QAF601 (l).*

The Appeals Process

An Cosán has developed a specific Appeals Policy to ensure learners are provided with an opportunity to review and appeal results within a 10-working day timeframe. *Please see QAF604.*

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

QAF601 (b): Assessment Methods & Assessment Techniques – Summary

Document Title	Assessment Methods & assessment Techniques		QA Code	QAF601 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

The following table summarizes the assessment techniques identified for assessing learners, and their appropriateness to the level of the award and the learning outcomes being assessed.

Assessment technique	Level appropriateness	Assessor needs to prepare:	Learning outcomes assessed
Assignment	Level 1 - 6	Assignment brief	Knowledge, know-how and skill, competence
Project	Level 4 - 6	Project brief	Knowledge, know-how and skill, competence
Portfolio or collection of work	**Particularly appropriate for levels 1 - 3**	Instructions/tasks. Guidelines on compiling portfolio	Knowledge, Know-how and skill, competence
Skills demonstration	Level 1 - 6	Instructions, tasks, activities, or brief	Particularly appropriate to know-how and skill and competence
Examination	Level 4 - 6	Examination paper, examination questions, instructions for learners e.g. time allowed	Theory based examination is particularly suitable for the assessment of knowledge outcomes. Practical examinations can be used to assess know-
Learner record	Level 4 - 6	Brief/instructions. Guidelines for learners on format of the record.	Knowledge, know-how and skill, competence

QAF601 (c): QQI Grading Classifications & Criteria

Document Title	Grading Classifications & Criteria		QA Code	QAF601 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Grading Classifications & Criteria
(From QQI Quality Assuring Assessment, Guidelines for Providers, Revised 2013, p22 and p23)

QQI awards are graded and classified as follows:

Awards at level 1, level 2 and level 3 are classified as **Successful** where a learner has achieved all the outcomes for the award.

Awards at level 4, level 5 and level 6 are classified as **Pass, Merit or Distinction** where a learner has achieved the standards for the award within the grading criteria.

- A **Pass** is a grade awarded to a learner who has attained the minimum standard. To be awarded a pass grade a learner must have achieved a mark of between 50-64%.
- A **Merit** is a grade awarded to a learner who has exceeded the minimum requirements. To be awarded a merit grade a learner must have achieved a mark of between 65-79%.
- **A Distinction** is a grade awarded to a learner who has substantially exceeded the minimum requirements. For a learner to be awarded a distinction he/she is must have achieved a mark of 80% or over.

When a learner has not achieved the minimum standards for an award the grade is recorded as **Referred.**

Grading Criteria for Awards at level 1 - level 3

	Successful		
	Level 1	**Level 2**	**Level 3**
Grading Criteria	The learner has achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with significant support and direction from the assessor, but the learner has demonstrated sustentative achievement on their own.	The learner has achieved the learning outcomes for the award in a structured and supported setting with clear direction from the assessor. The learner has demonstrated some autonomy of action and has taken limited responsibility for the activities and for generating evidence.	The Learner has achieved the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence.

Grading Criteria for Awards at level 4 - level 6

Pass	Merit	Distinction
A Pass indicates that the learner has:	A Merit indicates that the learner has:	A Distinction indicates that the learner has:
▪ achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard. ▪ used the language of the vocational/specialised area competently. ▪ attempted to apply the theory and concepts appropriately. ▪ Provided sufficient evidence which has relevance and clarity.	▪ achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved ▪ used the language of the vocational/specialised area with a degree of fluency. ▪ expressed and developed ideas clearly. ▪ demonstrated initiative, evaluation and analytical skills presented coherent and comprehensive evidence.	▪ achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved ▪ used the language of the vocational/specialised area fluently and confidently. ▪ demonstration-depth understanding of the subject matter. ▪ demonstrated a high level of initiative, evaluation skills. ▪ demonstrated analytical and reflective thinking. ▪ expressed and developed ideas clearly, systematically, and comprehensively presented coherent, detailed, and focused evidence

QAF601 (d): Co-ordinated Planning of Assessments

Policy Title	Co-ordinated Planning of Assessments		QA Code	QAF601 (d)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Procedure Title	**Coordinated planning of Assessments**
Purpose	To ensure tutors, learners, and all other personnel have full and prior knowledge of the aims of the assessments to be carried out. To ensure that all assessments are agreed before the course so that learners have the opportunity to make the best use of any assessments.
People involved	Community Education Leads, Tutors
Methods used to carry out this procedure	Prior to the commencement of the Programme, a team meeting will be convened to agree the scheme of work and the programme schedule. Each month a report of the Scheme of work completed will be submitted to the Community Education Lead and cross checked with the agreed schedule. A timetable for all assessment requirements will be agreed to include issue and submission dates. Applications for Reasonable Accommodation will be reviewed and agreed supports put in place. At the end of each term Community Education Lead will review the reports to ensure that the scheme of work and programme schedule is been followed.
Person Responsible for implementation	ACE Quality and Project Lead, Community Education Leads, Tutors involved in the delivery of the course
Monitoring	
Monitor	Community Education Lead
Frequency	On Going
Monitoring Methods	Team Meetings Review of Scheme of Work Schedule compared to what was actually completed. Review of learner Evaluation Reports Review of records of assignment & assessment descriptions Review of records of assignment & assessment grades
Frequency	At the end of each Academic Year
Monitoring Methods	Quality Assurance Oversight Committee Review of Schedule of Scheme of work and Course Programme

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

QAF601 (e): Security of Assessment Policy

Policy Title	Security of Assessment Policy		QA Code	QAF601 (e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Procedure Title	Security of Assessment
Purpose	To ensure the independence and reliability of any assessments within the An Cosán.
People involved	Community Education Manager ACE Quality and Project Lead Community Education Lead, Invigilator
Methods used to carry out this procedure	An Cosán will ensure the security of all assessments being carried out on An Cosán Premises. Assessments will be kept in safe storage for both Internal Verification and External Authentication. These procedures are explained in further detail in the Security of Assessment Policy. An Cosán will also ensure that: ▪ The place where assessments are conducted must be suitable for the assessment type and number of learners being assessed. ▪ All master copies of assessment materials must be checked prior to the assessment activity. ▪ Assessment packs will include invigilator certificates, invigilators guidelines, assessment guidelines, instructions for Learners, assessment materials and answer scripts, assessment front cover sheets. ▪ The security and integrity of assessments is maintained by ensuring assessments are handled and produced by a minimum number of people. ▪ Where assessments are produced by external awarding bodies, i.e., ECDL/NALA, the Adult Community Education Manager is responsible for the secure retention and distribution of these assessments. Assessment Materials – quantity Checked and retained in locked cabinet in Education Office. (Key to safe is only accessible by the Community Education Manager or Community Education Lead) All Invigilators receive induction training & Exam Regulations prior to assessment. **Examinations** The Exam Roll Call is done, the Examinations Officer and Invigilator agree number of students present and sign off using the Exam Attendance Sheet. Before the students leave the exam room, the invigilator counts the number of scripts, and checks this against the number of Learners on the Attendance Sheet. If this matches then the invigilator places all the scripts in an envelope, seals the envelope and signs their name across the seal. **Assignments** Where a deadline is issued and the learners are required to hand the assessment to:

	Tutors- upon receipt of the assignment the Tutor must ask the learner to sign the Learner Assessment Submission Record this is given to the tutor as part of the Course tutor Pack at the beginning of each course. The record is held by the tutor and submitted with the assessments when they have been marked. **Education Office –** Where an assignment is been submitted to the Education Office, the Learner will be issued with a receipt. The staff member receiving the work also signs the receipt. When all assessments have been marked and internally verified they are labelled and stored in a Safe, Secure and Locked Storage Room within the An Cosán. Upon Completion of assessment the results are returned to Certification. These are retained on the results log for the course. Results are also entered onto the Learner Database.
Person Responsible for implementation	Community Education Manager ACE Quality and Project Lead, Community Education Leads
Evidence Generated by this procedure	Assignment Receipt book Tutor Assessment Submission Record Invigilator Guidelines Exam Attendance sheet Internal Verification Report Results spreadsheet
Monitoring	
Monitor	Community Education Lead Invigilator
Frequency	During Exam Sittings
Monitoring Methods	Ensure all Exam Attendance Records are Completed.
Frequency	As required
Monitoring Methods	Ensuring the internal Verification process is Performed and Correct

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

QAF601 (f): Assessment (Examination) Regulations for Learners

Policy Title	Assessment (Examination) Regulations for Learners		QA Code	QAF601 (f)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

All Learners completing examinations with An Cosán are bound by the regulations outlined below:

All Learners are issued with a Learner Handbook incorporating detailed assessment regulations at the start of each academic year. All learners will be obliged to participate in an induction meeting which, will include information and an explanation of the content of the learner handbook. It is the learner's responsibility to ensure that they are familiar with the regulations.

Assessment Malpractice
An Cosán ensures that the integrity of the Assessment Process is upheld and endeavours to prevent assessment malpractice.

An Cosán will investigate all allegations of malpractice in a timely manner to ensure that the learner is not at a disadvantage should the allegation against them not be upheld.

Assessment malpractice can include:

- Plagiarism of someone else's work or having someone else complete your work.
- Impersonation of another learner in examinations or oral presentations
- Fabrication of evidence
- Alteration of results
- Obtaining a copy of the secure assessment prior to the administration of the assessment e.g., having sight of exam papers prior to the examination designated time
- Behaviour that undermines the integrity of the Assessment Process

- Any attempt at any of the following by one or more Learners will be deemed to be a breach of examination regulations:
  - Possession of copies of assessment questions or papers in advance of the assessment being held
  - Cheating
  - Bribery
  - Falsification
  - Impersonation or any other form of deception

- Learners are requested to read all relevant instructional documentation for the assessment, when advised to do so by the invigilator.

- Learners must comply with the instructions of the invigilator at all times.

- Learners will not be permitted entry to the assessment location thirty minutes after the advertised commencement time of the assessment.

- Learners will not be permitted to leave the assessment location within thirty minutes of the advertised completion time of the assessment.

- Learners must remain seated at the end of the assessment until the invigilator has completed the collection of all assessment material Communication between Learners is considered a serious breach of exam regulations.

- Learners should raise their hand to draw the attention of the invigilator, should they require any assistance during the assessment.

- Invigilators have the authority to inspect any material in the possession of the Learner during the assessment period. Any unauthorized materials will be deemed to be in serious breach of the examination regulations and will be retained by the invigilator and reported to the examinations officer.

- All rough work should be included with assessment answer scripts.

- Learners may not retain any materials from the assessment unless authorized to do so by the invigilator.

- Learners wishing to leave the assessment location for the purposes of a toilet break or for other medical reasons may only do so in the company of an invigilator.

Procedures for dealing with Breaches of Assessment Regulations
In the event that a learner is found to be in breach of the Assessment Regulations, the following procedures occur:

During the assessment:
Any breach of assessment regulations by Learners during assessments shall be brought to the attention of the Learner at the time. The Learner is informed that a suspected breach of assessment regulations has occurred and that the incident is going to be reported to the ACE Quality and Project Lead.

- The Learner is allowed to finish the assessment.
- Any suspect evidence is collected, and a report is drawn up by the Invigilator and submitted to the ACE Quality and Project Lead at the end of the assessment.
- The ACE Quality and Project Lead will appoint an independent investigator to investigate the complaint.
- During the investigation the learner, accompanied by their representative, will be interviewed in order to accommodate the learner's understanding of what transpired.

During the marking of an assessment:
If plagiarism or copying is suspected, the Invigilator will bring the matter to the attention of the Community Education Lead who will convene an investigation into the allegation in accordance with the Plagiarism Policy for An Cosán.

Learners, Assessors and Tutors must be familiar with **An Cosán Plagiarism Policy**.

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

QAF601 (g): Assessment (Examination) Regulations for Invigilators

Policy Title	Assessment (Examination) Regulation for Invigilators		QA Code	QAF601 (g)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Invigilators who are overseeing examinations on behalf of An Cosán please follow the regulations below:

- Invigilators are required to be at the assessment centre a minimum of twenty minutes prior to the commencement of an assessment to ensure that the centre is set up correctly.
- It is the responsibility of the invigilator to ensure that Learners do not enter the room more than 10 minutes prior to the scheduled time of the examination/assessment.
- Invigilators must ensure that no unauthorised materials, bags, or mobile phones are located in the assessment room. The only materials permitted on the learner's desk are the assessment and writing materials.
- Invigilators are required to distribute assessment materials prior to the commencement of the assessment.
- Invigilators announce the commencement and completion time of the assessment.
- Learners may not turn over the examination paper or commence the assessment until the invigilator announces the commencement time. The invigilator will announce when there is only five minutes of the assessment remaining.
- Invigilators must walk around the assessment location surveying for any improper actions. If an invigilator is suspicious of a Learner's actions, but has no conclusive proof of inappropriate Behaviour, then this must not be addressed until the end of the assessment. The invigilator must inform the Learner as they are leaving the examination room of their suspicions and inform them that a report will be made on the occurrence. This report must be included with the invigilator's certificate. If, however, a Learner's conduct is causing unnecessary disruption to others, the invigilator may ask the Learner to leave the assessment location.
- If an invigilator catches a Learner breaking any of the examination regulations, he/she must inform the Learner that a report on this will be written up and given to the Examinations Officer. The Learner must, however, be allowed to finish the examination.
- At the end of an assessment, it is the responsibility of the invigilator to collect all assessment materials from Learners and to record same. Invigilators should ensure Learners have completed the assessment cover sheet correctly and included any additional materials and/or used/unused scripts. These must be checked against the signature of the Learners and placed in the Assessment Completion Envelope together with the invigilator certificate and returned as planned to the examinations officer. Scripts should be returned in the order they are documented on the invigilator certificate which is completed at the end of the examination.

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

QAF601 (h): Invigilator Certificate for Examinations

Document Title	Invigilator Certificate for Examinations		QA Code	QAF601 (h)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Invigilator Certificate					
Module Title					
Date of Exam		Time of Examination			
Name of Invigilator					
No of Learners Registered for Examination		No of Exam Papers required		No of Learners Attended Exam	
No of Exam Papers given distributed		No of Exam Paper Returned			

Student Information	
Name of Student Registered	Student Signature

Any queries raised by Learners during the Exam process	Yes	No

Any Corrective Action Taken

Any breaches of Exam regulations:	Yes	No

Details of breaches:

I certify that this account is a true and accurate account of this examination sitting:

Signature of invigilator: _____

Date: _____ / _____ / _____

Front Cover for Portfolio of Assessment

Centre Name: An Cosán Community Education Centre
QQI Roll No: 40841A
Module Name: (INSERT MODULE TITLE)
QQI Level & Code: (INSERT MODULE CODE)

Name:

Medical Card: **Yes** ☐ **No** ☐ **Card No:**

Gender:

Tutor:

I confirm that this is entirely my own work except where referenced (refer to An Cosán's referencing procedure as outlined in handbook) ☐

I am aware that my work will not be assessed if plagiarism is identified. ☐

I confirm that I have retained a copy of this coursework for my personal use and in the event of being requested for an additional copy by An Cosán for whatever reason. ☐

I understand that in order for the award to be made, I am required to submit my personal information to Barrow Training for onward submission of that information to QQI. ☐

I understand that QQI will retain this data indefinitely for the purpose of verification and confirmation of my QQI award, for example to employers, to other training providers and to myself. There may be circumstances where I give permission to have this information shared, for example with CAO. ☐

This declaration must be signed or will not be accepted by course tutor
Consequences of plagiarism are Identified in learner handbook

Signed: _____ Date: ____ / ___ / 20___

Overall Mark	Grade

NB. Mark & Grade are provisional until after External Authentication

Tutor Signature: _____ **Date:** ___ / ___ / 20__

Office Use Only:

Internally Verified: ☐ **Externally Authenticated** ☐

Class: (INSERT PROGRAMME TITLE & CODE)

QQI Portfolio Collection Form

Module Name & Code: **(INSERT MODULE TITLE & CODE)**
Tutor: **Date: ___ / ___ / 20___**

	Student Name	Signature:	Work Being submitted	Portfolio Complete Yes/No?	Receipt issued Yes/No
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Tutor Signature: _____ Date: ___ / ___ / 20__

QAF601 (j): Request for Extension/Deferral of Assessment

Document Title	Request for Extension/Deferral of Assessment		QA Code	QAF601 (j)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Request for Extension/Deferral of Assessment Application Form			
Learner Details			
Student Name		Mobile No:	
Correspondence Address			
E-mail address:			
Assessment Details			
Title of Course:		Module Title	
Tutor Name:		Date Assessment Due	
Assessment Title:		Length of Extension Required	
Reason for Extension/Deferral Request (Please attaching supporting evidence to support your request)			
Learner's Signature		Date	_ _ / _ _ / __

Important Notes:

- Once completed, please submit this request (via email or in person to Community Education Lead, An Cosán, Kiltalown Village Centre, Fortunestown Road, Jobstown Dublin 24).
- You should keep a copy of your request.
- Requests should be made at least 3 days before assignment due date.
- Each application will be judged individually on its own merits.

Admin Use:

Extension Granted	Yes	No	Date Granted:	
New Assessment Date:			Community Education Leads Signature	

QAF601 (k): Consistency of Marking Assessments Policy

Policy Title	Consistency of Marking Assessments Policy		QA Code	QAF601 (k)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	**Consistency of Marking Assessments**
Purpose	To ensure that all Learners Assessments are consistently and fairly marked by the Internal Assessor (tutors).
People involved	ACE Quality and Project Lead Community Education Leads, Internal Assessors Internal Verifier
Methods used to carry out this procedure	In the case of QQI programmes within An Cosán the Internal Assessors are the Tutors that have delivered that particular module and/or programme. Internal Assessors responsibilities are to: ▪ Devise marking schemes and grading criteria. ▪ Implement An Cosán's Assessment procedures for each area being assessed. ▪ Take into consideration the various grading levels including the minimum pass mark when assessing learner scripts and that marks awarded are in line with the marking scheme devised and approved for the assessment. ▪ Evaluate assessments in an objective and transparent manner and in the context of the approved marking solutions and schemes ▪ Return all marked assessments and results within the time specified to the Community Education Lead ▪ Provide Information and Feedback to the Learners. ▪ Advise the Community Education Leads if there is any conflict of interest where an Assessor has a previous connection with a learner e.g., a family member. Assessors attend a pre-assessment meeting at which the guidelines for the assessment are discussed. The marking guidelines re reviewed and the ACE Quality and Project Lead ensures that all assessors have a clear understanding of the standard required, the object of the assessment and any special circumstances or further information has been given and understood. **Cross Moderation** Internal Verifiers role in relation to cross Moderation (note this is a separate function and not part of the IV procedure) Cross moderation is the responsibility of the Internal Verifier. The process of cross moderation is to ensure consistency of marking particularly where multiple tutors are teaching and assessing the same module. Cross moderation is undertaken when corrected assessment portfolios have been returned to An Cosán and prior to Internal Verification.

	The Internal Verifier selects a 25% sample of all learners' assessments at the end of each assessment period. This will be moderated to ensure fair and consistent assessment procedures and consistency of standards are being adhered to by all assessors. A Cross Moderation Report is issued by the Internal Verifier prior to commencing the internal verification process, with findings and any recommendations for implementation on same. This is provided to the Results Approval Panel for review when it convenes. Learners are requested to complete course evaluations throughout their course, a section of this reviews their opinions of assessments, assessors, time, and duration. These are reviewed during course meetings and suggestions discussed. If any changes are to be made then the learners are notified in writing and all Assignment Briefs updated.
Person Responsible for implementation	ACE Quality and Project Lead, Community Education Leads, Internal Verifier

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

QAF601 (l): Policy on Assessment Performed during Placement

Policy Title	Assessment performed during placement		QA Code	QAF601 (l)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Assessment Performed during Work-Placement
Purpose	To ensure that assessments completed in the workplace are marked with fairness, consistency, and a full understanding of the assignment in hand.
People involved	ACE Quality and Project Lead Community Education Lead Course Tutors Placement Supervisors
Methods used to carry out this procedure	The guidelines are drawn up by the Community Education Lead and discussed with both the course Tutor and Employer to ensure that they have a clear understanding of the aim and objectives of the placement. Each employer will be issued in conjunction to the guidelines a Work Placement Report which they are requested to complete and return directly to the Community Education Lead at An Cosán. We request that this is sent to An Cosán directly to ensure that the report is completed both honestly, and objectively. Feedback is also requested from the learner on their Placement and also on the input of the Employer. Upon receipt of the Report the Learner is given feedback on its content. Results of Work Placement Reports are reviewed, approved, and signed off by the Community Education Lead and Tutor.
Person Responsible for implementation	Community Education Lead Tutors involved in the delivery of the course External Authenticator
Monitoring	
Frequency **Monitoring Methods**	End of Term Contact with Placements Course Team Meetings Placement Reports

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

QAF601 (m): Academic Integrity, Plagiarism and Responsible AI Use Policy

Policy Title	Academic Integrity, Plagiarism and Responsible AI Use Policy		QA Code	QAF601 (m)
Version Number	1	Name of Creator	Community Education Lead	
Date Updated	May 2026	Review Date:	December 2029	
Description of Changes	Updated to include Turnitin use across Further Education and Higher Education partnership delivery, responsible use of Generative AI, learner submission checklist, fair review process and sample learner correspondence.		Reason for Changes	Reviewed as part of Teaching, Learning, Assessment, Blended and Digital Learning Policy review

Name of the Policy	Academic Integrity, Plagiarism and Responsible AI Use Policy
Purpose of This Policy	This policy protects the integrity, fairness and value of An Cosán assessment and awards. It explains what plagiarism, inappropriate use of Generative AI and other academic integrity concerns mean in practice. It also sets out how An Cosán uses Turnitin, learner declarations, tutor review and fair procedures to support assessment authenticity. The purpose is not only to prevent misconduct. It is also to help learners understand good academic practice, ask for support early, reference sources properly and submit work that reflects their own learning, understanding and skills.
Connection to QAF601 Assessment Process	This policy sits under QAF601 Assessment Process and should be read alongside related assessment, authentication, appeals, reasonable accommodation, data protection, Generative AI and digital learning policies. QAF601 sets out the wider assessment process. QAF601(m) explains how academic integrity concerns, plagiarism concerns and concerns about inappropriate use of Generative AI are identified, reviewed and managed. QAF502(e) Responsible Use of Generative AI Guidelines explains acceptable and unacceptable use of AI in teaching and learning. This policy explains how concerns are managed when submitted assessment work may not reflect the learner's own work.

Key terms used in this policy

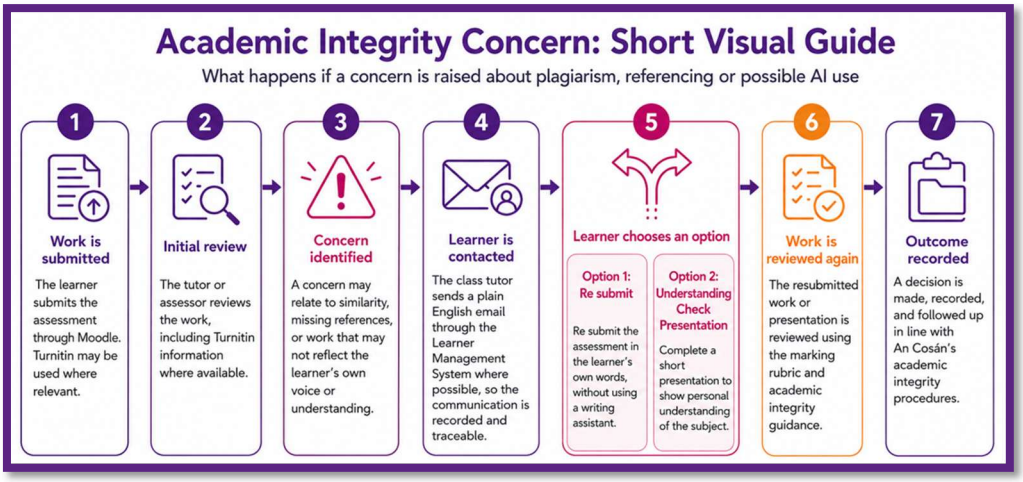
Term	What it means in plain English
Academic integrity	Submitting work honestly so that it reflects the learner's own learning, understanding, skills and effort. It also means acknowledging sources and using support tools responsibly.
Plagiarism	Using someone else's words, ideas, structure, work or material without making this clear and without giving proper credit.

Self-plagiarism	Submitting work that the learner has already submitted for another course or assessment without permission and without making this clear.
Generative AI	Digital tools that can create, rewrite, summarise, translate, analyse or generate text, images, code or other content from prompts.
Assistive tools	Tools that support access, spelling, grammar, translation, reading, organisation or accessibility, provided they do not replace the learner's own thinking or change the meaning of the learner's work.
Turnitin	An approved assessment support tool used to support submission, similarity checking, originality review and academic integrity processes.
Similarity report	A report that shows where submitted work may match other sources. It is an indicator for review, not proof by itself.
AI indicator	A digital signal or concern that AI may have been used. It must be reviewed in context and must not be treated as automatic proof.
Assessment authenticity	Confidence that the assessment evidence has been produced by the learner and demonstrates the learning outcomes being assessed.
Fair procedures	A fair process where the learner is told the concern, given the evidence, allowed to respond, and treated with dignity before any decision is made.

Policy Statement	An Cosán expects all learner assessment work to reflect the learner's own learning, knowledge, skill, competence and understanding. Learners may use sources, class materials, tutor guidance, assistive technology and approved learning supports where these are used honestly and appropriately. Sources and support must be acknowledged where required. Learners must not submit work that has been copied, purchased, created by another person, created by Generative AI, rewritten by Generative AI, or otherwise presented in a way that misrepresents the learner's own learning. Academic integrity concerns will be managed in a way that is fair, proportionate, evidence informed and supportive of learning. Mistakes, misunderstandings and weak referencing should be addressed through guidance where appropriate. Serious or repeated concerns may require formal investigation and sanctions.
Policy Scope	This policy applies to all An Cosán learners, applicants, tutors, assessors, support staff, programme staff, quality assurance staff and relevant partners involved in teaching, learning, assessment, assessment submission, marking, feedback, internal verification, external authentication, appeals or learner support. It applies across Access, Further Education and Higher Education partnership delivery where relevant and where it does not conflict with partner provider academic regulations or assessment procedures. It applies to written work, presentations, practical evidence, digital submissions, portfolios, projects, reflective work, skills demonstrations, examinations, Moodle submissions, VLE submissions and any other assessment evidence.
Examples of Academic Integrity Concerns	Examples of concerns include but are not limited to: • Where a tutor, Education Hub Facilitator, Classroom Assistant or Exam Invigilator believes they have witnessed an academic integrity concern, plagiarism concern, or inappropriate use of Generative AI

	• Copying text, ideas, images, tables, slides or other work without acknowledgement • Paraphrasing too closely without giving credit • Using another learner's work or allowing another learner to submit your work • Submitting work completed by another person, paid service or external organisation • Submitting AI generated or AI rewritten work as your own • Using Generative AI to complete tasks that are meant to demonstrate your own knowledge, skill or competence • Submitting the same work for more than one assessment without permission • Fabricating references, evidence, data, placement information or assessment records • Uploading assessment briefs, internal documents, learner information or confidential information to unapproved tools • Attempting to avoid Turnitin, submission checks or assessment authenticity checks
Learner Declaration and Submission Checklist	Every assessment submission should include a learner declaration or submission checklist appropriate to the assessment format. The checklist should remind learners that assessment work must be their own, sources must be acknowledged, and assistive or AI tools must not replace the learner's own thinking, writing, understanding or evidence. An example Academic Integrity and Use of Assistive AI Tools checklist is included in Appendix A.
Use of Turnitin (or equivalent approved programme/plug in)	An Cosán uses Turnitin consistently across Further Education and Higher Education partnership delivery where appropriate to support academic integrity, assessment authenticity, learner feedback and quality assurance. Turnitin may be used through Moodle, Blackboard or another approved Virtual Learning Environment, depending on the programme and partner requirements. Turnitin reports may support the review of similarity, originality concerns, referencing issues, possible inappropriate use of external sources, and possible inappropriate use of digital or AI tools. A Turnitin report must support professional judgement. It must not be used as the only evidence of plagiarism, academic misconduct or inappropriate use of Generative AI. Tutors and assessors should review Turnitin reports in context, considering the assessment brief, learning outcomes, learner level, referencing expectations, drafts, tutor learner interactions, previous learner work where relevant, and any reasonable accommodation or learner support information that may be relevant.

Random or Risk Based Academic Integrity Checks	To support academic integrity, An Cosán may carry out random or risk-based checks of learner submissions. This may include review of Turnitin reports, tutor review, sampling of portfolios, review of assessment evidence, or asking a learner to complete an Understanding Check Presentation or another appropriate method to confirm assessment authenticity. Random or risk-based checks should be carried out fairly, proportionately and in line with this policy. The purpose is to protect assessment standards, learner fairness and confidence in the value of An Cosán awards. Staff, tutors, assessors and panel members involved in the review should not assume misconduct before the evidence has been considered through the appropriate process.
Responsible Use of Assistive and AI Tools	An Cosán recognises that digital, assistive and AI tools may support learning when used appropriately. Learners may use assistive tools for spelling, grammar, translation, reading, organisation or accessibility where this supports participation and does not change the meaning, content or ownership of the learner's work. Learners may use approved or permitted AI tools to clarify concepts, plan ideas, check understanding, support revision or improve clarity where this is allowed by the tutor and assessment brief. Generative AI must not be used to replace the learner's own thinking, learning, skill, competence or assessment evidence. Where AI completes the task instead of the learner, the learning outcomes have not been demonstrated.
Unacceptable Use of Generative AI in Assessment	• Using AI to write full assignments or sections of assignments • Using AI to rewrite learner work so substantially that it no longer reflects the learner's own voice or understanding • Using AI to generate assessment evidence that should demonstrate the learner's own skills • Submitting AI generated work as original learner work • Using AI to create fake references, examples, research findings or placement evidence • Using AI to complete tasks required by the learning outcomes • Uploading assessment briefs, learner data, personal information, internal documents or confidential content into unapproved AI tools
When a Concern Arises	A Turnitin similarity report, AI indicator, tutor concern, change in writing style, unsupported referencing pattern, unusual assessment evidence or concern raised by another person should be treated as a prompt for review, not as automatic proof of academic misconduct.

	The tutor or assessor should review the concern in context before any conclusion is reached. • Review the assessment brief, marking criteria and learning outcomes • Check references, quotations, citation practice and bibliography where relevant • Review drafts, planning notes, class activities, Moodle activity, tutor learner interactions and previous work where available • Consider whether the concern may relate to misunderstanding, weak referencing, literacy needs, digital skills, translation needs, reasonable accommodation or lack of confidence • Keep a clear record of the concern, evidence reviewed and decision made • Escalate the concern in line with this policy where needed
Learner Engagement and Correspondence	Where a concern is identified, the learner should be informed of the situation and given an opportunity to respond or resolve the issue through informal or formal channels, as appropriate. The aim is not to punish or shame the learner. Using the CARE ethos as guidance, staff should contact the learner in a kind, respectful and empathetic way, with the aim of supporting the learner to understand the concern, take appropriate action and do better next time. All forms of resolution, whether Informal or Formal, should be respectful, evidence informed, proportionate and should protect learner dignity, fairness and continued learning. 
Informal Support and Resolution	Where a concern is considered minor, accidental, linked to misunderstanding, or capable of being resolved through learning support, the tutor may use an informal resolution route, in consultation with the Community Education Lead where required.

	Minor concerns may result in: • A conversation with the learner • Guidance on referencing • Review of the submission checklist • Re submission of work in the learner's own words • An alternative way to demonstrate understanding, where available Any informal resubmission or alternative assessment opportunity should be assessed using the relevant marking criteria or rubric, recorded clearly, and retained as part of the academic integrity record.
Formal Process	Where a concern is considered serious, repeated, disputed, or may affect assessment validity, certification, programme standards or learner status, the formal process should be followed. A serious concern does not automatically remove the possibility of resubmission. However, where resubmission is offered as part of the formal process, it must be clearly time bound, recorded and managed in line with the relevant assessment and academic integrity procedure. As part of the formal process, the learner may be asked to: • Resubmit the work in their own words by a clearly stated deadline • Complete a formal Understanding Check Presentation within a clearly stated deadline • Complete another approved assessment appropriate method to demonstrate their own knowledge, skill and understanding within an agreed timeframe Where resubmission is offered as part of the formal process, the learner should normally be given **10 working days** to resubmit the work or complete the agreed alternative assessment method, unless a different timeframe is approved by the Community Education Lead due to assessment deadlines, certification timelines, reasonable accommodation, learner support needs or other relevant circumstances Any formal resubmission or alternative assessment opportunity should be assessed using the relevant marking criteria or rubric, recorded clearly, and retained as part of the academic integrity record. Serious concerns may include: • Work that appears to have been written or substantially rewritten by another person or tool • Work that appears to have been generated by Generative AI and submitted as the learner's own work • High or unexplained similarity with another source, another learner's work, or previously submitted work

	• Missing, false or misleading references • Assessment evidence that does not appear to demonstrate the learner's own knowledge, skill or understanding • Repeated concerns after guidance or previous informal resolution • Disputed concerns where the learner and assessor do not agree on the issue or the proposed resolution • Any concern that may affect assessment validity, certification, programme standards or learner status Where a concern requires investigation by a panel or formal review meeting, the learner must receive the allegation, the basis for the concern and the evidence being considered in advance. The learner must be given a fair opportunity to respond before any finding is made.
Failure to Engage with the Review Process	Where a learner does not engage with the academic integrity review process, An Cosán may be unable to confirm that the assessment evidence is valid, authentic and sufficient. Failure to respond, resubmit, attend an agreed Understanding Check Presentation, or complete an approved alternative assessment method within the agreed timeframe may result in a **No Pass** grade for the relevant assessment or module. A No Pass grade in these circumstances does not automatically exclude the learner from future modules or programmes. Any decision about continued participation should be considered separately, taking account of the seriousness of the concern, learner engagement, support needs, programme requirements and An Cosán's relevant policies and procedures. This outcome should be recorded and communicated clearly to the learner, including any available appeal, review, repeat or resubmission options.
Possible Outcomes and Sanctions	Outcomes should be proportionate to the nature, seriousness and context of the concern. They should take account of whether the issue appears accidental, educational, repeated, serious or deliberate. Possible outcomes may include: • No finding • Learner guidance • Correction of referencing • Use of the submission checklist • Resubmission of work in the learner's own words • Alternative demonstration of learning • Formal Understanding Check Presentation • Reduction in mark, where this is allowed under the relevant assessment procedure

	• Fail grade for the assessment or module, where this is allowed under the relevant assessment procedure • Referral to a formal disciplinary or appeals route where relevant Resubmission or an alternative demonstration of learning may be used in both informal and formal routes, where this is fair, proportionate and assessment appropriate. Where resubmission is offered as part of the formal process, the learner should normally be given 10 working days to resubmit the work or complete the agreed alternative assessment method, unless a different timeframe is approved by the Community Education Lead due to assessment deadlines, certification timelines, reasonable accommodation, learner support needs or other relevant circumstances. Administrative sanctions may apply in serious cases in line with An Cosán procedures. These may include suspension or expulsion where a serious finding is made, where this is proportionate, and where this is approved through the correct process. Learners should be informed of their right to appeal or request review in line with the relevant procedure.
Roles and Responsibilities	• Learners are responsible for submitting work that reflects their own learning, asking for help early, acknowledging sources, using tools appropriately and completing the academic integrity checklist honestly. • Tutors and assessors are responsible for explaining expectations, reviewing work fairly, using Turnitin reports in context, giving guidance where appropriate and escalating concerns through the correct process. • Programme staff are responsible for supporting clear learner communication, assessment schedules, submission arrangements and learner support routes. • Learning Support and Digital Inclusion staff may support learners to understand assessment expectations, digital tools, assistive technology and safe academic practice. • Community Education Lead or relevant programme lead supports day to day implementation, review of concerns, learner communication and fair decision making. • The QA Office and relevant quality assurance staff support consistency, evidence, record keeping, internal verification, external authentication and policy review. • Higher Education partners remain responsible for their own academic integrity requirements where partner procedures apply.
Evidence of Implementation	• Assessment cover sheets or learner declarations • Academic Integrity and Use of Assistive AI Tools checklists

	• Turnitin submission records and reports where relevant • Tutor review notes and learner feedback records • Records of learner support, referencing guidance or resubmission guidance • Records of academic integrity concerns and decisions made • Sample learner correspondence where a concern is raised • Internal verification and external authentication feedback • Programme review, assessment review and QA action records
Monitoring and Review	This policy will be reviewed every three years, or earlier where required due to changes in QQI requirements, assessment practice, Turnitin use, Generative AI tools, Higher Education partner requirements, data protection, cybersecurity, learner support needs or organisational policy. Monitoring may include review of Turnitin use, learner declarations, academic integrity concerns, tutor feedback, learner feedback, internal verification, external authentication, appeals, reasonable accommodation trends and programme review findings.
Related Documents	• QAF601 Assessment Process • QAF601(a) Fair and Consistent Assessment of Learners Policy • QAF601(d) Coordinated Planning of Assessments • QAF601(e) Security of Assessment Policy • QAF601(j) Request for Extension or Deferral of Assessment • QAF601(k) Consistency of Marking Assessments Policy • QAF602 Authentication Process • QAF602(g) Internal Verification Policy • QAF602(k) External Authentication Policy • QAF604 Appeals Process • QAF701 Reasonable Accommodation Policy • QAF801 GDPR Policy and Records Retention Policy • QAF502(e) Responsible Use of Generative AI Guidelines • QAF502(f) Approved Digital Tools and Third-Party Platform Guidelines • Learner Handbook • Tutor Handbook • Module Handbooks and Assessment Briefs • Academic Integrity and Submission Checklist

Appendix A of QAF601 (m): Sample Academic Integrity and Use of Assistive AI Tools Checklist

This example can be adapted for module handbooks, assessment briefs, learner declarations or submission cover sheets.

Statement	Check (✓)	Notes / Confirmed
I confirm that this is my own work except where I have clearly referenced or acknowledged another source.		
I understand that my work may be reviewed through Turnitin and by my tutor as part of An Cosán's academic integrity process.		
I may use assistive tools for spelling, grammar, translation or accessibility, provided these tools do not change the meaning or content of my work.		
I understand that these tools are designed to support my learning, not replace my own writing or understanding.		
I have not used Generative AI to write, create, rewrite or complete this assessment for me.		
I have not uploaded assessment briefs, learner information, internal documents or confidential information into an unapproved AI tool.		
I have asked my tutor for support if I was unsure about using any digital, AI or assistive tool.		
I understand that if AI or another person completes the assessment for me, the work does not demonstrate my own learning outcomes.		

Appendix B of QAF601 (m): Learner Correspondence - Academic Integrity Concerns

Sample Letter Template	**Learner Correspondence: Academic Integrity Concerns**
	The sample letter below may be sent by the class tutor through the email feature on the Learner Management System, where available, to ensure that communication is recorded and traceable. The template may be adapted with minor amendments to reflect the module, assessment title, level, concern raised and options available to the learner. If the template is not suitable for the situation, or if more than minor amendments are needed, the tutor should contact the Community Education Lead. The Community Education Lead will provide or approve a suitable alternative before the correspondence is issued. This correspondence should be used in line with QAF601(m): Academic Integrity, Plagiarism and Responsible AI Use Policy, and should support a fair, respectful and evidence informed review process.
	[INSERT DATE] **Learner Name:** [Full Name] **Learner Number:** [Registered No.]

	Good afternoon [First Name], I am getting in touch regarding your recent Level [Level] [Module] assignment. As part of our Quality Assurance and Academic Integrity processes, learner work is reviewed for similarity, plagiarism concerns and responsible use of AI, in line with the submission checklist provided with each assessment. Submissions are reviewed in two ways in line with An Cosán's guidance on plagiarism, academic integrity and responsible use of Generative AI. 1. Through Turnitin on Moodle, where this is used for the assessment 2. Through manual review by the tutor and/or assessor, who is the subject matter expert responsible for marking the assignment Turnitin supports this process by checking submitted work for text similarity against sources in its database. Where AI writing indicators are available, these may also support review. Turnitin does not make a final decision about plagiarism, academic misconduct or inappropriate AI use. The tutor and/or assessor is responsible for reviewing the submission in context. This includes considering the assessment brief, the learning outcomes, the marking criteria, the learner's own voice, the use of references, any drafts or notes where available, and whether the work demonstrates the learner's own knowledge, skill and understanding. This is important because assessment gives learners the opportunity to show that they have engaged with the module content and can explain their learning in a meaningful way. Following a review of your submission, the assessor has identified the following concern or concerns: 1. [Insert clear concern, for example possible use of Generative AI, similarity with another source, missing references, or work that appears not to reflect the learner's own voice] 2. [Insert any additional concern where relevant] At this stage, this is being treated as a concern for review. It is not a final decision. We understand that mistakes, misunderstandings, time pressure and uncertainty can happen during learning. The aim is to give you a fair opportunity to respond and, where appropriate, to demonstrate your understanding in your own words. The options are as follows: **Option 1: Re submit your work** We are happy to give you an opportunity to re submit your [insert assessment title] in your own words, and without the use of a writing assistant. Remember, this does not have to be perfect. It just needs to show us that: • you have engaged with the learning materials • you have developed your own understanding of the subject

	• you can describe what you learned through the module using your own voice • you can give relevant examples to support your understanding **Option 2: Complete an Understanding Check Presentation** You can create a [insert assessment appropriate time, for example 10 minute] Understanding Check Presentation where you demonstrate your personal understanding of the subject. You will present this to the Community Education Lead within the next 10 working days. Your work will be graded using the attached marking rubric. The rubric clearly shows what is expected at Level [insert level]. You can use it to guide your preparation. Please note the following points carefully: • the re submitted report or presentation must be completed by you in your own words • Generative AI tools must not be used to create, write, rewrite or replace your assignment • you may use your notes, class materials, learning activities, your own research and your own reflections to support your work. Any sources, research or class materials you use must be referenced clearly. • we are interested in your understanding, not polished or academic language Please consider these options carefully and let me know which option you choose by [insert date, normally 5 working days from email]. Please try not to stress about this in the meantime. We understand that mistakes, shortcuts and misunderstandings can happen when people feel stuck, rushed or under pressure. However, there is no shortcut to building your own foundation of knowledge and understanding. Our aim is to give you a fair opportunity to show what you have learned in your own words. Kind regards, _____ [Module] Class Tutor/Community Education Lead (as appropriate)

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

QAF602*:* The Authentication Process

Document Title	The Authentication Process		QA Code	QAF602
Version Number	1	Name of Creator	Community Education Lead	
Date Created	May 2026	Review Date:	December 2029	
Description of Changes	QAF602 introduction developed to provide a plain English overview of the authentication process, including Internal Verification, Cross Moderation, External Authentication, Results Approval, sampling and links to academic integrity and responsible AI use.		Reason for Changes	Reviewed as part of Teaching, Learning, Assessment, Business Administration and Blended Learning Review

Name of the Policy	The Authentication Process
Purpose of This Policy	This policy explains how An Cosán authenticates assessment evidence and assessment results before they proceed to Results Approval and certification. The purpose of authentication is to protect the integrity, fairness and value of An Cosán assessment and awards. It confirms that assessment evidence exists, belongs to the learner, has been assessed using the correct assessment instruments and marking criteria, and has been checked through the correct quality assurance process. Authentication supports confidence that learner results are valid, reliable, fair, consistent and quality assured.
Connection to QAF601 Assessment Process	This policy sits under QAF601 Assessment Process and should be read alongside related assessment, academic integrity, internal verification, external authentication, appeals, reasonable accommodation, data protection and learner support policies. QAF601 sets out the wider assessment process. QAF602 explains how assessment evidence and results are checked through Internal Verification, External Authentication and Results Approval. Where an academic integrity concern is identified during authentication, it should be managed in line with QAF601(m): Academic Integrity, Plagiarism and Responsible AI Use Policy.

Key terms used in this procedure

Term	What it means in plain English
Authentication	The quality assurance process used to confirm that assessment evidence is valid, reliable, sufficient, authentic and fairly assessed.
Assessment evidence	The work, records, documents, submissions or demonstrations used to show that a learner has met the required learning outcomes.
Assessment authenticity	Confidence that the assessment evidence was produced by the learner and demonstrates the learner's own knowledge, skill and understanding.
Internal Assessor	The tutor or assessor responsible for marking learner work using the approved assessment brief, marking scheme or rubric.
Internal Verification	An internal quality check that confirms assessment procedures were followed, required documents are present and results are recorded accurately.

Term	What it means in plain English
Internal Verifier	A trained person who checks the assessment process and records. They must not verify their own assessment work.
Internal Verification Team	The team involved in Internal Verification. This may include Internal Verifiers, the Community Education Lead, administration staff, the AIQA Lead or other quality assurance staff where relevant.
External Authentication	Independent external review of assessment evidence, marking and quality assurance records to confirm that results are fair, consistent and aligned with national standards.
External Authenticator	An independent external person appointed to review assessment evidence and quality assurance records and to provide an External Authentication Report.
Sampling	The process of selecting a portion of learner evidence and records for review during Internal Verification or External Authentication.
Cross moderation	A consistency check that may compare marking across tutors, groups, modules or grade boundaries.
Results Approval Panel	The quality assurance structure that considers authenticated results, corrections, grade changes and recommendations before results are approved for submission.

Policy Statement	An Cosán is committed to ensuring that assessment is fair, consistent, valid, reliable and quality assured. All assessment evidence and results must be checked through the appropriate authentication process before final results are approved. Authentication should confirm that assessment procedures have been followed, results are accurate, and any issues or concerns have been recorded and addressed through the correct process. Authentication is not designed to catch people out. It is a quality assurance process that protects learners, tutors, An Cosán and the value of the award.
Policy Scope	This policy applies to An Cosán learners, tutors, assessors, Internal Verifiers, External Authenticators, programme staff, administration staff, quality assurance staff, Results Approval Panel members and relevant partners involved in assessment, authentication, results approval, appeals or certification. It applies across Access, Further Education and Higher Education partnership delivery where relevant and where it does not conflict with partner provider academic regulations or assessment procedures. It applies to learner portfolios, digital submissions, written work, presentations, practical evidence, skills demonstrations, examinations, projects, reflective work, Moodle submissions, VLE submissions and any other assessment evidence.
What Authentication Confirms	The authentication process checks that: • Learner evidence is available for the results being submitted • The evidence matches the assessment requirements • The correct assessment techniques have been used • Assessment briefs, marking schemes and rubrics are available • Marks and grades have been calculated and recorded accurately • Assessment documentation is complete

	• Learner feedback has been recorded where required • Reasonable accommodation, extension or deferral records are included where relevant • Academic integrity concerns have been recorded and managed through the correct process • Results are ready to proceed to External Authentication and Results Approval
The Authentication Process	Before Internal Verification and External Authentication • Tutors are informed of submission deadlines • Learner evidence and assessor packs are prepared • Results records are completed • Internal Verifiers and External Authenticators are confirmed • Access to digital or physical evidence is arranged During Internal Verification • Internal Verifiers can access the required evidence • Tutors or programme staff are available for queries where possible • Issues are recorded clearly by the Internal Verification Team • Correctable errors are addressed where appropriate • The Community Education Lead oversees the preparation of the Internal Verification Report for External Authentication After Internal Verification • The Community Education Lead prepares or finalises the Internal Verification Report for the External Authenticator • Any outstanding issues are noted for discussion during External Authentication where required • Assessment evidence and reports are made available for External Authentication During External Authentication • The External Authenticator can access the required evidence • The Community Education Lead, tutors or programme staff are available for queries where possible • Issues are recorded clearly by the External Authenticator • Correctable errors are discussed and corrected where agreed with the Community Education Lead After External Authentication • The External Authenticator prepares the final External Authentication Report within 5 working days and returns it to the Community Education Lead

	• The Community Education Lead submits the Internal Verification and External Authentication Reports to the ACE Quality and Project Lead • The ACE Quality and Project Lead arranges a meeting of the Results Approval Panel • The Results Approval Panel considers whether required corrections have been completed, grade changes have been recorded and approved through the correct process, and recommended actions should be added to quality assurance or programme improvement records

Internal Verification	Internal Verification is the internal quality check carried out before External Authentication. It checks that An Cosán's assessment procedures have been followed and that assessment results are accurate and supported by learner evidence. Internal Verification does not normally mean re marking learner work. Instead, it checks the assessment process, paperwork, evidence, marking records and results calculations. Internal Verification should be carried out by a person who is independent of the assessment being verified. A tutor or assessor must not internally verify their own assessment work.
What Internal Verification Checks	**Internal Verification may include checking that:** • Learner evidence is available for learners being submitted for certification • Learner portfolios or digital submissions are complete and accessible • Assessment briefs and marking schemes are available • The correct assessment techniques were used • Learner marking sheets are completed • Marks are added correctly • Percentage marks and grades are recorded correctly • Results are transferred accurately to the relevant results records • Feedback has been provided to learners where required • Reasonable accommodation, compassionate consideration, extension or deferral records are included where relevant • Any academic integrity concern has been managed through the correct process • Assessment evidence is ready for External Authentication
External Authentication	External Authentication is the independent external review of assessment evidence, marking and quality assurance processes. External Authentication helps confirm that assessment has been carried out fairly and consistently and that results are in line with national standards and award requirements. The External Authenticator reviews a sample of learner evidence and assessment records. They may also review assessment briefs, marking schemes, Internal

	Verification reports, previous External Authentication reports where available, and any relevant quality assurance records. External Authentication supports confidence that results are suitable to proceed to Results Approval.
Sampling and Cross Moderation	Sampling should be sufficient to give confidence that assessment procedures have been followed and that results are fair, accurate and consistent. Sampling may include a range of grades, borderline results, high and low marks, different assessors, different learner groups, different assessment techniques, repeat submissions or reassessments, and work where academic integrity, reasonable accommodation or assessment concerns were recorded. Cross moderation may be used where additional consistency checks are needed. This can include reviewing borderline grades, comparing marking across tutors or groups, or checking that assessment standards are being applied consistently across modules or programmes.
Academic Integrity and Authentication	Authentication includes checking whether assessment evidence appears to be the learner's own work. This may include review of learner declarations, assessment checklists, Turnitin reports where relevant, tutor knowledge of the learner's work and voice, drafts, notes or planning evidence where available, referencing and bibliography, Moodle or VLE activity where relevant, and concerns raised by tutors, assessors, Education Hub Facilitators, Classroom Assistants, Exam Invigilators or other relevant staff. A Turnitin report, AI indicator, unusual writing style, poor referencing or high similarity should be treated as an indicator for review, not automatic proof of misconduct. Concerns should be managed in line with QAF601(m): Academic Integrity, Plagiarism and Responsible AI Use Policy.
Random or Risk Based Checks	To support academic integrity, An Cosán may carry out random or risk-based checks of learner submissions. This may include review of Turnitin reports, tutor review, sampling of portfolios, review of assessment evidence, or asking a learner to complete an Understanding Check Presentation or another appropriate method to confirm assessment authenticity. Random or risk-based checks should be carried out fairly, proportionately and in line with the relevant policy. The purpose is to protect assessment standards, learner fairness and confidence in the value of An Cosán awards. Staff, tutors, assessors and panel members involved in the review should not assume misconduct before the evidence has been considered through the appropriate process.
Results Approval	The Results Approval Panel considers authenticated results after Internal Verification and External Authentication have taken place. The Results Approval Panel should consider whether required corrections have been completed, grade changes have been recorded and approved through the correct process, and recommended actions should be added to quality assurance or programme improvement records.

	Results should remain provisional until the appropriate authentication and approval steps are complete.
Evidence of Implementation	Evidence may include: • Learner declarations and submission checklists • Assessment briefs and marking schemes • Learner work and assessment evidence • Learner marking sheets and feedback forms • Turnitin reports where relevant • Tutor review notes • Records of academic integrity concerns and outcomes • Internal Verification checklists and reports • Evidence of correctable errors addressed • Cross moderation records where relevant • External Authentication reports • Results Approval Panel agenda or minutes • Records of grade changes where relevant • QA or programme improvement actions arising from IV or EA • Records of appeal or review where relevant
Monitoring and Review	This policy will be reviewed every three years, or earlier where required due to changes in QQI requirements, assessment practice, Internal Verification practice, External Authentication practice, academic integrity risks, Turnitin use, Generative AI tools, Higher Education partner requirements, learner support needs or organisational policy. Monitoring may include review of Internal Verification reports, External Authentication reports, Results Approval Panel records, tutor feedback, learner feedback, appeals, reasonable accommodation trends, academic integrity records and programme review findings.
Related Documents	This policy should be read alongside: • QAF601 Assessment Process • QAF601(a) Fair and Consistent Assessment of Learners Policy • QAF601(e) Security of Assessment Policy • QAF601(k) Consistency of Marking Assessments Policy • QAF601(m) Academic Integrity, Plagiarism and Responsible AI Use Policy • QAF602(g) Internal Verification Policy • QAF602(k) External Authentication Policy • QAF604 Appeals Process • QAF701 Reasonable Accommodation Policy • QAF801 GDPR Policy and Records Retention Policy • QAF502(e) Responsible Use of Generative AI Guidelines • Learner Handbook • Tutor Handbook • Module Handbooks and Assessment Briefs

Appendix A: QAF602 Authentication Process Visual Guide

This visual guide summarises the main stages of the authentication process. It should be read alongside the full QAF602 policy and related assessment procedures.

1. Prepare evidence	2. Internal Verification (IV)	3. IV Report	4. External Authentication (EA)
• Briefs, marking schemes and learner evidence are prepared • Assessor packs and result records are completed	• IV Team checks required evidence and records issues • Correctable errors are addressed where appropriate	• Community Education Lead prepares or finalises the IV Report • Outstanding issues are noted for EA where required	• EA reviews required evidence and standards • Queries are discussed with the Community Education Lead

5. EA Report	6. Results Approval Panel	7. Actions and records	8. Certification readiness
• EA returns final report within 5 working days • Reports are sent to ACE Quality and Project Lead	• RAP considers corrections and grade changes • Results are approved through the correct process	• QA or programme improvement actions are recorded • Evidence is retained for quality assurance	• Results move forward once quality assured • Learners are supported through appeals where relevant

Authentication protects trust, fairness and standards. It confirms that assessment evidence is complete, authentic, fairly assessed and ready for results approval.

QAF602 (a): Guidelines for Internal Assessors

Document Title	Guidelines for Internal Assessors		QA Code	QAF602 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Preparation of the format of assessment.

- This must include information on programme title, subject being assessed, time and date of assessment, time allowed instructions to Learner, additional materials required, attachments required.

- The Internal Assessor must submit all assessment documentation to the Community Education Lead. This must include the format of assessment information, assessment detail, preparation of clear and concise worked solutions and appropriate unambiguous marking schemes with clear instruction

Assessments must be prepared taking into consideration the following guidelines:

- Clear and concise instructions pertaining to the completion of the assessment by the Learner and ensure assessments are checked for accuracy and the use of unambiguous language and instructions.
- Clear and concise instructions pertaining to the requirement of additional materials required by the Learner to successfully complete the assessment. This information must be made available at least 10 working days prior to the scheduled assessment
- Protect the integrity of the assessment by ensuring differentiation of assessment questions from year to year
- Ensure assessments are prepared in the context of the subject, standard of programme and learning outcomes being assessed

Marking Learner Assessment Evidence:

- Adhere to the assessment guidelines from the Tutor Information Pack.
- Use the marking scheme which is included in the Tutor Assessment Pack – if you want to make changes these need to approve by the Community Education Lead.
- Ensure all learner assessment evidence is considered when determining the learners overall mark and grade.
- Where a learner has produced written evidence, place a mark (for example tick/date/initial/allocated mark), using a coloured pen, on all pages submitted by the learner for assessment purposes.
- Where a learner has produced practical pieces for the purposes of certification, for example, artwork or pieces of furniture etc., it is appropriate that a mark or stamp be used on the back of the piece or somewhere it will not deface the piece
- Complete the learner marking sheets and include in the learner portfolio of assessment evidence.
- Where an assessor identifies plagiarised work, this should be noted on the learner's script. Assessors are asked to refer to An Cosán plagiarism code of practice

Borderline Grades

Where a learner attains a mark, which places them borderline between grades it is recommended that the assessor reviews the QQI Grading Criteria (QAF034(c)) to confirm that the grade assigned is in line with the standard of work produced. Where the assessor identifies an anomaly, a review of the marking of the learner's work must take place.

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

QAF602 (b): Feedback to Learners Policy

Policy Title	Feedback to Learners Policy		QA Code	QAF602 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	Feedback to Learners
Purpose	To ensure Learners are kept up to date with their progress on a course and understand their performance in the context of the programme and level of award for which they are studying. Feedback should be positive, forward looking and task specific. Feedback can be qualitative or quantitative.
People involved	Community Education Leads, Tutors
Methods used to carry out this procedure	Each Learner will receive an end of term report detailing their progress to date, on this will be provisional results, and general comments from the Tutor. Results of assessments or course assignments are given to the learner with a feedback form detailing strengths and areas for improvement with general comments, where appropriate. All Learners are requested to complete Evaluation Forms throughout the course. Learners receive a written reply or a visit from the Community Education Lead depending on the general view of the group in relation to the feedback received from the forms. Learners receive an end of module report –*Learner Feedback Form* - detailing their progress to date. Included in this will be academic scores, placement report results and

	a general comment from either the Community Education Lead or the main programme tutor. Full time Learners have a one-to-one meeting with the Community Education Lead once per term to discuss their progress on a practical and academic level. Any assessment, assignments, placement reports etc. that have been returned during this time are discussed with the Learner.
Person Responsible for implementation	Community Education Leads, Tutors involved in the course
Evidence Generated by this procedure	Learner Evaluation forms Tutor Evaluation Form End of Term Reports
Monitoring	
Monitor	Community Education Lead External Authenticator
Frequency	End of Term
Monitoring Methods	Tutor Evaluation Forms End of Term Reports

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

QAF602 (c): Learner Feedback Form

Document Title	Learner Feedback Form		QA Code	QAF602 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Learner Feedback Form			
Course Title		Tutor	
Module Title			
Tutor Name:			
Learner Name		Date	

Assessment Type		Weighting		Marks	

Criteria	Comments (where applicable)
Acquisition of Knowledge ▪ Level of understanding ▪ Familiarity with subject/material/ original thinking	
Structure ▪ Relevance of answer to task set ▪ Accuracy of details ▪ Consistency of Assignment Brief/Organisation of ideas/ Fluency/logic of structure	
Presentation ▪ Format/ Word count/length ▪ Adherence to presentation guidelines	
Bibliography & Referencing ▪ Acknowledgement of sources: references, quotes, statistics	

Assessment Type	(INSERT WHAT TYPE OF ASSESSMENT SKILLS DEMO, ASSIGNMENT, PORTFOLIO etc)	Weighting		Marks	

Criteria	Comments (where applicable)
Acquisition of Knowledge ▪ Level of understanding ▪ Familiarity with subject/material/ original thinking	
Structure ▪ Relevance of answer to task set ▪ Accuracy of details ▪ Consistency of Assignment Brief/Organisation of ideas/ Fluency/logic of structure	
Presentation ▪ Format/ Word count/length ▪ Adherence to presentation guidelines	
Bibliography & Referencing ▪ Acknowledgement of sources: references, quotes, statistics	

General or Additional Comments

Tutor Signature		Overall Marks	

QAF602 (d): Tutor Assessment Guidelines

Document Title	Tutor Assessment Guidelines		QA Code	QAF602 (d)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

INFORMATION FOR TUTORS

LEARNER & TUTOR PORTFOLIOS

1. Using the **Assignment Brief in the Tutor Pack,** explain the briefs as clear and helpful as possible in terms of what is expected and how it will be marked.

2. Issue the **Assignment Brief** - with deadline date - as early as possible at start of the module. Encourage strict adherence to the deadline date as late submissions will be held over until next Examining period.

3. Include the leaflet on **Portfolio Information** to all learners and show sample folder to be used if relevant.

4. Encourage learners to submit draft work in progress. Our policy is the encouragement of mastery of a subject rather than an "enough to pass" attitude.

5. Ensure that all learners complete a **Portfolio Front Cover sheet,** Learner must sign this when submitting the work and Tutor when submitted it for verification.

6. Devote part of final class in each module to checking learner folders for submission to ensure compliance with the requirements against checklist below.

7. Support your learners with written (and if possible, verbal) feedback on their work, using the **Learner Feedback** form**.**

8. Give 'provisional' result to learners and inform them about the Appeals Policy.

When Submitting Completed Portfolios for Internal & External Verification

1. At the front of each portfolio there must be **Individual Marking Sheets, Learner Feedback Form and a Front Coversheet** signed by Learner & Tutor.

2. Transfer all results to the **Candidate Entry Form [supplied from the office]** and hand in with all folders to the QQI / Further Education Coordinator. In the absence of the QQI coordinator, these should be given to the QQI Administrator (Lily).

3. All **Quality Assurance Templates** which are supplied in the Tutor Information Pack are completed and returned with Portfolios

4. Marked folders should be returned to the QQI Administrator **or** Further Education Coordinator **only**, within 2 weeks of the final class

5. Before submitting, prepare **Learner Folders** – using the following checklist

	Tutor Checklist for Learner Portfolios	**Present in folder**
1.	Front Cover Sheet signed by Learner & Tutor	*
2.	Marking sheets for each assignment	*
3.	Learner Feedback sheets Individual Student	*
4.	QQI Candidate Summary Results Sheet	*
5.	All Paperwork as required by the Tutor Information Pack	*

6. Submit a **Tutor Folder** along with learner folders – using the following checklist

	Tutor Checklist for Learner Portfolios	**Present in folder**
1.	Assignment Brief	*
2.	Copy of the Marking Sheets for the Module	*
3.	Copy of Exam & Answer Paper if applicable	*
4.	QQI Candidate Summary Results Sheet	*
5.	Completed Quality Assurance forms from Tutor Pack	*

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

QAF602 (e): Internal Assessor & Internal Verifier Checklist

Document Title	Internal Assessor & Internal Verifier Checklist		QA Code	QAF602 (e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Internal Assessor Folder & Internal Verifier Checklist			
Tutor Name		**Learner Group**	**[Enter Programme Name]**
Module Title		**Number of Portfolios**	

Internal Assessor Checklist		
Please ensure the following are in place for the authentication process:	**TUTOR** Tick or mark n/a	**Internal Verifier** Tick or mark n/a
Tutor Folder - Copy of validated programme module	o	o
Tutor Folder - Assessment plan available, including examination timetable, if appropriate	o	o
Tutor Folder - Assessment briefs	o	o
Tutor Folder - Marking schemes	o	o
Tutor Folder - Examination papers **(Exams only)**	o	o
Tutor Folder - Outline solutions **(Exams only)**	o	o
Tutor Folder - Completed provisional results sheet/report	o	o
Tutor Folder - Portfolio Collection Form	o	o
Tutor Folder - Tutor Feedback Form	o	o
Tutor Folder – Supplementary evidence e.g., USB, poster etc.	o	o
Internal Verification Process		
Number of portfolios match results sheet		o
All portfolios in alphabetical order		o
Has the Tutor Completed the Following? • Front Cover Sheet • Marking Sheets • Learner Feedback Form		 o o o
All evidence marked, marks totalled correctly, percentage marks calculated, and grades awarded correctly		o
Marks transferred correctly to provisional results sheet/report		o
Internal Verification Template Completed		o
Was the Internal Verification process completed in line with An Cosán's QA Procedures and QQI Core Guidelines		o

Internal Assessor Signature		Date	/ /20
Internal Verifier Signature		Date	/ /20

QAF602 (f): QQI Candidate Details & Results Summary Sheet

Policy Title	Internal Verifier Policy		QA Code	QAF602 (f)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

QQI Candidate Details & Results Summary Sheet

Course Title		**Assessment Period:**							
Tutor Name		**Major Award Name:**					**Code**		
Further Ed. Lead		**Module Name:**					**Code**		
Date Submitted		**NB: All learners who completed the module must be included see below ****							
First Name	**Surname**	**PPS No:**	**Date of Birth**	**Male/ Female**	**(Insert Assessment type)**	**(Insert Assessment type) %**	**Total Marks**	**Grade**	**Medical Card (Y/N)**
0-49% = Unsuccessful		**50 - 64% = Pass**	**65 - 79% = Merit**		**80 - 100% = Distinction**				
**** NB: For Candidates who completed the module but are not presenting for this assessment Enter W for Withdrawn**									

Tutor signature: _____ **Date: ___ / ___ / 20 __**

Further Ed. Lead: _____ **Date: ___ / ___ / 20 __**

QAF602 (g): Internal Verification Policy

Policy Title	Internal Verifier Policy		QA Code	QAF602 (g)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	**Internal Verification**
Purpose	To ensure all assessors are grading in accordance with the National Standard Applicable.
People involved	The Assessor (Course Tutor) Community Education Lead Internal Verifiers (Subject matter experts) Senior Further Education Administrator Administration, Information & Quality Assurance Lead
Methods used to carry out this procedure	• As part of the Internal Verifier's Induction training, they are required to attend training on the requirements of the National standards. • The IV process will provide verification that assessment procedures have been adhered to through the methods outlined below. • The IV process will provide verification of assessment results through the methods outlined below. • The IV will use a 25% sample for all assessments. • The IV will write a detailed report on the outcomes of the IV procedure identifying any areas of concern or improvement as well as good practice.
Persons Responsible for implementation	Internal Verifiers – depending on the number of submissions Senior Further Education Administrator Community Education Lead Administration, Information & Quality Assurance Lead
Evidence Generated by this procedure	Training Records Internal Verification Reports Tutor marking Guidelines
Monitoring	
Persons Responsible for Monitoring	Community Education Lead Administration, Information & Quality Assurance Lead Internal Verifiers (Subject matter experts) External Authenticator
Frequency	Prior to QQI Submission for Certification as required
Monitoring Methods	Internal Verification Template Internal Verification Report External Authenticator Report
Overview of the Verification and Authentication of Assessments at An Cosán	

Internal verification and external authentication are two separate elements of An Cosán's quality assured authentication process that ensure all learners are assessed fairly and consistently across our programmes. The internal verification process precedes the external authentication process.

The role of the Internal Verifier is usually fulfilled by 2 – 3 Tutors/Assessors who have subject matter expertise across several areas. Our Tutors/Assessors do not verify assessment procedures for their own assessment activities and do not check and confirm their own assessment results, however an assessor may carry out the role of internal verification on the assessment activities and assessment results of other An Cosán Tutors/Assessors.

The role of the **External Authenticator (EA)** involves the sampling and moderation of assessment to confirm that the assessment evidence provided, and its grading are in line with QQI requirements and are consistent with national standards.

The Internal Verification Process

This document refers to Internal verification (IV) only. IV is a two-part monitoring process which confirms that An Cosán's assessment procedures have been adhered to and applied consistently across assessment activities and verifies that all results have been calculated and submitted correctly. This process is carried out by the Internal Verification Team (IV Team).

The Internal Verification Team consists of:

- Internal Verifiers (2 – 3 Subject matter experts)
- Senior Further Education Administrator
- Community Education Lead
- Administration, Information & Quality Assurance Lead (AIQA Lead)

The following documents will be made available to the Internal Verifiers throughout each process:

- Fair and consistent assessment of learner's policy
- Internal verification policy
- Information on major and minor award (s)
- All required assessment instruments (assessment briefs and examination papers) and associated documentation (marking schemes, outline solutions, assessment plans including submission dates)
- Authentication Report (results sheet from the QBS)
- Learner assessment evidence, including record of results for all learners (marking sheet(s) and summary results sheets)
- Internal verification report template

The Internal Verifier is responsible for the following in the IV Process:

The **Internal Verifier** has two roles:

1. **The Internal Verifier (IV) is responsible for verifying that An Cosán's assessment policies and procedures and QQI's assessment methods have been adhered to.**

   To verify this, the IV will:

- Ensure the correct assessment techniques have been used as per the validated documents
- Checks that all required documents have been submitted, signed, and dated with assessments by the tutor
- Check that the tutor has provided comprehensive feedback on the Learner feedback form
- Ensures that the tutor has submitted their candidate details and summary results sheet for each module in advance
- Complete the Internal Verification Checklist for each module that they are verifying
- Notify the Community Education Lead of any discrepancies/missing documents

2. **The Internal Verifier (IV) is responsible for verifying that the learners' results have been calculated and correctly submitted in line with QQI grading bands.**

   To verify this, the IV will:

   - Check if the points on Learner marking sheet have been totalled accurately, and that all percentage marks have been calculated correctly
   - If not, the IV may adjust marks and note any changes on the Candidate Details & Results Summary Sheet, bringing any changes to the attention of the Community Education Lead to be noted on the IV Report
   - Ensure that the percentage marks and grades awarded are in line with QQI grading bands
   - Check any borderline marks to confirm fairness of the grade applied
     - Where a learner has achieved a mark that is borderline between grades, the Internal Verifier is asked not to automatically up-grade or down-grade the learner's work until it has been reviewed to determine whether it merits the change in grade
     - If you determine that the Assessor has been unfair and or inconsistent in the marking of assessments in line An Cosán's Fair and Consistent Assessment of Learners policy, please note this in your report
   - Check that the results on the Candidate Details & Results Summary Sheet match the results in the individual Learner marking sheets. This will then be confirmed and signed by the Community Education Lead
   - Implement An Cosán's sampling strategy – i.e., Identify a sample of assessments for internal verification - and checking the highest and the lowest marks and the borderline portfolios (this process is called cross-moderation internally), they will then sign the cross-moderation form for each module and check that learners have been assessed in a fair and consistent manner.
   - Noting any changes/discrepancies on the Candidate Details & Results Summary Sheet and the Learner Front Cover Sheet
   - Audit the learners' assessments to verify their objectivity

The IV may be asked to make themselves available to An Cosán's Results Approval Panel to provide additional clarity and context in relation to grade changes or issues that have been highlighted throughout the process.

	Senior Further Education Administrator is responsible for the following: • Adding the Learners' Personal details i.e., PPS Number, DOB to the Candidate Details & Results Summary Sheet • Checking all documentation for dates/signatures • Entering the Candidate Details & Results Summary Sheet into the QQI QBS Certification Service • Printing TWO copies of pending submission forms; placing one in each Tutor folder for External Examiner and the other is given to the Community Education Lead for records • Communicating with QQI regarding results/invalid entries • Informing the QQI coordinator and the Community Education Lead of any issues • Recording all certificates • Sending the certificates to the learners **The Community Education Lead is responsible for:** • Following up with tutors in relation to any discrepancies • Completes an Internal Verification Report **The Administration, Information & Quality Assurance Lead is responsible for:** • Oversight of the process

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

QAF602 (h): Internal Verification – Guidelines for Internal Verifiers

Document Title	Guidelines for Internal Verifier		QA Code	QAF602 (h)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	**Guidelines for Internal Verifier**

	All relevant assessment documentation will be available in An Cosán for the Verification process and must not be removed during the verification process. Appropriate equipment to moderate assessment evidence produced in a multi-media format will be provided, as required.
	
	Role: The person who will be assigned the role of Internal Verifier will be a peer tutor who has an expertise in both the subject matter and the area which is being assessed and they are appointed from An Cosán's tutoring panel.
	
	Responsibilities: The Internal Verifier will:
	
	• Ensure An Cosán assessment procedures are in place and adhered to. This includes ensuring that the learning has been assessed using the techniques and instruments as agreed in the validated programme.
	• Mark a sample of 25% of assessments which have been marked already by The Assessor (tutor) to ensure validity of marking schemes. Suggest and agree changes, if necessary, with The Assessor and note any changes in their report.
	• Compile an Internal Verification Report taking into consideration the evaluation of examination papers, congruence of marking of solutions with marking schemes and assessment method in the context of the learning outcomes.
	• This report is sent with the Assignments to the External Authenticator to be checked and signed off. It is also discussed at the Results Approval Panel Meeting.
	
	Internal Verifiers are requested to adhere to the following:
	
	• Complete the Internal Verification Checklist for each module that they are verifying – please ensure that the following work is attached and completed correctly for each learner:
	  ○ Front Cover Sheet
	  ○ Marking Sheets
	  ○ Learner Feedback Form
	
	Internal Verifiers role in relation to Appeals
	On occasion the Internal Verifier may be requested to be available to An Cosán's Results Approval Panel in order to provide additional clarity to the panel to allow them to make informed decisions around grade changes or issues that have been highlighted.

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

QAF602 (i): Cross Moderation Form

Document Title	Cross Moderation Form		QA Code	QAF602 (i)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Cross Moderation Report - for the Authentication Process (IV & EA)			
Learner Group	**[Enter Programme Name and Code]**	**Tutor Name**	
Module Title		**No of Portfolios**	

Cross Moderation of Highest Pass against Lowest Merit Portfolios

Name of Learner	Tutor Marks	Tutor Grade	Changes Made		New Marks	New Grade
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		

Cross Moderation of Highest Merit against Lowest Distinction Portfolios

Name of Learner	Tutor Marks	Tutor Grade	Changes Made		New Marks	New Grade
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		

Cross Moderation of all Borderline Portfolios

Name of Learner	Tutor Marks	Tutor Grade	Changes Made		New Marks	New Grade
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		
			Yes	No		

Additional Comments
(Insert comments here you think would benefit the cross-moderation process or any issues that rose through the process)

Cross Moderation Signature		Date	/ / 20
Further Ed. Lead Signature		Date	/ / 20

QAF602 (j): Internal Verification Report

Document Title	Internal Verification Report		QA Code	QAF602 (j)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

QQI Internal Verification Report									
QQI Registered Centre Name:				**QQI Registered Centre Number:**					
Assessment Period:		**Total No of Portfolios for this assessment Period:**			**Date of Report**	/ / 2			
Names and signatures of the staff member(s) who completed internal verification									
Name:		**Signature:**		**Name:**		**Signature:**			
Name:		**Signature:**		**Name:**		**Signature:**			
Name:		**Signature:**		**Name:**		**Signature:**			
Major Award Name & Code			**Module Name & Code**				**Number of portfolios**		

Level 5 **Community Care** **5M2786**	**Mandatory:** **Elective:**	 **Total Number of Portfolios**
Level 5 **Community Development** **5M3050**	**Mandatory:** **Elective:**	 **Total Number of Portfolios**
Level 5 **Business Administration with Digital Skills for Work** **5M2468**	**Mandatory:** **Elective:**	 **Total Number of Portfolios**
Level 5 **Early Childhood Care & Education** **5M2009**	**Mandatory:** **Elective:**	

		Total Number of Portfolios
Level 6 **Early Childhood Care & Education** **6M2007**	**Mandatory:** **Elective:**	**Total Number of Portfolios**

Internal verification
Monitoring assessment results

Please complete for each named award/group of learner results verified	Are all required documents available and completed correctly? e.g., marking sheets, learner records	Is sufficient and reliable assessment evidence available for all learners presenting?	Was the evidence generated in accordance with the appropriate assessment techniques and instruments?	Have marks been correctly totalled and grades awarded in line with QQI requirements?	
Community Care 5M2786					

Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)
									Tutor / IV Cross Moderator Portfolios IV Comments •

Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)

									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Business Administration with Digital Skills For Work 5M2468										
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**	
									Tutor	IV
									Cross Moderator	

									Portfolios IV	
									Comments	•
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**	
									Tutor	IV
									Cross Moderator	
									Portfolios IV	
									Comments	•
Community Development 5M3050										

Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)
									Tutor IV Cross Moderator Portfolios IV Comments •
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**
									Tutor IV Cross Moderator Portfolios IV Comments •
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**
									Tutor IV Cross Moderator Portfolios IV Comments •
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**
									Tutor IV

									Cross Moderator	
									Portfolios IV	
									Comments	•

Early Childhood Care & Education 5M2009

Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor		IV
									Cross Moderator		
									Portfolios IV		
									Comments	•	

Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor		IV
									Cross Moderator		
									Portfolios IV		
									Comments	•	

Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)		
									Tutor		IV
									Cross Moderator		
									Portfolios IV		

									Comments •
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**
									Tutor IV Cross Moderator Portfolios IV Comments •
Early Childhood Care & education 6M2007									
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**
									Tutor IV Cross Moderator Portfolios IV Comments •
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action (if No please identify issues/make recommendations)**
									Tutor IV Cross Moderator Portfolios IV Comments •
Module Name & Code	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Comments/Action**

									(if No please identify issues/make recommendations)
									Tutor / IV
									Cross Moderator
									Portfolios IV
									Comments •

Module Name & Code	Yes	No	Yes	No	Yes	No	Yes	No	Comments/Action (if No please identify issues/make recommendations)
									Tutor / IV
									Cross Moderator
									Portfolios IV
									Comments •

Assessment processes and Procedures	Verification of adherence to An Cosán's assessment procedures. Commentary should be provided as appropriate.	
The basis on which sample of learner evidence was selected (i.e., Identify learner groups and total learner population being sampled and sample size selected)	Cross Moderation sampled by the following selection criteria: • Highest Pass Vs Lowest Pass • Highest Merit VS Lowest Merit • Highest Distinction VS Lowest Distinction	Cross Moderation sampled by the following selection criteria: • Highest Pass VS Lowest Merit • Highest Merit VS Lowest Distinction • All borderline results

Assessment Processes & Procedures			
	Yes	No	Comments
Were the assessment techniques used to assess students the techniques outlined in the award specification			
Were the learners provided with a the required assessment instructions: • **Assignment Brief**			

• Exam Papers • Assignment Guidelines • Marking Criteria			
Were all assignments Briefs Signed by the student?			
Were all appropriate marking sheets used to record the students marks?			
Was all evidence presented for each learner?			
Were all marks recorded correctly?			
Are you satisfied that grades awarded are consistent with the required standard?			
Number of Grade Changes Please give details of any changes made			

Verification Process Completion Statement

We the undersigned confirm that the assessment procedures as agreed through this provider's quality assurance has been applied across all assessment activities for the award.

Role	Community Education Lead	Name		Signature		Date	___ /___ /2_
Role	Administration, Information & QA Lead	Name		Signature		Date	___ /___ /2_
Role	QQI Administrator	Name		Signature		Date	___ /___ /2_

QAF602 (k): External Authentication Policy

Policy Title	External Authentication Policy		QA Code	QAF602 (k)
Version Number	2	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	**External Authentication**
Purpose	The purpose of External Authentication (EA) is to provide independent confirmation that the assessment of learners has been carried out in a fair and consistent manner in line with the national standards. It establishes An Cosán's creditability, enhances the integrity of the assessment process and ensures that the results of assessments are valid and compliant with the requirements for the specific award that has been delivered by An Cosán.
People involved	Adult Education Manager ACE Quality and Project Lead Community Education Lead External Authenticator Senior Further Education Administrator
Methods used to carry out this procedure	External Authentication is undertaken through the appointment of an independent external authenticator The EA will: • Moderate assessment results for an award or across a number of awards within a related field or sub-field of the major, special purpose, supplemental of learning • Using a sampling strategy approved by An Cosán, the EA will moderate assessment results to ensure that they are consistent with QQI requirements • Confirm that learners have been assessed in a fair and consistent manner in line with An Cosán's procedures and QQI Policy • They will review any Internal Verification Report(s) and authenticate the findings/outcomes and recommend results for approval • Where grades have been changed, the EA will note why grades were changed and these notes will be included or attached to the External Authentication Report • Identify and report on any issues or concerns regarding the assessment process • The EA will produce an External Authentication Report for the Results Approval Panel with any recommendations they have • While feedback is primarily provided through the External Authentication Report, the EA may be required to attend the Results Approval Panel meeting and provide verbal feedback. • The EA will leave the signed Authentication Report results sheets with An Cosán on the day of external authentication with all moderated grades listed on the authentication report (QBS results sheet)
Person Responsible for implementation	Community Education Lead Tutors involved in the course

Evidence Generated by this procedure.	IV Report External Authenticator Report
Monitoring	
Person Responsible for Monitoring	Community Education Lead Administration, Information & Quality Assurance Lead External Authenticator
Frequency	Prior to Submissions been made to QQI on a yearly basis
Monitoring Methods	Internal Verification Report External Authenticator's Report Quality Oversight Committee Meetings
	The Role of the External Authenticator The role of the External Authenticator is to provide independent confirmation that the learners were assessed in a fair and consistent manner which is in line with the QQI requirements and ensure that the assessment results are consistent with national standards. **Selection Process of EA** External Authenticators are recommended by the Academic and ACE Quality and Project Lead, with final approval of appointment made by the Senior Management Team. All External Authenticators are independent of An Cosán, and any Tutors employed by An Cosán within the previous 5 years are deemed ineligible to be appointed as External Authenticators. External Authenticators drawn from academia must: • Hold a minimum of a qualification at a level above that which they will examine. • Have recent relevant experience in teaching and assessing at a similar or relevant academic level • Have subject matter expertise in the appropriate field or subfield that they are authenticating. • Have excellent communication skills and be able to communicate with people at all levels. • Undertake to operate with a Code of Practice and Guidelines issued by An Cosán and QQI. The EA must be independent of the centre to which they are assigned and have subject matter experience across a range of awards within a related field or sub-field of the major, special purpose. The EA is chosen from a panel of external authenticators and is engaged by the AIQA Lead. At An Cosán, the EA will be called on two to three times a year and will always be engaged where new learners have joined a class, where a new cohort has been established, and where a newly engaged tutor is submitting assessments for the first time. **External Authentication Procedure** During the External Authentication Process the External Authenticator will have access to the following documents:

- Work that was subject to Internal Verification
- IV Reports
- Learners/Tutors/Community Education Lead/AIQA Lead
- Records of Learners/Tutors

During the external authentication process, the External Authenticator (EA) carries out moderation of assessment evidence to confirm that the assessment evidence provided, and its grading, are in line with national standards. The EA is also responsible for checking that fair and consistent assessment has been carried out in line with An Cosán's QA policy.
In the course of their duties the EA will:

- Visit An Cosán and meet with appropriate staff and learners
- They will moderate assessment results for an award or across a number of awards within a related field or sub-field of the major, special purpose, supplemental of learning
- Using a sampling strategy, the EA will moderate assessment results to ensure that they are consistent with QQI requirements
- Confirm that learners have been assessed in a fair and consistent manner in line with An Cosán's procedures and QQI Policy
- They will review any internal verification report(s) and authenticate the findings/outcomes and recommend results for approval
- Where grades have been changed the EA will note why grades were changed and these notes will be included or attached to the external authentication report
- The EA will produce an external authentication report for the Results Approval Panel with any recommendations they have
- While feedback is primarily provided through the external authentication report, the EA may be required to give verbal feedback directly to management and/or assessors and/or the results approval panel
- The EA will leave the final results sheets are left with An Cosán on the day of external authentication with all moderated grades listed on the authentication report (QBS results sheet)

The Results Approval Panel

The Results Approval Panel (RAP) ensures that results are fully quality assured and signed off by An Cosán prior to submission to QQI. It is comprised of the following staff members:

- Adult Community Education Manager
- AIQA Lead
- Senior Further Education Administrator
- Internal Verifier (if required)
- External Authenticator (if required)

Following the IV and EA processes, the Results Approval Panel meet to review the findings of the Internal Verifier and External Authenticator, identify any issues arising in relation to the results, and make recommendations for corrective action. The Results Approval Panel gives the final sign off before results are submitted to QQI for certification. The panel may meet up to 6 times per year on a two monthly cycle. Meetings will typically be held 1 week before the QQI submission dates of 12th of

	Feb, Apr, Jun, Aug, Oct, Dec), however, An Cosán rarely submits assignments in August or October. The Results Approval Panel is responsible for: • Meeting to ~~R~~eview the internal verification and external authenticator reports • Review and approve assessment results • Signing off final assessment results before submission to the QQI QBS Certification Service • The RAP also Provide feedback to tutors if necessary • Identify any issues and make recommendations for and implement corrective action • When results are approved, they will be made available to learners and submitted the QQI QBS Certification Service

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

QAF602 (l): Guidelines for External Authenticator

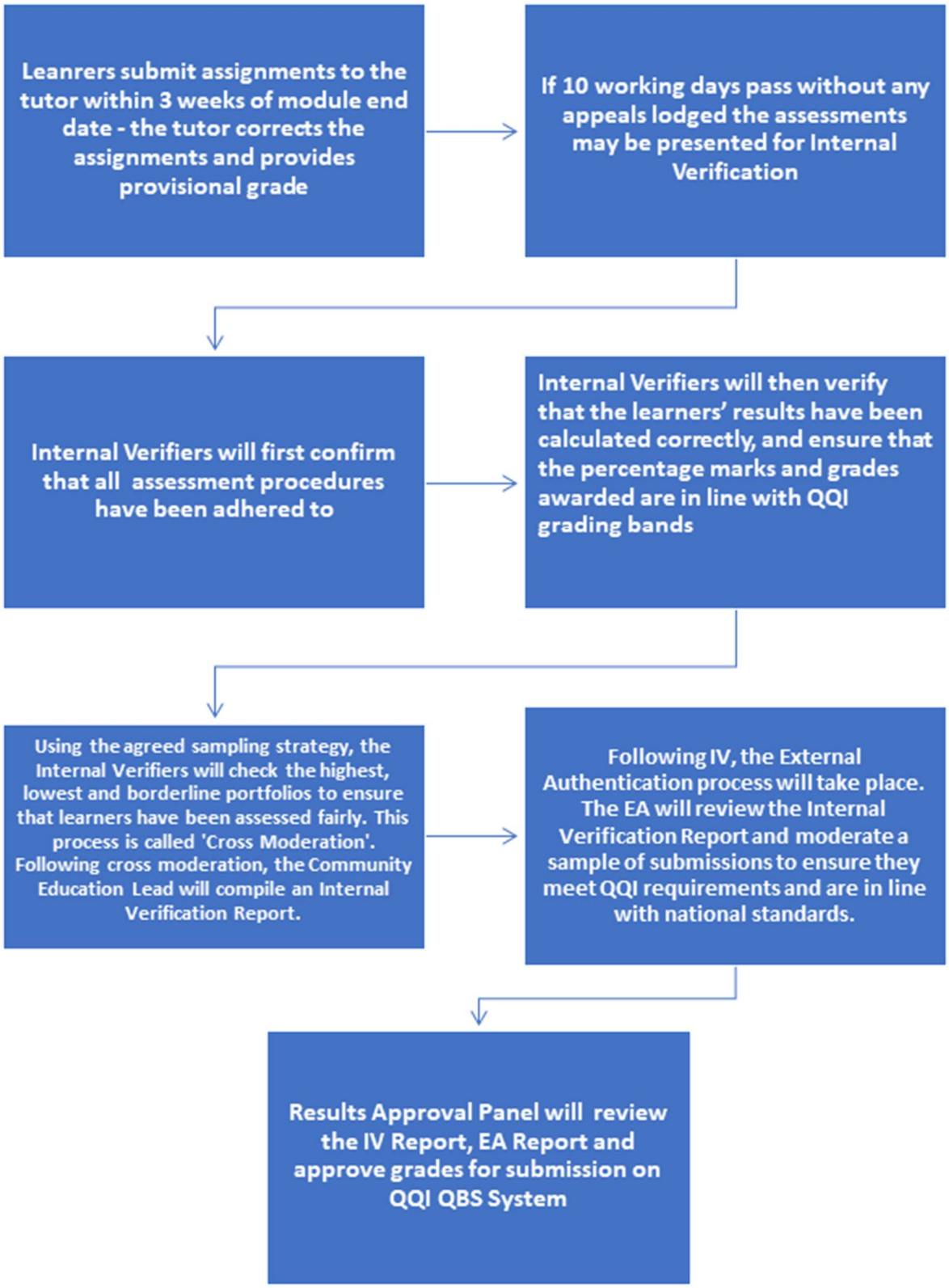
Policy Title	Guidelines for External Authenticator		QA Code	QAF602 (l)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	**Guidelines for the External Authenticator**
	All relevant assessment documentation will be available in An Cosán for the authentication process and will not be forwarded to the External Authenticator prior to the visit. Appropriate equipment to moderate assessment evidence produced in a multi-media format will be provided, as required. External Authenticators are requested to adhere to the following: • Reports must be presented, word processed, using An Cosán's External Authentication Report template. In completing the report, External Authenticators are asked to consider the following: o Comment on work produced in so far as it is in line with QQI documentation, QQI component specifications and An Cosán's validated programmes. This request is to aid consistency in how External Authenticators are completing their reports o Providing Feedback to Learners is a procedure that is implemented across An Cosán. Evidence to attest to the fact that learners receive feedback that informs their participation on a programme is evaluated as part of the Evaluation process implemented by An Cosán. o Evidence of feedback to learners is not included in the evidence presented for External Authentication purposes and therefore External Authenticators are asked not to comment on this procedure in their External Authentication Report o Report any concerns regarding the assessment process or issues that could impact the integrity of the assessment process • External Authenticators are asked to sign the relevant Internal Verification Report to authenticate the findings/outcomes of the report. • An Cosán has recommended that where a learner attains a mark which places them borderline between grades, that the assessor reviews the QQI Grading Criteria to confirm that the grade assigned is in line with the standard of work produced. Where the assessor identifies an anomaly, a review of the marking of the learner's work must take place. External Authenticator is asked not to automatically up-grade or down-grade the learner's work until The Assessor has reviewed the learner's work to determine whether it merits the change in grade. • An Cosán has asked all tutors and Community Education Leads to work to the proviso that "no evidence = no mark." External Authenticators are therefore also requested to work to this proviso following confirmation with the appropriate personnel that the evidence is not available. As part of their role the External Authenticator has the responsibility of:

	• Confirming that the Fair and Consistent assessment of learners are consistent with An Cosán's procedures and QQI policy on quality assuring Assessment. • Reviewing the IV Report and authenticate the findings/outcomes • Moderating the results which will involve reviewing the results and checking the standard of evidence at each grade and sampling evidence within each grade band and at the borders of grades • Confirm that the assessments and grading are line with national standards. • Visit An Cosán and meet with the appropriate personnel such as the Community Education Lead, Course Tutors etc. where appropriate • Participate in the Results Approval Process where required • Highlight any issues or irregularities in relation to the Assessment Process to the Community Education Lead • Recommend Results for Approval and Compile External Authenticator's Report **Sampling** As part of both the Internal Verification and External Authentication the Sampling process must take place. Sampling is where a portion of the learner results and evidence submitted for each Minor/Major/Special Purpose/Supplemental award is selected to be moderated by the Internal Verifier and External Authenticator **Criteria for Sampling** The strategy that An Cosán has agreed to implement is 25% of all Learners being assessed, were the number of learners is less than 12 then all evidence of assessment will be sent to both the IV & EA. When selecting assessments, it is important to ensure that: • The size is sufficient to enable sound judgment to be made about the fairness and consistency of assessment decisions. • It covers the full range of attainment in terms of grades achieved • It includes a random selection of each grade/band • It identifies evidence which is borderline between grades. **External Authenticator's role with the Results Approval Board** • Prior to Results Approval Panel meetings, External Authenticators are required to review a sample of assessments including borderline cases. The role of the External Authenticator is to provide independent confirmation that the learners were assessed in a fair and consistent manner which is in line with the QQI requirements and ensure that the assessment results are consistent with national standards. • In the event of a lack of consensus between the External Authenticator and the Internal Verifier, every effort should be made to achieve agreement with regard to proposed amendments in advance of the results approval meetings. • If the External Authenticator's opinion is not accepted by the results approval panel as a whole, his/her opinion will be recorded in the minutes of the meeting • The EA will produce an external authentication report for the Results Approval Panel with any recommendations they have

	• While feedback is primarily provided through the external authentication report, the EA may be required to give verbal feedback directly to management and/or assessors and/or the results approval panel **External Authenticators role in relation to Appeals** On occasion the External Authenticator may be requested to be available to An Cosán's Results Approval Panel in order to provide additional clarity to the panel to allow them to make informed decisions around grade changes or issues that have been highlighted **Communication and Reporting Arrangements** External Authenticators are required to submit reports on any assessments they have been involved with to the ACE Quality and Project Lead by an agreed deadline. The ACE Quality and Project Lead will circulate this report to appropriate academic staff with details of proposed action plans. Issues raised by the External Authenticator are addressed including measures/actions to be taken and their effect. The External Authenticator's report will include the following information: • The extent to which assessment issues have been appropriately addressed from the previous year • Issues relating to the development of the teaching and learning and assessment of learners • If procedures and regulations applied were consistent and fair • Observations arising and agreed actions for the coming year • Any other activities completed by the External Authenticator Evaluating Effectiveness of Quality Assurance Policies and Procedures **External Authenticators are involved in the evaluation process within An Cosán.** • The External Authenticator will give feedback on his/her experiences in dealing with An Cosán in all aspects of his/her role • The External Authenticator will give his/her views on how policies and procedures can be improved, where necessary

Internal & External Verification Process



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

QAF602 (m): External Authenticator Contract

Policy Title	External Authenticator Contract		QA Code	QAF602 (m)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

External Authenticator Contract

Provider: An Cosán, Kiltalown Village Centre, Fortunestown Road, Dublin 24
Telephone: 01 462 84 88
External Authenticator: [Name to be inserted here]
Date(s) of Authentication: [Date(s) to be inserted here]
Awards being Authenticated: [Names and Codes of awards being authenticated to be inserted here]

The role of the External Authenticator is to provide independent authentication of fair and consistent assessment of learners in line with QQI requirements and national standards.

The External Authenticator's remuneration includes the following:

- Exercising the role with utmost integrity and professionalism when undertaking external authentication
- Communicating appropriately with An Cosán
- Complying with QQI's policies and procedures, specifically in relation to awards and assessment.
- Performing External Authentication on the agreed date(s) of **[insert date here]**
- Providing constructive feedback to An Cosán
- Providing an external authentication report based on an independent evaluation of the process and procedures
- Adhering to the guidelines on page 2 of this contract

External Authenticator Payment:

Upon completion of the above contract:

- Remuneration will be paid to the External Authenticator in line with the Department of Education & Skills Recommended Rate.

- A Subsistence rate of € (**insert current rate**) will be paid for any period over 5 hours and a rate of €(**insert current rate**)will be paid for any period over 10 hours

- Travel will be paid for vehicles below 1200cc a rate of € (**insert current rate**) per km will be paid, for vehicles between 1200cc and 1500cc a rate of € (**insert current rate**) per km will be paid and for vehicles above 1501 a rate of € (**insert current rate**) per km will be paid. Please note Insurance Indemnity is required to claim for travel expenses.

Please note: External Authentication will normally take place between normal working hours, Monday to Friday.

Signed: _____ _____

External Authenticator On Behalf of An Cosán

QAF602 (n): External Authentication Report

Document Title	External Authentication Report		QA Code	QAF602 (n)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

External Authenticator Report					
Registered Provider Name	The Shanty Education Project Company Ltd (Trading as An Cosán)	Centre Number	408	Date of EA Visit	

Sample Basis	Total Numbers of Learner Sampled:	Total Number of Assessors sampled

Name & Details of External Authenticator	

Name of Awarding Body	Course Title & Code

Please complete for each named award or group of learners verified.	Have the results been internally verified by the Provider		Was the evidence assessed in accordance with techniques outlined in the Award Specification?		Are the results presented consistent with National standards for the award?		Comments (If answered No please identify issues or make recommendations
Course Title	Yes	No	Yes	No	Yes	No	Comments

Number of Awards moderated		Number of Grade Changes		Percentage of Grades Changed	

Describe Examples of Good Practice observed	
Outline areas of improvement	

Verification Process Completion Statement

I the undersigned confirm that the assessment procedures as agreed through this provider's quality assurance has been applied across all assessment activities for the award.

Role	**External Authenticator**	**Name**		**Signature**		**Date**	**___ /___ /2_**
Role	**Administration, Information & QA Lead**	**Name**		**Signature**		**Date**	**___ /___ /2_**
Role	**QQI Administrator**	**Name**		**Signature**		**Date**	**___ /___ /2_**

QAF603: Results Approval Process

Policy Title	Results Approval Process		QA Code	QAF603
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	Membership of the Results Approval Panel updated		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Once the Authentication Process has been completed, An Cosán must implement the Results Approval Process the purpose of this process is to ensure that results have been fully quality assured and signed off by An Cosán before they are submitted to QQI for Certification.

This process also ensures that the correct and most appropriate decision have been taken as a result of the moderation of the assessment and authentication processes. The Internal Verification and External Authenticator reports must be considered as part of the Results Approval Process.

The Results Approval Panel ensures that the decisions on assessments are reviewed, judged, and processed in a transparent, fair, and consistent manner.

The Results Approval Panel will meet when required (this is estimated to be a minimum of twice yearly) to review assessment. The Results Approval Panel membership includes:

- Adult Community Education Manager
- ACE Quality and Project Lead (chair)
- Senior Further Education Administrator
- Internal Verifier
- External Authenticator

The relevant Internal Verifier and External Authenticators will also be in attendance where the process deems their attendance required as variances have occurred in assessment marking requiring discussion and decision.

The role of the panel is to:

- Meet to review and approve assessment results
- Review the reports of the Internal Verification and External Authentication
- Review any breach of Assessment regulations
- Agree the final submission of Results to QQI for certification

Notification of Results

Once the results have been approved by the Panel, the signed Results Approval Report is returned to the relevant departments. Upon receipt of the report the learners are notified of their results immediately and the Final Results Report is submitted to QQI to request certification.

As part of the Notification of results the learners are:

- Learners are given five working days by which they may request an individual feedback session with their course Tutor to discuss their results and any relevant commentary.

- This is done by completed the “Request for Individual Feedback Form” and submitted via email to the Community Education Lead. The individual feedback meeting date will take into consideration the availability of the Tutor, learners, attendance of the assessment feedback class session and the time frame of the appeals process.
- Tutors may request the learner’s assessment script/assignment from the Community Education Lead for the individual feedback session. This may only be collected on the date of the meeting and must be returned on the same day.

Learners MUST be offered the opportunity to appeal an Assessment decision and they must be given a minimum of 14 days to lodge an appeal.

See also Results Approval Panel Terms of Reference and Results Approval Panel Form

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

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

QAF604: The Appeals Process

QAF604 (a): Appeals Policy - Review of an Assessment Policy

Policy Title	Appeals Policy - Review of Assessment Policy		QA Code	QAF604 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	**Review of An Assessment**
Purpose	To ensure Learners have the opportunity to have their work reviewed and remarked.
People involved	Adult Community Education Manager Community Education Leads, ACE Quality and Project Lead Certification
Methods used to carry out this procedure	A Learner who is unhappy with the result and who feels that his/her work has been marked unfairly, may appeal a result by filling out the Appeals Application Form within two weeks of the date of receiving the assessment result or within 10 working days of receiving the results of QQI end of year examinations and submitting this by email to the Adult Community Education Manager. This includes the part or parts of the assessment to be reviewed and the reasons for the request. Any supporting documentation should accompany the Appeals Application Form. The only evidence that the Learner can present for appeal is that which has already been presented for assessment, NO new evidence can be submitted. These are the procedures in the case of a review: ▪ The Appeals Application Form with any supporting documentation is submitted to the Adult Community Education Manager. ▪ The grounds for a review normally fall under the following headings: ○ An Cosán has failed to implement the assessment regulations ○ The Learner's situation falls outside the parameters of the assessment regulations ▪ Medical or compassionate circumstances prevailed of which An Cosán was aware of, but the Results Approval Panel were not. ▪ The Adult Community Education Manager will appoint an appeals Committee who will consist of three members of the Board of Directors. The three members will appoint a chair from amongst themselves. ▪ The Appeals Committee will meet to discuss the review request. ▪ The Learner shall have the opportunity to appear before the Appeals Committee. ▪ The Appeal Committee shall reach its decision by majority vote. In the case of a tied vote, the Chair shall have the deciding vote. ▪ The outcome of the review will be deemed final, and the learner will be informed in writing. Prior to submitting an appeal, Learners must discuss their results with the appropriate staff and feedback must be given so the Learner can understand the context of the

	result attained. Appeals may only be submitted by the learner involved and following the individual feedback consultation process. Learners may request a re-check whereby the calculation of the mark issued is re-checked to ensure accuracy or they may request a review whereby an assessment or part of an assessment is remarked. Assessments eligible for review included: • Essays • Reports • Exams • Other written assessment tasks The Appeals Application Form is submitted to the Adult Community Education Manager who will take a record of the date of receipt. The Adult Community Education Manager cross-checks that the correct result has been issued by examining the assessment material and any calculations involved. The Learner shall be informed in writing of the outcome of the re-check process. Where an error has been made, the correct result will be issued. Where a review has been requested, the Adult Community Education Manager will appointment a member of staff who has relevant field of expertise to assess the assignment in question. The reviewer will be provided with: • The reason for the review • Assessment Criteria applicable to the item • Original mark awarded • Tutor's Feedback/ Comments on the piece of work. The final outcome for the piece of work will be agreed between the Tutor who previously marked the work and the reviewer. They will both agree to: • Increase the mark • Confirm the mark originally given. The reviewer must print and sign their name to the piece of assessment, at no stage will the assessment be given a lower mark that than the original nor will the reviewer's comment on the piece of work. The Appeals Committee will meet when required. The role of the Appeals Committee is to adjudicate where an appeal of results has been made. The Appeals Committee is appointed by the Adult Community Education Manager and shall constitute of three members of the Board of Directors.

	The Adult Community Education Manager is disqualified from membership as the Adult Community Education Manager has served in the Results Approval Panel.
Person Responsible for implementation	Adult Community Education Manager Community Education Lead ACE Quality and Project Lead Certification
Evidence Generated by this procedure	Appeals Application Form Appeals Outcome Letter End of Term Progress Reports End of Term Reports
Monitoring	
Monitor	Community Education Lead Administration, Information & Quality Assurance Lead Internal Assessor External Authenticator
Frequency	At the end of each Assessment Period

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

QAF604 (b): Appeals Application Form

Policy Title	Assessment Methods & assessment Techniques		QA Code	QAF604 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Application for an Appeal Form			
Student Details			
Student Name		**Mobile No**	
Address		**E-mail**	
Course Details			
Module Title		**Date Submitted**	
Tutor Name:		**Grade Received**	
Reason for Appeal			
I would like to appeal this result on the grounds that: (Select all that apply)			
There were irregularities or inequality in the implementation of the assessment process.	☐		
There was a substantial error of judgement or miscalculation on the part of the tutor	☐		
My performance in the assessment was adversely affected by illness or other factors,which I was unable or unwilling to divulge prior to completion of the assessment.	☐		
The tutor did not give sufficient weight to any extenuating circumstances previously notified to Barrow Training or did not meet the request for reasonable accommodation.	☐		
Please Give Details:			
Please find enclosed my fee of €25. I understand that this fee is refundable if the appeal is successful			
Learner Signature		**Date**	**_____ / _____ / 202**

Office Use Only:

Has the request been granted?	Yes	No
Has the Learner Been Notified	Yes	No
Date of Appeals Hearing		

Section 7: Learner Supports

QAF701: Reasonable Accommodations

QAF701 (a): Reasonable Accommodation Policy

Policy Title	Reasonable Accommodation Policy		QA Code	QAF701 (a)
Version Number	2	Name of Creator	Community Education Lead	
Date Created	May 2026	Review Date:	December 2029	
Description of Changes	Amendments made to improve language and accessibility around to support reasonable accommodations in teaching, learning, learner support and assessment.		Reason for Changes	Reviewed as Part of Business Administration & Blended Learning Policy Review

Name of the Policy	Reasonable Accommodation

Policy Statement	**What reasonable accommodations are** Reasonable accommodations are supports or adjustments that reduce barriers for learners. They help learners take part fairly while keeping the same learning outcomes, assessment standards and QQI requirements in place. Reasonable accommodations do not lower standards, change learning outcomes, replace the learner's own work or give a learner an unfair advantage. They support fair access so that learners can show what they know and can do. **What this policy is about** At An Cosán, learning is designed to work for everyone from the beginning. This policy explains how An Cosán supports learners who may need reasonable accommodations to access learning, take part in activities, use Moodle or blended learning supports, complete assessment, or demonstrate what they know and can do. **How this policy supports An Cosán's approach** This policy supports An Cosán's commitment to Universal Design, inclusive teaching, learner support, fair assessment and quality assurance. It helps ensure that learners are supported to access learning, participate meaningfully and demonstrate their learning in ways that are fair, appropriate and aligned with programme requirements. **Why reasonable accommodations matter at An Cosán** Learners come to An Cosán with different experiences, strengths, responsibilities and support needs. Some learners may experience barriers because of disability, neurodivergence, health, mental health, sensory needs, literacy needs, digital access needs, temporary injury, caring responsibilities or other access related needs. Reasonable accommodations help reduce these barriers so that learners can take part with dignity, confidence and fairness. **Guiding principles** Reasonable accommodations at An Cosán are guided by fairness, inclusion, dignity and respect, learner voice, plain English communication, timely support, consistency, confidentiality, assessment integrity, alignment with QQI and quality assurance requirements, Universal Design, and safe digital practice.

Key terms used in this policy	For the purpose of this policy, the following key terms are used.

Term	**What it means in plain English**
Reasonable accommodation	A support, adjustment or arrangement that helps reduce a barrier so a learner can access learning, take part in activities or complete assessment fairly.
Barrier	Something that makes it harder for a learner to access learning, participate, use digital tools, complete assessment or show what they know and can do.
Learner	A person taking part in, applying for, or enrolled on an An Cosán programme, course, module or learning activity.
Universal Design	Planning learning so that accessibility and flexibility are built in from the beginning, rather than added later.
Assessment accommodation	A reasonable accommodation that supports a learner to complete an assessment fairly while still meeting the same learning outcomes and assessment standards.
Evidence	Relevant information that helps An Cosán understand the barrier a learner is experiencing and consider what support may be reasonable.
Proportionate	Reasonable and not more than is needed. Learners should not be asked for more personal information than is necessary.
Confidentiality	Protecting personal information and sharing it only with staff who need to know in order to provide, record, monitor or quality assure agreed support.
Assessment integrity	Making sure assessment remains fair, valid, authentic and reliable, and that the learner's own work is being assessed.
NFQ Grid of Level Indicators	A QQI framework that helps check that assessment expectations are pitched at the correct level of the award.

Policy Scope	**Who this policy applies to** This policy applies to all An Cosán learners and applicants. It also applies to all staff involved in supporting learning, participation, assessment and quality assurance, including: • Tutors • Education Hub Facilitators • Learning Support staff • Digital Inclusion staff • Programme Coordinators and programme staff • Assessors • Internal verifiers • External authenticators where relevant • Quality assurance staff • Any staff member involved in teaching, learning, learner support or assessment **Where this policy applies**

	This policy applies to reasonable accommodations across teaching, learning, learner support and assessment at An Cosán. This includes: • Quality Assurance Manual • Recruitment and course enquiries • Application and enrolment • Induction and onboarding • Teaching and learning • Face to Face and Blended Learning environments • Moodle and digital learning activities • Learner support and communication • Assessment preparation • Assessment completion and submission • Examinations, skills demonstrations, portfolios, projects, collections of work and any other relevant assessment techniques • Work experience or placement preparation where relevant • Internal verification and external authentication where relevant **What this policy does not change** This policy does not remove or change QQI learning outcomes, programme validation requirements, assessment standards or the need for learners to submit their own authentic work. Reasonable accommodations are designed to reduce barriers. They do not lower standards, replace the learner's own work or give a learner an unfair advantage. **Related policies, documents and procedures** This policy should be read alongside the following An Cosán policies, procedures and supporting documents, where relevant: • Quality Assurance Manual • Teaching, Learning and Assessment Procedures • Fair and Consistent Assessment of Learners Policy • Blended Learning Policy • UD and Inclusive Teaching and Assessment Guidelines • Academic Integrity and AI Practice Guide • Cybersecurity and Safe Digital Practice Guidance • Data Protection and GDPR Policy • Learner Support procedures • All relevant ACE Guidance Documents and Standard Operating Procedures • An Cosán: Community Education in Practice • UDL Module Handbook Design Guide • Tutor Handbook • Learner Handbook • Programme handbooks and assessment briefs

People involved	**Shared responsibility** Reasonable accommodation is a shared responsibility. The people involved may include:

	• Learners and applicants • Tutors • Education Hub Facilitators and Support Staff • Learner Support Staff • Digital Inclusion Staff • Community Education Lead • Adult Education Manager • ACE Quality and Project Lead • Programme Staff • Assessors • Examination invigilators • Internal Verifiers and External Authenticators where relevant • Quality Assurance Staff Only staff who need to know about an agreed support should be informed. Staff should only receive the information needed to provide, record, monitor or quality assure the agreed support.

Methods used to carry out this procedure	An Cosán is committed to ensuring that all learners are given every reasonable opportunity to access learning, participate meaningfully and demonstrate their knowledge, skills and learning. As part of this commitment, An Cosán has procedures in place to support learners who may require reasonable accommodations. **1. Requesting Reasonable Accommodation** Learners seeking reasonable accommodation because of a disability, significant medical condition, specific learning difficulty, neurodivergence, mental health difficulty, sensory need, temporary injury, or other access related need should tell An Cosán as early as possible. Where possible, learners should disclose their support needs before the programme begins. This helps An Cosán plan supports in a timely and appropriate way. A learner can request the QAF701 (b) Reasonable Accommodation Request Form from the Community Education Lead or the ACE Quality and Project Lead at info@ancosan.ie. The completed form, along with relevant supporting evidence, should be returned to the Community Education Lead before the programme begins where possible. **2. Evidence and Supporting Documentation** Learners should provide relevant evidence to help An Cosán understand the barrier they are experiencing and consider what support may be reasonable. Evidence may relate to: • Disability • Significant medical condition

- Specific learning difficulty
- Neurodivergence
- Mental health difficulty
- Sensory need
- Temporary illness or injury
- A recent change in personal circumstances
- Previous learning supports used in school, further education, higher education, work or another setting

Evidence should be proportionate. Learners should not be asked for more personal information than is needed to consider the request fairly.

This process applies to incoming learners and to existing learners who may not have previously disclosed a support need, or whose personal circumstances have recently changed.

3. Late Requests
In some cases, a learner may need to make a late request for reasonable accommodation.

This may happen where there is:

- A recent diagnosis of a previously unknown condition
- The sudden onset of a significant medical or health condition
- A worsening of an existing condition
- An accident or temporary injury
- A change in personal circumstances

Late requests will be considered on a case-by-case basis.
An Cosán will make every reasonable effort to support learners in these circumstances. However, it may not always be possible to put arrangements in place where a request is made very close to scheduled assessments or submission dates.

4. Initial Review of Request
When An Cosán receives a completed and signed reasonable accommodation request form and supporting documentation, the Community Education Lead will contact the learner to arrange a meeting.

This meeting is used to review the learner's needs and identify what supports may be appropriate.

The meeting may take place face to face or remotely.

5. Support Meeting
The support meeting should be private, respectful and focused on understanding the learner's needs.

The meeting may include discussion of:

- The nature of disability, condition, learning difficulty or access need
- How this may affect learning, participation, Moodle use, blended learning or assessment
- The severity and impact of the barrier
- Any treatment, medication or support arrangements that may affect learning or attendance
- Previous support used in school, further education, higher education, work or another setting
- Current difficulties the learner expects to experience on the programme
- Access to equipment, devices, internet connection and IT facilities
- Appropriate academic support
- Appropriate disability or learner support
- Assessment support arrangements
- Accessible class venues or hub arrangements where relevant
- In course supports that may help the learner participate

The learner should not be asked to repeat personal information unnecessarily. The focus should remain on identifying barriers and agreeing reasonable, practical and appropriate support.

6. Considering the Request
Following the support meeting, the Community Education Lead, Access and Community Education Lead where relevant, and Learner Support staff will consider the request and identify supports designed to meet the learner's needs.

Where a request has assessment or quality assurance implications, the ACE Quality and Project Lead or relevant QA staff should be consulted.

The request should be considered against:
- The learner's needs
- The supporting evidence provided
- The module or programme requirements
- QQI component specifications
- Minimum Intended Module Learning Outcomes
- Minimum Intended Programme Learning Outcomes
- NFQ Grid of Level Indicators
- Assessment briefs and marking criteria
- Programme validation requirements
- An Cosán quality assurance procedures

The purpose of this review is to decide whether the accommodation is reasonable, practical and appropriate, while protecting the learning outcomes, assessment standards and integrity of the award.

7. Additional Costs or Resources
Some accommodations may require additional resources, staffing, equipment, technology or cost.

Where the necessary accommodation results in additional costs beyond standard learning or assessment arrangements, approval should be sought through the appropriate organisational process before the accommodation is confirmed.

This may involve the Adult Education Manager, Further Education Lead, ACE Quality and Project Lead, or other relevant manager, depending on An Cosán's current structure.

8. Decision and Communication with the Learner
A decision will be made and recorded.
The learner will be informed of the outcome in writing and in plain English.
Where reasonable accommodation is granted, the learner will be told:

- What support has been approved
- Where the support applies
- Any limits or conditions attached to the support
- Who to contact if the support is not working
- When the support will be reviewed, where relevant

The learner may be asked to confirm acceptance of the reasonable accommodation in writing within two weeks of the date of the letter of offer.

If the learner does not confirm acceptance within the agreed time, An Cosán may treat this as a rejection of the offer and close the request file.

Where a reasonable accommodation request is refused, the learner will be told in writing. The explanation should be clear, respectful and in plain English. Where possible, alternative supports should be explored.

9. Putting Support in Place
Where a reasonable accommodation is approved, arrangements will be put in place where possible.

Examples may include:

- Extension of assignment deadline dates where approved
- Extra time during an assessment
- Rest breaks
- A quieter assessment space
- Reader support where appropriate
- Scribe support where appropriate
- Assistive technology
- Accessible learning materials
- Support to access Moodle or digital platforms
- Support to organise portfolio or Collection of Work evidence
- Adjusted communication methods
- Other reasonable accommodation deemed necessary and appropriate

	The accommodation must not change the learning outcome, reduce the standard of evidence, replace the learner's own work or give the learner an unfair advantage. **10. Assessment Arrangements** Where a reasonable accommodation applies to assessment, the arrangement must be recorded clearly and securely. Assessment accommodations should allow the learner to demonstrate the required learning outcomes fairly. They should not affect the validity, reliability, authenticity or fairness of the assessment. Where required, examination invigilators should be fully briefed in relation to learners with approved assessment supports. Invigilators should only receive the information needed to carry out the agreed arrangement. Internal verification and external authentication processes should be able to confirm that assessment accommodations were applied appropriately and that assessment standards were maintained. **11. Extensions or Deferrals** If a learner requires an extension to an assessment deadline, they must submit a Request for Extension or Deferral of Assessment QAF601 j to the Community Education Lead at least three days before the submission due date, where possible. If an extension or deferral is approved, it is the learner's responsibility to meet the new agreed submission date. Extensions and deferrals should be recorded in line with An Cosán's assessment procedures. **12. Confidentiality and Need to Know Communication** Learner information must be treated confidentially. Only staff who need to know about an agreed support should be informed. Staff should only receive the information needed to provide the support, manage assessment arrangements, or meet quality assurance requirements. Learner information should not be shared through unapproved systems, external tools or Generative AI platforms. **13. Review of Support** Agreed supports should be reviewed where needed. A review may take place where: • The learner says the support is not working • The learner's needs change • The programme or assessment requirements change • A temporary support arrangement is ending

	• A tutor, support staff member or QA staff member identifies a concern • The learner progresses to another module, assessment or placement activity The aim of review is to make sure the support remains appropriate, fair and aligned with learning outcomes, assessment standards and An Cosán quality assurance procedure. **14. Communication Flow** The chart below shows how requests for reasonable accommodations are communicated at An Cosán. At each stage, communication should be respectful, confidential and in plain English where possible. Only staff who need to know about the agreed support should be informed. 1. Learner or applicant identifies a support need 2. Learner speaks to an appropriate staff member 3. Private conversation takes place. The learner explains the barrier and the support they feel may help 4. Request is shared with the appropriate decision maker or support team. Only the information needed is shared 5. Evidence is considered where needed and proportionate 6. Decision is made and recorded 7. Learner is informed in plain English 8. Relevant staff are informed on a need-to-know basis 9. Support is put in place 10. Support is reviewed and updated if needed **15. Forms, Templates and Supporting Documents** The following forms and templates support the consistent use of this procedure: • QAF701 b Reasonable Accommodation Request Form • QAF701 c Guidelines for Documentation Required for Verifying Disability • QAF701 d Guidelines for a Reader • QAF701 e Instructions for a Scribe • QAF701 f Reasonable Accommodation Decision Record • QAF701 g Learner Support Plan Template • QAF701 h Assessment Accommodation Record • QAF701 I Review of Decision Form • QAF701 j Reasonable Accommodation Monitoring Log These documents should be written in plain English, stored securely and used in line with An Cosán's data protection and quality assurance procedure.

Person Responsible for implementation	• Adult Education Manager • ACE Quality and Project Lead • Community Education Lead • Internal Assessor • Internal Verifier

	• External Authenticator Responsibility for implementation should be shared according to role, need and stage of the process. Where a request has assessment, cost, quality assurance or data protection implications, the relevant responsible person should be consulted before the accommodation is confirmed.

Monitoring	Monitoring helps An Cosán check that reasonable accommodations are not only written into policy, but are actively considered, recorded, reviewed and improved in practice. Monitoring may include review of: • Number and type of reasonable accommodation requests • Response times • Learner feedback • Tutor feedback • Education Hub Facilitator feedback • Assessment accommodation records • Internal verification feedback • External authentication feedback • Accessibility or digital learning issues • Staff training needs • Patterns or gaps in learner support This evidence should be reviewed as part of ongoing quality assurance; programme review and policy monitoring.

Monitor	Community Education Lead, in consultation with the ACE Quality and Project Lead and Adult Education Manager where relevant.

Frequency	As required, and at least as part of the policy review cycle. The policy should also be reviewed earlier if required because of changes to QQI requirements, legislation, programme delivery, assessment practice, learner support needs, blended learning practice, data protection requirements or organisational policy.

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

QAF701 (b): Reasonable Accommodation Application Form

Template Title	Reasonable Accommodation Application Form		QA Code	QAF701 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	None		Reason for Changes	Reviewed May 2026 as Part of Business Administration & Blended Learning Policy Review

Reasonable Accommodation Application Form

Please read this information before completing the form:

- This form should be completed by the appropriate Medical Personnel which is either your GP or relevant Medical Consultant/Specialist who has the training and experience with the particular condition/disability.
- All learners applying for Reasonable Accommodation must complete this All applicants must complete this form, with the exception of those with SpecificLearning Difficulties (e.g., Dyslexia), who must provide a recent Educational Psychologist's report

Student Details			
Student Name		**Mobile No**	
Address		**E-mail**	

Medical Personnel Details					
Name:			**Profession**		
Contact No:			**Email**		
Report Included:	**Yes** ☐	**No** ☐	**Date of Report**		

Medical Diagnosis by GP or another Medical Professional
(Please tick the relevant box)

I have a diagnosis on file from the appropriate consultant/specialist named above N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.	☐
I can confirm that I have diagnosed this person with a disability e.g., depression/acute anxiety	☐

Blind/Visual Impairment		Autism Spectrum Disorder		Mental Health Condition	
Specific Learning Difficulty		Deaf/Limited Hearing		Dyspraxia	
Neurological Condition		Physical Disability		Significant Ongoing Illness	
Speech & Language Communication Disorder		Attention Deficit Hyper-Activity Disorder			

Please detail the specific name of the disability, medical or learning difficult highlighted above:

Briefly describe the course of the condition
(This is whether or not it will stay the same, is there times of remission or will they deteriorate)

How does the disability/medical condition impact on the learner's ability to study and participate in their course?
(Example, fatigue, concentration, pain, etc.)?

Please describe measures currently being taken to treat the disability/condition. (e.g.,medication, therapy).
What recommendations would you make for reasonable adjustments to enable equal participation in education (e.g., examination accommodations, adaptive equipment etc.)?

I consent to sharing this information with the Community Education Lead and other relevant personnel at An Cosán for the purpose of my application for reasonable accommodation.	☐
I understand that this information will be stored as outlined in An Cosán Records Management & Retention Policy.	☐

Learner Signature		**Date**	**_____ / _____ / 202**
If a Consultant has completed this form, please complete the section below			
Consultant's Name		**Date**	
Signature	**Stamp**		
If GP or other Medical Professional completed this form, please complete the section below			
Medical's Name		**Date**	
Signature	**Stamp**		

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

QAF701 (c): Guidelines for Documentation Required to Support Reasonable Accommodation Requests

Policy Title	Guidelines for Documentation Required to Support Reasonable Accommodation Requests		QA Code	QAF701 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	May 2026	Review Date:	December 2029	
Description of Changes	Amendments made to improve language and accessibility around to support reasonable accommodations in teaching, learning, learner support and assessment.		Reason for Changes	Reviewed as Part of Business Administration & Blended Learning Policy Review

An important note on using these guidelines
This table is a guide and is not exhaustive. Learners should not be excluded from seeking reasonable accommodation because their condition or access need is not named in the table.

An Cosán may consider a range of evidence, including existing reports, professional letters, learner support records, learner self-declaration, tutor observation and temporary documentation where appropriate. Evidence should be proportionate to the support requested.

Where a learner has an existing diagnosis but cannot easily access a specialist to provide updated documentation, GP verification may be considered where the GP has evidence of the original specialist diagnosis and where this is appropriate to the request.

The focus should always be on the barrier experienced by the learner, the support needed, and whether the accommodation allows the learner to meet the same learning outcomes and assessment standards fairly.

Area of need or condition	Type of documentation	Appropriate professional or source
ADHD or attention related neurodivergence	Evidence of Disability Form, existing diagnostic report, needs assessment, or relevant professional report	Consultant psychiatrist, psychologist, neurologist, paediatrician where relevant, or GP verification where there is an existing specialist diagnosis
Autism	Evidence of Disability Form, existing diagnostic report, needs assessment, or relevant professional report	Consultant psychiatrist, psychologist, neurologist, paediatrician where relevant, multidisciplinary autism assessment team, or GP verification where there is an existing specialist diagnosis
Vision impairment or blindness	Evidence of Disability Form, existing report, registration confirmation, or relevant specialist letter. Evidence from high street retailers alone is not sufficient	Ophthalmologist, ophthalmic surgeon, National Council for the Blind of Ireland, or school or service documentation where relevant
Deafness, hearing loss or auditory processing need	Evidence of Disability Form, audiology report, existing report, or relevant specialist letter. Evidence from high street retailers alone is not sufficient	Audiologist, ENT consultant, relevant hearing support service, or school or service documentation where relevant

Developmental Coordination Disorder, including dyspraxia or dysgraphia	Psychoeducational assessment where relevant, Evidence of Disability Form, occupational therapy report, or existing professional report	Psychologist, occupational therapist, neurologist, chartered physiotherapist, or relevant multidisciplinary professional
Specific learning difficulty, including dyslexia or dyscalculia	Full adult educational psychology assessment, or other approved educational psychology evidence. The DARE Evidence of Disability Form is not normally used as evidence for specific learning difficulty	Educational psychologist or psychologist with appropriate assessment expertise. HEA guidance notes that DARE Evidence of Disability forms are not considered acceptable evidence for specific learning difficulties or DCD dyspraxia or dysgraphia (Higher Education Authority)
Mental health difficulty or condition	Evidence of Disability Form, existing report, care plan summary where appropriate, or relevant professional letter. Evidence should normally describe the current impact on learning or assessment	Consultant psychiatrist, specialist registrar, psychologist, mental health nurse specialist, GP, counsellor, psychotherapist, or other relevant registered mental health professional
Neurological condition, including epilepsy, acquired brain injury, migraine, multiple sclerosis or similar condition	Evidence of Disability Form, existing report, clinical letter, or relevant professional documentation	Neurologist, relevant consultant, neuropsychologist, rehabilitation specialist, GP where appropriate, or other relevant professional
Physical disability, mobility need or chronic pain condition	Evidence of Disability Form, existing report, occupational therapy report, physiotherapy report, or relevant professional letter	Relevant consultant, occupational therapist, chartered physiotherapist, pain specialist, rheumatologist, GP where appropriate, or other relevant professional
Significant ongoing illness or fluctuating health condition	Evidence of Disability Form, existing report, clinical letter, treatment summary, or relevant professional documentation. Evidence should describe the likely impact on learning, attendance, energy, concentration or assessment	Relevant consultant, specialist nurse, GP, or relevant health professional
Diabetes and endocrine conditions	Evidence of Disability Form, existing report, clinic letter, or treatment summary	Endocrinologist, diabetes nurse specialist, paediatrician where relevant, GP, or other relevant health professional
Gastrointestinal or digestive health condition, including inflammatory bowel disease, coeliac disease, severe IBS or similar condition	Evidence of Disability Form, existing report, clinical letter, or treatment summary	Gastroenterologist, dietitian where relevant, specialist nurse, GP, or other relevant health professional
Reproductive, hormonal or menstrual health condition, including menopause, perimenopause, PCOS,	Evidence of Disability Form, existing report, clinical letter, treatment summary, or GP letter. Evidence should describe the impact on	GP, gynaecologist, endocrinologist, menopause specialist, reproductive health specialist, specialist nurse, or other relevant health professional

PMDD, endometriosis, adenomyosis or similar condition	learning, attendance, concentration, pain, fatigue, mood, temperature regulation or assessment	
Cancer, serious illness or treatment related impact	Evidence of Disability Form, existing report, clinical letter, treatment summary, or care plan summary	Oncologist, haematologist, relevant consultant, specialist nurse, GP, or other relevant health professional
Respiratory condition, including cystic fibrosis, severe asthma or similar condition	Evidence of Disability Form, existing report, clinical letter, or treatment summary	Respiratory consultant, paediatrician where relevant, specialist nurse, GP, or other relevant health professional
Autoimmune or inflammatory condition, including lupus, rheumatoid arthritis, Crohn's disease or similar condition	Evidence of Disability Form, existing report, clinical letter, or treatment summary	Rheumatologist, immunologist, gastroenterologist where relevant, GP, or other relevant health professional
Speech, language or communication need	Evidence of Disability Form, existing report, communication assessment, or relevant professional report	Speech and language therapist, psychologist where relevant, occupational therapist where relevant, or relevant communication support professional
Trauma related need, anxiety related barrier or emotional regulation need	Evidence of Disability Form, existing report, support letter, or relevant professional documentation where needed. In some cases, learner self declaration and staff observation may support temporary arrangements	GP, psychologist, counsellor, psychotherapist, mental health professional, trauma support service, or relevant learner support staff
Temporary illness, injury or recent change in circumstances	Medical certificate, GP letter, hospital letter, accident report, or other relevant evidence. Temporary supports may be considered while evidence is being gathered	GP, hospital consultant, physiotherapist, occupational therapist, counsellor, learner support staff, or other relevant professional
Digital access or assistive technology need	Learner support record, digital inclusion assessment, tutor observation, assistive technology recommendation, or learner self-declaration where appropriate	Digital Inclusion staff, Education Hub Facilitator, occupational therapist, assistive technology specialist, tutor, learner support staff, or relevant professional
Caring responsibility or access related personal circumstance affecting participation	Learner self-declaration, support conversation record, relevant documentation where appropriate, or staff observation	Community Education Lead, learner support staff, programme staff, or relevant external support professional where appropriate

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

QAF701 (d): Guidelines for a Reader

Policy Title	Guidelines for a Reader		QA Code	QAF701 (d)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	None		Reason for Changes	Reviewed May 2026 as Part of Business Administration & Blended Learning Policy Review

These Instructions must also be given to the Invigilator and also the Learner before the Exam starts. The Exam must also take place in a separate Examination Room. The Learner must also be allowed an extra 10 minutes to the allocated duration of the exam.

To perform your role as a reader you must follow the instructions below:

1. A Reader is a person who reads the Exam Paper to the Learner and then reads back their answers when the Learner asks them.
2. The reader is only allowed to read what is written down on the exam paper or on the Learner's answer booklet.
3. The reader is NOT allowed to add in any other words or give advice to the Learners on how to answer the questions.
4. The Reader is not allowed to interpret exam questions for Learners
5. The Reader can repeat the reading of the exam paper and or the Learner's answers as often as the Learner wants.
6. If the Learner is Visually Impaired the reader can assist the Learner using tactile maps, diagrams. Graphs and tables to ascertain the same information that a sighted person has access to.
7. A Reader working with a visually impaired learner may give the spelling of a word only if requested.
8. If a Learner has worked with a Reader during the academic year this Reader can be used for the purpose of the Exam.
9. The Reader cannot be a family member or a fellow learner.
10. The Reader must be able to read accurately and understand the language associated with the subject been examined.
11. The Reader should read through the Exam Paper at the Beginning of the Examination so the Learner can get an overall view of the Exam Paper
12. When the Learner has decided what questions, they want to answer the Reader will then re-read these questions.
13. Any difficulties that arise during the examination should be brought to the attention of the Invigilator straight away.

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

QAF701 (e): Instructions for a Scribe

Policy Title	Instructions for a Scribe		QA Code	QAF701 (e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	May 2026	Review Date:	December 2029	
Description of Changes	None		Reason for Changes	Reviewed May 2026 as Part of Business Administration & Blended Learning Policy Review

Please ensure that these instructions have been given to the person performing the role of a Scribe 30 minutes before the exam is due to take place.

These Instructions must also be given to the Invigilator and also the Learner before the Exam starts. The Exam must also take place in a separate Examination Room. The Learner must also be allowed an extra 10 minutes to the allocated duration of the exam.

To perform your role as a Scribe you must follow the instructions below:

1. A Scribe is a person who writes the answers of the Learner during an Exam

2. The person acting as a Scribe should be able to write legibly

3. The Scribe should be able to write in any language subject chosen by the Learner and be familiar with the subject specific vocabulary and notation in scientific, technical, and mathematical subjects.

4. The Scribe should write down the exact text as dictated by the Learner

5. The Scribe CANNOT write anything other than that dictated by the Learner and should not give any advice to the Learner on any part of the exam.

6. Under NO circumstances is any communication to happen between the Learner and the Scribe during the exam except to clarify the Learners answers.

7. A Scribe can read back the answers they have written when requested but may not read the exam paper to the Learner. This can only occur in circumstances where the Learner has been granted a Reader and the Scribe is carrying out both duties.

8. If a Learner has worked with a Scribe during the academic year this Scriber can be used for the purpose of the Exam.

9. The Scribe cannot be a family member or a fellow learner.

10. The Scribe should be given a Five minute rest break each hour.

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

QAF701 (f): Reasonable Accommodation Decision Record

Policy Title	Reasonable Accommodation Decision Record		QA Code	QAF701 (f)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting document created to support fair and consistent application of QAF701(a) Reasonable Accommodation Policy.		Reason for Changes	Developed as part of the Business Administration and Blended Learning Policy review process.

Purpose of this form

This form records the decision made about a reasonable accommodation request. It should be completed by the relevant staff member or support team and stored securely.

Learner name	
Programme or course	
Module, if relevant	
Date request received	
Date decision made	
Staff member completing form	
Role	

1. Summary of learner request

2. Barrier identified

3. Information considered

Please tick all that apply.

Information considered	Tick	Notes
Learner request form		
Learner conversation		
Tutor feedback		
Support staff feedback		
Medical or professional evidence		
Previous support documentation		
Assessment requirements		
QQI component specification		

Information considered	Tick	Notes
Learning outcomes		
NFQ Grid of Level Indicators		
Programme validation requirements		
An Cosán QA procedures		

4. Decision

Decision	Tick	Notes
Approved		
Approved with changes		
Temporary support approved		
Not approved		
More information needed		

5. Agreed accommodation or support

Agreed accommodation or support	Details

6. Reason for decision

7. Staff who need to know

Only include staff who need this information to provide the agreed support.

Staff member or role	Information to be shared

8. Review date

Review date	
Notes	

9. Decision communicated to learner

Date communicated	Method	Staff member

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

QAF701 (g): Learner Support Plan Template

Policy Title	Learner Support Plan Template		QA Code	QAF701 (g)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting document created to support fair and consistent application of QAF701(a) Reasonable Accommodation Policy.		Reason for Changes	Developed as part of the Business Administration and Blended Learning Policy review process.

Purpose of this plan

This plan records the practical supports agreed for a learner. It should be written in plain English and shared only with staff who need to know.

Learner name	
Programme or course	
Module or modules	
Start date	
Review date	
Staff member responsible for review	

1. Learner strengths

2. Barriers identified

Barrier	Where this may affect learning

3. Agreed supports

Support	Where it applies	Staff responsible

4. Teaching and learning supports

Area	Agreed support
Classroom learning	
Hub based learning	
Zoom or live online learning	
Moodle	

Area	Agreed support
Group work or discussion	
Reading or understanding materials	
Practical activities	
Self directed learning	

5. Assessment supports

Assessment type	Agreed support
Examination	
Skills demonstration	
Portfolio or Collection of Work	
Project	
Presentation	
Placement or work experience activity	
Moodle submission	

6. Communication preferences

How does the learner prefer to receive information?	
How should check ins happen?	
Who should the learner contact if support is not working?	

7. Review notes

Date	What is working well?	What needs to change?

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

QAF701 (h): Assessment Accommodation Record

Policy Title	Assessment Accommodation Record		QA Code	QAF701 (h)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting document created to support fair and consistent application of QAF701(a) Reasonable Accommodation Policy.		Reason for Changes	Developed as part of the Business Administration and Blended Learning Policy review process.

Purpose of this form

This form records reasonable accommodations agreed for assessment. It helps protect fairness, learner dignity, assessment integrity and quality assurance.

Learner name	
Programme or course	
Module	
Assessment title	
Assessment type	
Assessment date or submission date	
Staff member completing record	

1. Learning outcomes assessed

2. Assessment accommodation requested

3. Approved assessment accommodation

Approved accommodation	Details

4. Checks completed

Check	Confirmed	Notes
Accommodation does not change the learning outcomes		
Accommodation does not reduce the required standard		
Accommodation does not replace the learner's own work		
Accommodation does not give an unfair advantage		

Check	Confirmed	Notes
Accommodation protects assessment authenticity		
Accommodation aligns with QQI requirements		
Accommodation aligns with MIMLOs and MIPLOs		
Accommodation aligns with the NFQ Grid of Level Indicators		
Accommodation aligns with assessment brief and marking criteria		
Accommodation aligns with An Cosán QA procedures		

5. Practical arrangements

Date and time	
Location or online platform	
Staff support required	
Assistive technology required	
Materials required	
Moodle or digital submission arrangements	
Any risk or access considerations	

6. Internal verification and external authentication note

The agreed accommodation should be visible to internal verification and external authentication only where relevant and proportionate. The purpose is to confirm fairness, validity, authenticity and reliability. Learner personal information should not be shared unless required and appropriate.

7. Final confirmation

Confirmed by	Role	Date

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

QAF701 (i): Review of Decision Form

Policy Title	Review of Decision Form		QA Code	QAF701 (i)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting document created to support fair and consistent application of QAF701(a) Reasonable Accommodation Policy.		Reason for Changes	Developed as part of the Business Administration and Blended Learning Policy review process.

Purpose of this form

This form is used when a learner asks An Cosán to review a reasonable accommodation decision.

Learner name	
Programme or course	
Module, if relevant	
Original decision date	
Date review requested	
Staff member receiving request	

1. What decision does the learner want reviewed?

2. Why does the learner want the decision reviewed?

3. New or additional information provided

4. Review completed by

Where possible, the review should be completed by someone who was not the original decision maker.

Name	Role	Date

5. Information considered during review

Information considered	Tick	Notes
Original request		
Original decision record		
Learner review request		
New information or evidence		
Tutor or support staff input		
Assessment requirements		
QQI requirements		
Learning outcomes		
NFQ Grid of Level Indicators		
Programme validation requirements		
An Cosán QA procedures		

6. Review outcome

Outcome	Tick	Notes
Original decision upheld		
Original decision changed		
Alternative support agreed		
Temporary support agreed		
More information needed		

7. Reason for review outcome

8. Outcome communicated to learner

Date	Method	Staff member

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

QAF701 (j): Reasonable Accommodation Monitoring Log

Policy Title	Reasonable Accommodation Monitoring Log		QA Code	QAF701 (j)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	March 2026	Review Date:	December 2029	
Description of Changes	New supporting document created to support fair and consistent application of QAF701(a) Reasonable Accommodation Policy.		Reason for Changes	Developed as part of the Business Administration and Blended Learning Policy review process.

Purpose of this log

This log supports monitoring, review and continuous improvement. It should not include unnecessary personal information. It should be stored securely and accessed only by authorised staff.

Date request received	Programme	Module	Type of support requested	Decision	Date decision made	Review date	Notes or actions

Suggested monitoring categories

Category	Examples
Teaching and learning support	Accessible materials, flexible participation, additional check ins
Moodle or digital support	Moodle access, assistive technology, digital confidence
Assessment support	Extra time, rest breaks, quieter space, scribe, reader, alternative format
Communication support	Written instructions, check ins, adjusted communication method
Temporary support	Injury, illness, short term access need
Placement support	Planning, communication, access or participation support

Annual review prompts

- How many requests were received
- What types of support were most common
- How quickly requests were responded to
- Whether learners understood how to ask for support
- Whether tutors felt confident applying agreed supports
- Whether any gaps appeared in Moodle, blended learning or digital access
- Whether any issues arose during internal verification or external authentication
- Whether staff need further guidance or training
- Whether the policy or templates need to be updated

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

QAF702*:* Protection of Enrolled Learners (PEL)

Policy Title	Protection of Enrolled Learners (PEL)		QA Code	QAF702
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Reviewed as Part of Re-engagement Process

BACKGROUND AND CONTEXT

The Qualifications and Quality Assurance (Education and Training) Act 2012 contains provisions for the protection of learners enrolled in programmes of education and training (Part 6, S. 64-67). The legislation applies to all education providers (other than those specifically exempt under legislation) and to any course of 3-month duration or longer where fees have been charged. QQI has developed protocols to facilitate providers in the fulfilment of their legal obligations with regard to PEL.

As summarised by QQI, the 2012 Act seeks to ensure that:

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

(2) Learners are refunded the moneys most recently paid if a programme ends before they complete it, and

(3) Learners are provided with adequate and accurate information about the programme that they wish to pursue and about the protection in place for them in event that the programme ceases prior to their completion.

PURPOSE AND SCOPE

An Cosán is committed to ensuring all learners have access to fair, consistent, and reliable access to learning. This policy outlines how An Cosán will comply with its legal obligations in respect of the protection of enrolled learners in QQI Level 5 & Level 6 accredited programmes of 3 months duration or longer where fees have been paid by, or on behalf of the learner.

Definitions

Enrolled Learner: student fully registered with An Cosán– application form accepted and required fees paid or agreed payment plan is in place – for the purposes of completing an accredited programme of 3 months duration or longer

Monies/Fees most recently paid: For programmes of up to one year in duration, a provider must have adequate arrangements in place to meet a claim for refund in respect of the full duration of such programmes. In respect of programmes the duration of which is greater than the equivalent of one year, and where fees and other payments are required to be made by the learner for each year, a provider must have adequate arrangements in place to meet

a minimum of one year's provision of claim for refund available at all times. In summary, learners may seek a refund of up to one year of monies/fees **paid**.

Relevant programme: A programme to which interim QQI PEL policy and related procedures applies i.e., a programme of three months or longer duration where monies have been paid by, or on behalf of, the learner.

Audience & Communication: Applicable to An Cosán staff, Board, and all prospective and enrolled learners. Policy for Protection of Enrolled Learners (PEL) will be made available on An Cosán's website and in An Cosán's learner handbook.

PEL Policy Statement

While An Cosán strives to ensure that all its programmes are taught out and finished, the purpose of the PEL policy and related arrangements is to facilitate An Cosán reaching workable and tangible PEL solutions across all relevant programmes should PEL activation be required.

An Cosán's Learners will be protected by PEL arrangements from the time that fees are paid, in part or in whole, for enrolment on a programme of education and training of three months' duration or longer, until:

- they have received certification for the learning achieved

Or

- until they have been legitimately excluded from the programme, in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012, Part 6 "Protection of Enrolled Learners".

An Cosán has made financial arrangements in the form of an Insurance Arrangement with Á**rachas - Corporate & Personal Insurance**, which will facilitate the refund of monies/fees most recently paid by or on behalf of learners in the event of PEL Activation. In order to ensure protection of enrolled learners, the learner's registration details will be shared with the PEL Insurance provider on enrolment. This insurance policy provides either for the completion of the programme at another centre or the return of fees most recently paid in line with the 2012 Act.

PEL Activation

PEL Financial Arrangements will be activated in the event that:

a. An Cosán ceases trading while learners are enrolled on programmes

b. An Cosán ceases offering a specific programme while learners are enrolled on the programme

c. QQI withdraws validation of the programme while learners are enrolled 3.5.2

PEL Procedure on activation

If PEL arrangements need to be activated, An Cosán will follow the procedures below:

1. An Cosán will immediately inform QQI and the insurance broker.
2. An Cosán will then provide formal notification in writing to QQI and the insurance broker.
3. An Cosán, or its duly appointed representative, must devise a 'plan of action for enrolled learners' to be communicated to learners.
4. An Cosán will contact each enrolled learner immediately, informing them of the situation, and will provide each learner with the arrangements in place for the refund of monies.
5. Learners and QQI must be informed of arrangements for the claiming of refunds.
6. Confirmation that this has taken place will be given in writing to QQI.

PEL and GDPR

All students are informed in the Terms and Conditions accepted at the time of registration that their registration details will be shared with the PEL Insurance provider, and in the unlikely event of PEL procedures being initiated, learner details may be shared with QQI and any other bodies which may act to implement the Protection of enrolled learners' policy, this includes the Insurance company providing Learner Protection cover, as follows:

- Registration details
- Most recent payment values
- Name of the person/entity who supplied funding

Further information on PEL can be found here and here

Appendix A: PEL Refund Arrangements Document

1. Provider and Programme Details

I, _____ of _____, in compliance with Section 65(4)(a) of the Qualifications and Quality and Assurance (Education and Training) act 2013, confirm that:

1.1 The legal entity entitled _____ whose address is at _____ is a provider to which Part 6 of the 2012 Act applies (hereinafter called "The Provider"). I am [insert title, e.g., a director/proprietor] of The Provider and am duly authorised to make this statement on its behalf.

1.2 It is the intention of The Provider to operate the following programme of education and training (hereinafter "The Programme") for 3 months or longer duration and charge moneys in respect of that programme:

[insert programme title] [insert award title] [insert award type] [insert NFQ level] [insert QQI award code where applicable]

1.3 The Provider confirms that it will enrol a maximum of _____ learners on (provide programme title) leading to _ (provide award title) __.

2. Provider Compliance with PEL Protocols

2.1 The Provider confirms that it has made a full disclosure of all facts and information pertinent to the PEL arrangements set out below in respect of the Programme.

2.2 The Provider confirms that it has taken appropriate steps to satisfy itself that the PEL arrangements in respect of The Programme set out in this document are adequate and meet the Provider's legal obligations under Part 6 of the Qualifications and Quality Assurance (Education and Training) Act, 2012.

2.3 The Provider confirms that the PEL arrangements set out in this document for The Programme are valid for the full period of accreditation for the programme.

2.4 The Provider has made the following arrangements for QQI and the named financial institution below to access learner records in the event that this PEL arrangement needs to be activated _____ (insert arrangements for accessing learner records here) _____.

2.5 The Provider shall notify QQI in writing of any change in the arrangements The Provider has in place as soon as possible but in any case, not later than 14 days, after becoming aware of that change. Any changes to the PEL arrangement for The Programme set out in this document and notified to QQI will be managed by The Provider.

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

3 Refund Arrangement Details

3.1 It is not practicable for The Provider to enter into arrangements with other providers to facilitate the transfer of learners to a similar programme of those providers because (insert rationale here)

3.2 Therefore, The Provider, in accordance with Section 65 (4)(b) of the Act, is committed to refund to enrolled learners, or to the person who paid the moneys on behalf of the enrolled learner, the moneys most recently paid in respect of The Programme concerned for:

i. tuition fees,

ii. registration fees,

iii. examination fees,

iv. library fees,

v. student services fees, and

vi. any other fees which relate to the provision of education, training, and related services,

3.3 The Provider has put in place the following financial arrangements [insert details here] in the amount of [€], the sole purpose of which is to secure the payment of any refunds payable to learners under the provision of Section 65(4)(b) of the Act, and the cost associated with the distribution of such funds. This amount is sufficient to refund moneys paid by, or on behalf of, the number of learners stated above.

3.4 The Provider has made the following provision for distributing refunds to learners in the event that The Programme ceases prior to completion: [insert details here]

4 Information to Learners

4.1 In accordance with Section 67(1) of the Act, The Provider shall, before commencing The Programme and before accepting any payment from or on behalf of an enrolled learner in respect of the programme, notify the enrolled learner in writing of the following:

- The name of the awarding body or, where appropriate, awarding bodies making the award,
- The title of the programme and the award to which it leads, and
- Whether the award is recognised within the NFQ, and if so:
    - The level of that recognition within the NFQ, and
    - Whether the award is a Major, Minor, Special Purpose or

Supplemental award as identified within the NFQ; Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act xiii

- Where The Provider is required to have procedures for access, transfer, and progression in place under section 56, a statement of how those procedures apply to The Programme.
- The details of the arrangements for PEL that The Provider has in place in accordance with Section 65(4) of the Act.

4.2 In accordance with Section 67(2) of the Act, The Provider shall notify the enrolled learner in writing of any change in the information notified to the learner under subsection (1) within 14 days after becoming aware of that change.

Signed:

Date

Reviewed as Part of Re-engagement Process

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

Section 8: Information & Data Management

QAF801*:* General Data Projection Regulations

QAF801 (a): General Data Protection Regulations (GDPR) Policy

Policy Title	General Data Protection Regulations Policy		QA Code	QAF801 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	September 2022	
Description of Changes			Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Policy Title	**An Cosán's General Data Protection Regulations (GDPR) Policy**
Policy Statement	**BACKGROUND AND CONTEXT** Everyone has rights with regard to how their personal information is handled. During the course of An Cosán's activities An Cosán may collect, store and process personal information about staff, learners, clients and service providers, and An Cosán recognises the need to treat this data in an appropriate and lawful manner. An Cosán is committed to complying with its obligations in this regard in respect of all personal data it handles. The types of information that An Cosán may be required to handle include details of current, past and prospective employees, suppliers, learners, clients, directors and others that An Cosán communicates with. The information, which may be held on paper or on a computer or other media, is subject to certain legal safeguards specified in the General Data Protection Regulation 2016/679 as implemented in Ireland by the Data Protection Act 2018 ('the Acts') and other relevant legislation. The Acts impose restrictions on how An Cosán may collect and process that data. This policy does not form part of any employee's contract of employment, and it may be amended at any time. Any breach of this policy will be taken seriously and may result in disciplinary action up to and including dismissal.
Purpose and Scope	**PURPOSE AND SCOPE** This policy sets out An Cosán's rules on data protection and the legal conditions that must be satisfied in relation to the collecting, obtaining, handling, processing, storage, transportation, and destruction of personal information. If an employee considers that the policy has not been followed in respect of personal data about themselves or others, they should raise the matter with the Data Champion as soon as possible. **DEFINITION OF DATA PROTECTION TERMS** Data is information, which is stored electronically, on a computer, or in certain paper-based filing systems. This would include IT systems and manual folders.

	Data Subjects for the purpose of this policy include all living individuals about whom the An Cosán holds personal data. Personal Data means data relating to a living individual who can be identified from that data (or from that data and other information that is in, or is likely to come into, the possession of the data controller. Personal data can be factual (such as a name, address, or date of birth) or it can be an opinion (such as a performance appraisal). Data Controllers are the individual or organisations who control and are responsible for the keeping and use of data. For the purposes of this policy Data Controller is An Cosán. Data Users include employees whose work involves using personal data. Data users have a duty to protect the information they handle by following An Cosán's data protection and security policies at all times. Data Champion refers to the Deputy CEO or such replacement as nominated by the CEO of An Cosán Processing means performing any operation or set of operations on data, including: – obtaining, recording, or keeping data, – collecting, organising, storing, altering, or adapting the data, – retrieving, consulting, or using the data, – disclosing the information or data by transmitting, disseminating, or otherwise making it available, – aligning, combining, blocking, erasing, or destroying the data. Sensitive Personal Data refers to any of the following special categories of Personal Data: Personal Data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation.

Policy Implementation	**DATA PROTECTION PRINCIPLES** Anyone processing personal data must comply with the six enforceable principles of data protection. These provide that personal data must be: 1. processed lawfully, fairly and in a transparent manner in relation to the data subject ('lawfulness, fairness and transparency') 2. collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; ('purpose limitation') 3. adequate, relevant, and limited to what is necessary in relation to the purposes for which they are processed ('data minimisation') 4. accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased, or rectified without delay ('accuracy') 5. kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed ('storage limitation') 6. processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction, or damage, using appropriate technical or organisational measures ('integrity and confidentiality'). 7. An Cosán shall be responsible for and be able to demonstrate compliance with the above principles ('accountability'). **OBTAINED & PROCESSED LAWFULLY, FAIRLY & TRANSPARENTLY** The Acts are intended not to prevent the processing of personal data, but to ensure that it is done fairly and without adversely affecting the rights of the data subject. The data subject must be told who the data controller is (in this case An Cosán), the purpose for which the data is to be processed by An Cosán, and the identities of anyone to whom the data may be disclosed or transferred. 3rd Parties to whom data may be disclosed by An Cosán are as follows: • SETU • Education & Training Board • QQI • City and Guilds • An Pobal • Community Partners • Accenture – Skills to Succeed Academy • Enovation – Moodle Provider • Enclude – Salesforce support • Right Click – Office 365 support • LSS • External Tutors • Internal & External Moderators • Arachas - Corporate & Personal Insurance (PEL) An Cosán has in place with each of the above providers written contracts to ensure that these recipients are clear of their obligations in relation to the Personal Data which An

	Cosán may disclose to them. This list may be added to at the discretion of the CEO of An Cosán. In order for Personal Data to be processed lawfully, the Data Subject must have consented to the processing and/or the processing is necessary for the performance of a contract and or the processing is necessary for compliance with a legal or regulatory obligation. When Sensitive Personal Data is being processed, the Data Subject's explicit consent to the processing of such data will be required. If a leaner or client provides you as a Data User with Sensitive Personal Data, you should contact the Data Champion to discuss how you should obtain the Data Subject's explicit consent. **PURPOSE LIMITATION** Personal Data may only be processed for the specific purposes notified to the Data Subject when the Data was first collected (i.e., by way of the Data Protection Notice on An Cosán's website) or for any other purposes specifically permitted by the Acts. This means that Personal Data must not be collected for one purpose and then used for another. If it becomes necessary to change the purpose for which the Data is processed, you should contact the Data Champion to discuss how to inform the Data Subject of the new purpose before any processing occurs. Any employee Personal Data collected by An Cosán is used for ordinary Human Resources purposes. Where there is a need to collect employee Data for another purpose, An Cosán will notify the employee of this and where it is appropriate will get employee consent to such processing. **DATA MINIMIZATION** Personal Data should only be collected to the extent that it is required for the specific purpose notified to the Data Subject. Any Data which is not necessary for that purpose should not be collected in the first place. **ACCURACY** Personal Data must be accurate and kept up to date. Information which is incorrect, or misleading is inaccurate, and steps should be taken to check the accuracy of any Personal Data at the point of collection and at regular intervals afterwards. Inaccurate or out-of-date data should be destroyed. Employees should ensure that they notify their manager/Human Resources of any relevant changes to their personal information so that it can be updated and maintained accurately. Examples of relevant changes to Data would include a change of address. **STORAGE LIMITATION** Personal Data should not be kept longer than is necessary for the purpose. For guidance in relation to particular data retention employees should contact the Data Champion. For reference, the Data Retention periods in respect of certain categories of Data are set out our data retention policy. An Cosán has various legal obligations to keep certain employee data for a specified period of time. In addition, the Company may need to retain personnel data for a period of time in order to protect its legitimate interests.

INTEGRITY AND CONFIDENTIALITY

An Cosán and its employees must ensure that appropriate security measures are taken against unlawful or unauthorised processing of Personal Data, and against the accidental loss of, or damage to Personal Data.

The Acts require An Cosán to put in place procedures and technologies to maintain the security of all Personal Data. Personal data may only be transferred to a third-party data processor if the third party has agreed to comply with those procedures and policies or has adequate security measures in place.

The following must be maintained to ensure the following:

(a) Confidentiality - that only people who are authorised to use the Data can access it. The Company will ensure that only authorised persons have access to an employee's personnel file and any other Personal Data or Sensitive Personal Data held by An Cosán. Employees are required to maintain the confidentiality of any data to which they have access.

(b) Integrity - that the personal data is accurate and suitable for the purpose for which it is processed.

(c) Availability - that authorised users should be able to access the Data if they need it for authorised purposes.

Security procedures include:

(a) Secure and lockable office. Office should always be kept locked.

(b) Methods of disposal. Paper documents should be shredded. CD-ROMs should be physically destroyed when they are no longer required, all information should be completely deleted from USB keys.

(c) Equipment. Data users should ensure that individual laptops do not show confidential information to passers-by and that they log off from their PC when it is left unattended.

(d) Data Users should ensure that their mobile phones and laptops are password protected and should not be made available to any unauthorised 3rd party for use.

PROCESSING IN LINE WITH DATA SUBJECT'S RIGHTS

Data must be processed in line with Data Subjects' rights. Data Subjects have a right to:

- Information in relation to and access to Personal Data that the Company holds (please see 12 below for further information).

- Rectification/Erasure of information in certain instances

- Restriction processing of Personal Data in certain instances

- Data portability (where relevant)

- Object to processing of Personal Data in certain instances

If a client/learner contact you wishing to exercise any of the above rights, please notify the Data Champion to request advice on how to respond to such a request.

If you, as an employee wish to exercise any of the above rights in this regard, please contact the Data Champion.

In the event that An Cosán is considering launching a new product or service, the Data Champion shall be consulted in order to determine whether a Data Protection Impact Assessment is required in the circumstances.

DEALING WITH SUBJECT ACCESS REQUESTS

If you receive a formal request from a Data Subject for information that An Cosán holds about them, **you must contact the Data Champion immediately.** Data subjects should be provided with their data in accordance with any such request within 31 days of receiving the request.

PERSONAL DATA BREACHES AND REPORTING

In the event that you become aware of a potential breach of any of the provisions of this policy, i.e., unauthorised disclosure of Personal Data to a third party, loss/theft of a personal device containing Personal Data etc., **you must contact the Data Champion immediately.** The Data Champion must then investigate the alleged breach and determine whether it is reportable to the Data Protection Commission and identify additional steps which must be taken in the circumstances (i.e., notifying the Data Subject in question, enhancing technical/organisational measure to avoid recurrence). Should the Data Champion determine that a breach has occurred and is reportable, the Data Champion must report the breach to the Data Protection Commission within 72 Hours. In the event that the Data Champion is unavailable, you should report the incident to the CEO immediately so that the CEO can report the breach to the Data Protection Commissioner within the prescribed timeline.

PROVIDING INFORMATION OVER THE TELEPHONE

Any employee dealing with telephone enquiries should be careful about disclosing any personal information held by An Cosán over the phone. In particular the employee should:

(a) Check the identity of the caller to ensure sure that information is only given to a person who is entitled to that information.

(b) Suggest that the caller put their request in writing if the employee is not sure about the identity of the caller and in circumstances where the identity of the caller cannot be verified.

REVIEW OF POLICY

An Cosán will continue to review the effectiveness of this policy to ensure it is achieving its stated objectives on at least an annual basis and more frequently if required taking into account changes in the law and organisational or security changes.

The Data Champion and CEO may review and amend these periods where necessary or may deviate from same subject to an overriding, justifiable reason for doing so – such reason shall be documented.

<u>Other Relevant GDPR Policies and Procedures</u>

	All the documents listed below are available on the website, the Public Drive and in hard copy from the data champion's office. • Data Retention Policy • Controller contract agreement • Clean desk policy • Subject Access Request Procedure • Data Retention and Destruction Policy • Data Loss Incident Log • Loss/Breach Notification Policy

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

QAF801 (b): General Data Protection Regulations (GDPR) Privacy Notice

Policy Title	An Cosán's General Data Protection Regulations Privacy Notice		QA Code	QAF801 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

General Data Protection Regulations (GDPR) Privacy Notice

This notice extends to all your personal data as defined under Article 2(1) of the General DataProtection Regulations (GDPR) (EU) 2016/679.

1. **Introduction**
   - We are committed to safeguarding the privacy of our website visitors and service users.
   - This policy applies where we are acting as a data controller with respect to the personal data of our website visitors and service users; in other words, where we determine the purposes and means of the processing of that personal data.
   - We use cookies on our website. Insofar as those cookies are not strictly necessary for the provision of our website and services, we will ask you to consent to our use of cookies when you first visit our website.
   - In this policy, "we", "us" and "our" refer to An Cosán (The Shanty Educational Project Ltd). For more information about us, see Section 13.

2. **Credit**
   - This document was created using a template from SEQ Legal (https://seqlegal.com).

3. **How we use your personal data**
   - In this Section 3 we have set out:
     - the general categories of personal data that we may process.
     - in the case of personal data that we did not obtain directly from you, the source and specific categories of that data.
     - the purposes for which we may process personal data, and the legal bases of the processing.
   - We may process data about your use of our website and services ("**usage data** "). The usage data may include your IP address, geographical location, browser type and version, operating system, referral source, length of visit, page views and website navigation paths, as well as information about the timing, frequency and pattern of your service use. The source of the usage data is Google Analytics This usage data may be processed for the purposes of analysing the use of the website and services. The legal basis for this processing is our legitimate interests, namely monitoring and improving our website and services.
   - We may process your account data ("**account data** "). The account data may include your name and email address. The source of the account data is you or your club. The account data may be processed for the purposes of operating our website, providing our services, ensuring the security of our website and

services, maintaining back-ups of our databases and communicating with you. The legal basis for this processing is consent.

- We may process your information included in your payment profile on our website ("**profile data** "). The profile data may include your name, address, telephone number, email address, gender, date of birth, club, allergies, and any additional notes you provide voluntarily. The profile data may be processed for the purposes of enabling and monitoring your use of our website and services. The legal basis for this processing is consent OR the performance of a contract between you and us and/or taking steps, at you request, to enter into such a contract.

- We may process information contained in any enquiry you submit to us regarding goods and/or services ("**enquiry data** "). The enquiry data may be processed for the purposes of offering, marketing and selling relevant goods and/or services to you. The legal basis for this processing is consent.

- We may process information relating to transactions, including purchases of goods and services, that you enter into with us and/or through our website ("**transaction data** "). The transaction data may include your contact details, your card details and the transaction details. The transaction data may be processed for the purpose of supplying the purchased goods and services and keeping proper records of those transactions. The legal basis for this processing is the performance of a contract between you and us and/or taking steps, at your request, to enter into such a contract and our legitimate interests, namely the proper administration of our website and business.

- We may process information that you provide to us for the purpose of subscribing to our email notifications and/or newsletters ("**notification data** "). The notification data may be processed for the purposes of sending you the relevant notifications and/or newsletters. The legal basis for this processing is consent.

- We may process information contained in or relating to any communication that you send to us ("**correspondence data** "). The correspondence data may include the communication content and metadata associated with the communication. Our website will generate the metadata associated with communications made using the website contact forms. The correspondence data may be processed for the purposes of communicating with you and record-keeping. The legal basis for this processing is our legitimate interests, namely the proper administration of our website and business and communications with users.

- We may process any of your personal data identified in this policy where necessary for the establishment, exercise or defence of legal claims, whether in court proceedings or in an administrative or out-of-court procedure. The legal basis for this processing is our legitimate interests, namely the protection and assertion of our legal rights, your legal rights and the legal rights of others.

- We may process any of your personal data identified in this policy where necessary for the purposes of obtaining or maintaining insurance coverage, managing risks, or obtaining professional advice. The legal basis for this processing is our legitimate interests, namely the proper protection of our business against risks.

- In addition to the specific purposes for which we may process your personal data set out in this Section 3, we may also process any of your personal data where such processing is necessary for compliance with a legal obligation to which we are subject, or in order to protect your vital interests or the vital interests of another natural person.
- Please do not supply any other person's personal data to us, unless we prompt you to do so.

4. **Providing your personal data to others**
   - We may disclose your personal data to any member of our technical insofar as reasonably necessary for the purposes, and on the legal bases, set out in this policy.

- We may disclose your personal data to our insurers and/or professional advisers insofar as reasonably necessary for the purposes of obtaining or maintaining insurance coverage, managing risks, obtaining professional advice, or the establishment, exercise or defence of legal claims, whether in court proceedings or in an administrative or out-of-court procedure.

- Financial transactions relating to our website and services handled by our payment services providers, *PayPal*. We will share transaction data with our payment services providers only to the extent necessary for the purposes of processing your payments, refunding such payments and dealing with complaints and queries relating to such payments and refunds. You can find information about the payment services providers' privacy policies and practices at stripe.com.

- In addition to the specific disclosures of personal data set out in this Section 4, we may disclose your personal data where such disclosure is necessary for compliance with a legal obligation to which we are subject, or in order to protect your vital interests or the vital interests of another natural person. We may also disclose your personal data where such disclosure is necessary for the establishment, exercise or defence of legal claims, whether in court proceedings or in an administrative or out-of-court procedure.

5. **International transfers of your personal data**
   - We will not transfer your personal data to countries outside the European Economic Area (EEA).

6. **Retaining and deleting personal data**
   - This Section 6 sets out our data retention policies and procedure, which are designed to help ensure that we comply with our legal obligations in relation to the retention and deletion of personal data.

   - Personal data that we process for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.

   - We will retain your personal data as follows:

     - Your name, e-mail address, date of birth, allergies, and other notes that you provide voluntarily to us will be retained for a minimum period of *3 years* following registration, and for a maximum period of *5 years* following *registration*.

     - Notwithstanding the other provisions of this Section 6, we may retain your personal data where such retention is necessary for compliance with a legal obligation to which we are subject, or in order to protect your vital interests or the vital interests of another natural person.

7. **Amendments**
   - We may update this policy from time to time by publishing a new version on our website.

   - You should check this page occasionally to ensure you are happy with any changes to this policy.

   - We will notify you of significant changes to this policy by email.

8. **Your rights**
   - In this Section 8, we have summarised the rights that you have under data protection law. Some of the rights are complex, and not all of the details have been included in our summaries. Accordingly, you should read the relevant laws and guidance from the regulatory authorities for a full explanation of these rights.

   - Your principal rights under data protection law are:
     - the right to access.
     - the right to rectification.

- the right to erasure.
- the right to restrict processing.
- the right to object to processing.
- the right to data portability.
- the right to complain to a supervisory authority; and
- the right to withdraw consent.

- You have the right to confirmation as to whether or not we process your personal data and, where we do, access to the personal data, together with certain additional information. That additional information includes details of the purposes of the processing, the categories of personal data concerned and the recipients of the personal data. Providing the rights and freedoms of others are not affected, we will supply to you a copy of your personal data. The first copy will be provided free of charge, but additional copies may be subject to a reasonable fee.

- You have the right to have any inaccurate personal data about you rectified and, taking into account the purposes of the processing, to have any incomplete personal data about you completed.

- In some circumstances you have the right to the erasure of your personal data without undue delay. Those circumstances include: the personal data are no longer necessary in relation to the purposes for which they were collected or otherwise processed; you withdraw consent to consent-based processing; you object to the processing under certain rules of applicable data protection law; the processing is for direct marketing purposes; and the personal data have been unlawfully processed. However, there are exclusions of the right to erasure. The general exclusions include where processing is necessary: for exercising the right of freedom of expression and information; for compliance with a legal obligation; or for the establishment, exercise or defence of legal claims.

- In some circumstances you have the right to restrict the processing of your personal data. Those circumstances are as follows:

    - You contest the accuracy of the personal data.
    - Processing is unlawful, but you oppose erasure.
    - We no longer need the personal data for the purposes of our processing, but you require personal data for the establishment, exercise or defence of legal claims.
    - You have objected to processing/pending the verification of that objection.

- Where processing has been restricted on this basis, we may continue to store your personal data. However, we will only otherwise process it with your consent for the establishment, exercise or defence of legal claims, for the protection of the rights of another natural or legal person, or for reasons of important public interest.
- You have the right to object to our processing of your personal data on grounds relating to your particular situation, but only to the extent that the legal basis for the processing is that the processing is necessary for: the performance of a task carried out in the public interest or in the exercise of any official authority vested in us; or the purposes of the legitimate interests pursued by us or by a third party. If you make such an objection, we will cease to process the personal information unless we can demonstrate compelling legitimate grounds for the processing which override your interests, rights and freedoms, or the processing is for the establishment, exercise or defence of legal claims.

- You have the right to object to our processing of your personal data for direct marketing purposes (including profiling for direct marketing purposes). If you make such an objection, we will cease to process your personal data for this purpose.

- You have the right to object to our processing of your personal data for scientific or historical research purposes or statistical purposes on grounds relating to your particular situation, unless the processing is

necessary for the performance of a task carried out for reasons of public interest. To the extent that the legal basis for our processing of your personal data is:

- consent; or
- that the processing is necessary for the performance of a contract to which you are party or in order to take steps at your request prior to entering into a contract,

- and such processing is carried out by automated means, you have the right to receive your personal data from us in a structured, commonly used and machine-readable format. However, this right does not apply where it would adversely affect the rights and freedoms of others.

- If you consider that our processing of your personal information infringes data protection laws, you have a legal right to lodge a complaint with a supervisory authority responsible for data protection. You may do so in the EU member state of your habitual residence, your place of work or the place of the alleged infringement.

- To the extent that the legal basis for our processing of your personal information is consent, you have the right to withdraw that consent at any time. Withdrawal will not affect the lawfulness of processing before the withdrawal.

- You may exercise any of your rights in relation to your personal data by written notice to us, in addition to the other methods specified in this Section 8.

9. About cookies

- A cookie is a file containing an identifier (a string of letters and numbers) that is sent by a web server to a web browser and is stored by the browser. The identifier is then sent back to the server each time the browser requests a page from the server.

- Cookies may be either "persistent" cookies or "session" cookies: a persistent cookie will be stored by a web browser and will remain valid until its set expiry date, unless deleted by the user before the expiry date; a session cookie, on the other hand, will expire at the end of the user session, when the web browser is closed.

- Cookies do not typically contain any information that personally identifies a user, but personal information that we store about you may be linked to the information stored in and obtained from cookies.

10. Cookies that we use

- We use cookies for the following purposes:
  - analysis – we use cookies to help us to analyse the use and performance of our website and services (cookies used for this purpose are *Google Analytics GA*; and _gid, _gat)
  - cookie consent – we use cookies to store your preferences in relation to the use of cookies more generally (cookies used for this purpose are *viewed cookie policy)*.
  - viewing preference – we use cookies to store your preferences in relation to the viewing of video content on the site for YouTube and Vimeo (cookies used for this purpose are VISITOR_INFO1_LIVE, YSC, PREF, GPS, vuid)

11. Cookies used by our service providers

- Our service providers use cookies, and those cookies may be stored on your computer when you visit our website.

- We use Google Analytics to analyse the use of our website. Google Analytics gathers information about website use by means of cookies. The information gathered relating to our website is used to create reports about the use of our website. Google's privacy policy is available at: https://www.google.com/policies/privacy/.[The relevant cookies are *Google Analytics GA*.]

12. Managing cookies

- Most browsers allow you to refuse to accept cookies and to delete cookies. The methods for doing so vary from browser to browser, and from version to version. You can however obtain up-to-date information about blocking and deleting cookies via these links:
  - https://support.google.com/chrome/answer/95647?hl=en(Chrome);
  - https://support.mozilla.org/en-US/kb/enable-and-disable-cookies-website-preferences(Firefox);
  - http://www.opera.com/help/tutorials/security/cookies/(Opera);
  - https://support.microsoft.com/en-gb/help/17442/windows-internet-explorer-delete-manage-cookies(Internet Explorer).
  - https://support.apple.com/kb/PH21411(Safari); and
  - https://privacy.microsoft.com/en-us/windows-10-microsoft-edge-and-privacy(Edge).
  - Blocking all cookies will have a negative impact upon the usability of many websites.
  - If you block cookies, you will not be able to use all the features on our website.

13. Our details

- This website is owned and operated by An Cosán (The Shanty Educational Project Ltd). We are registered in Ireland under Registered Charity No. 8659, Registered Company No. 131383, Charity Regulator Number 20021528, and our registered office is at Kiltalown Village Centre, Jobstown, Tallaght, Dublin 24.

- Our principal place of business is at **Kiltalown Village Centre, Jobstown, Tallaght, Dublin 24**.
- You can contact us:
  - using our website contact form.
  - by telephone, on (01) 462 8488; or
  - by email, using info@ancosan.ie.

14. Data protection Advisor

- Our Data Protection Advisor contact details are: *Bronagh Moore E-mail* b.moore@acosan.ie

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

QAF801 (c): Access to Personal Data Request Form

Document Title	Access to Personal Data Request Form		QA Code	QAF801 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Access to Personal Request Form

Request for Access to Personal Data under the General Data Protection Regulation 2018. Please return the completed forms, together with a copy of proof of identity, by email to FAO Data Protection Advisor, An Cosán, Kiltalown Village Centre, Fortunestown Road, Jobstown, Dublin D24. The request will be processed within 30 days of receipt.

Name: _____ Phone: _____

Email: _____

Address: _____

Choose which of the following best describes your relationship with An Cosán:

Past/Current Learner ☐

Past/Current Employee ☐

Other (please provide details) ☐

My preferred form is access is:
To receive photocopies by post ☐

To receive soft copy by email ☐

To receive photocopies by handOther (please provide details) ☐

In accordance with the GDPR, I request access to the following personal data that An Cosán (The Shanty Education Project Company Ltd) holds about me:

A description of the data held ☐

A copy of the personal data held ☐

Please provide as much information as possible to help An Cosán locate the information as quickly as possible for you.
(This may include information such as the time periods concerned, names of members of staff you may have dealt with or who may be able to locate the information, the areas of An Cosán that are most likely to hold the relevant information, or any other details you may deem relevant.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that, I may be asked to provide proof of identification before I am given access to the personal data that I have outlined above.

_____ _____

Signed Date

Office Use Only

Date Request Received	**Identity Verified**
Date of acknowledgement sent to person requesting information	
Date identification was securely destroyed	
Date of response and documentation sent to person requesting information	

QAF801 (d): Learner Consent Form for Collecting & Retaining Data

Document Title	Learner Consent Form for Collecting & Retaining Data		QA Code	QAF801 (d)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Learner Consent Form

An Cosán require your permission to complete certain tasks. It is important that you read this form carefully.

Please tick below as appropriate:

An Cosán tutors and assessors are required to collect and retain digitally recorded evidence for the purposes of the assessment process. An Cosán have established the lawful purpose for processing this data is under Article 6 1(b) of the General Data Protection Regulation i.e., this recording is necessary for the completion ofyour assessments.

Recorded digital evidence includes any video and/or audio recordings. Assessment techniques that commonly require the use of video and audio include assessments that involve skills demonstrations and practical examinations.

This digital evidence will be securely retained on An Cosán's protected IT system,and presented to the internal verification process, then the external authentication process, and, retained until after the appeals process has elapsed, after which all evidence will be securely disposed of.

1. I acknowledge and confirm that I have read and understand the above terms and conditions. ☐

2. I permit An Cosán to take and use any videos/photographs/images of me for use in the production of marketing, competitions, promotional material for future courses, or any other document and use on social media. ☐

Name: _____

Course: _____

Signed: _____

QAF801 (e): Permission for Photographs & Observations for Placement Form

Document Title	Permission Slip for Photographs & Observations		QA Code	QAF801 (e)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Permission Slip for Photographs & Observations

I, _____ am currently studying for the QQI Level _____

_____ (insert level of Course & Course title).

As part of my studies, I am required to observe, evaluate and reflect on the development of children and/or adults in the setting.

These observations and photographs form part of the academic requirements of the Learner and will only be used to meet the requirements of academic and professional experience purposes only

- Codes will be used to protect the identity of the person been observed
- The photographs used will protect the person's identity
- All written and verbal information obtained will remain strictly confidential.

Name of Learner: _____ Date: ____/____/____

Consent Form

I _____ the parent/guardian/Supervisor/Manager of _____

hereby give my permission for _____ Learner at An Cosán to use the

child/children/adults _____ in their observations and or photographs.

Signed: _____ Date: ____ / ____ / ____
Signature

_____
Role within the Setting

QAF801 (f): Permission for Assessments & Skills Demonstrations for Placement Form

Document Title	Permission Slip for Assessments & Skills Demo		QA Code	QAF801 (f)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Permission Slip for Assessments & Skills Demonstrations

I, _____ am currently studying for the QQI Level _____

_____ (insert level of Course & Course title).

As part of my studies, I am required to develop, devise, and implement a number of assessment pieces and or skills demonstrations within my Workplace Setting.

These assessments and or skills demonstrations need to be recorded and these videos and or photographs form part of the academic requirements of the Learner and will only be used to meet the requirements of academic and professional experience purposes only

- Codes will be used to protect the identity of the person been observed
- The photographs used will protect the person's identity.
- All written and verbal information obtained will remain strictly confidential.

Name of Learner: _____ Date: ____/____/____

Consent Form

I _____ the Supervisor/Manager of _____

hereby give my permission for _____ Learner at An Cosán to carry out

the required assessments and or skills demonstrations and record them as evidence to be used in their

assessment portfolio.

Signed: _____ Date: ____ / ____ / ____

Signature

QAF801 (g): Records & Data Retention Policy

Policy Title	Records & Data Retention Policy		QA Code	QAF801 (g)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	**Records & Data Retention Policy**
Policy Statement	This document sets out the data retention guidelines for retaining different types of personal data within our company. The policy applies to all personal data stored on company-owned, company-leased, and otherwise company-provided systems and media, regardless of location. These records may be created, received or maintained in hard copy or electronically. The retention of data by our company varies from piece of data to piece of data. The range of data retention can vary, and it is our objective that data is deleted as quickly as possible once the purpose for which It was collected has been served and expired. However, the company must comply with various statutory responsibilities and obligations and therefore immediate deletion is not always achievable. This Data Retention Policy provides guidelines to ensure that all applicable regulations and rules on personal data retention are consistently applied throughout the organisation.
Scope	An Cosán is committed to the proper and effective management of the records and the data it creates, receives, captures, maintains, orotherwise processes, in all formats, in the course of its operations, academic and administrative, in a manner which: ▪ is transparent, consistent, and accountable. ▪ meets legal, regulatory, and audit requirements. ▪ supports the efficient conduct of its business. ▪ protects the security and integrity of Records and Data, including Personal Data. ▪ ensures the preservation of Archives documenting its history and development.
Policy Implementation	**Reasons for data retention** Some personal data must be retained in order to protect the company's interests, comply with regulatory requirements, preserve evidence, and generally conform to good business practices. Personal data may be retained for one or several of the following reasons: • Business requirements • Regulatory requirements • Possible litigation • Accident investigation • Security incident investigation • Intellectual property preservation **Retention periods** The period of which the records are retained for see Retention Schedule QAF038 (h) for full list of retention periods. **Retention of encrypted data** Any information retained under this policy is stored in an encrypted format. Encryption keys are retained as long as the data that the keys decrypt is retained.

Data duplication
We will endeavour to ensure that there is no duplication of data. In this regard, once candidate information is received by email, that information will be uploaded onto our Administration Management System and the originating email is deleted, this is supported in our Standard Operating Procedures. This will be the same for every instance in which that data is forwarded to an employer/client, the record of the processing will be kept in the Administration Management System, but the actual email will be deleted.

Data Destruction
When the retention timeframe expires, we will actively destroy the data covered by this policy. Exceptions will only be made where there is a written application which has been given consideration by the company Data Protection Officer. Destruction will be verified by our IT contractors where it is soft copy information and certified by our shredding company where it is hard copy information. A database of deleted data subjects is kept which will contain only the bare minimum of data in order to verify the identification of that individual and that date of destruction will be kept enabling confirmation in the event of a Data Subject Access Request.

Responsibilities
Compliance, monitoring and review
The Data Protection Advisor has the overall responsibility for ensuring compliance with the requirements of the related legislation. All staff that deal with personal data are responsible for processing this data in full compliance with our relevant policies and procedures.

Reporting in case of a data breach
In the case of possible data breach, the staff member(s) who first identifies the breach or incident, must immediately report all details of the incident to the Data Protection Advisor.

The Data Protection Advisor is required to report a personal data breach to the competent Data Protection Authority not later than 72 hours after becoming aware of it. The notification must include at least:

- a description of the nature of the breach, including, where possible, the categories and approximate number of data subjects and personal data records concerned.
- the name and contact details of the relevant Data Protection Officer or contact point.
- the likely consequences of the data breach; and
- measures taken or proposed by the controller to address the breach and/or mitigate its effects.

Where a personal data breach is likely to result in a high risk to the rights and freedoms of a data subject, the Data Protection Officer must communicate the breach to the data subject(s) without undue delay. The communication must describe in clear and plain language, the nature of the breach and at least:

- the name and contact details of the relevant Data Protection Officer or contact point.
- the likely consequences of the data breach; and
- measures taken or proposed by the controller to address the breach and/or mitigate its effects.

Records management

	Staff must maintain all records relevant to administering this policy and procedure in electronic form in the company Administration Management System. All records relevant to administering this policy and procedure will be maintained for a period of 5 years. **Terms And Definitions Relevant to this Policy:** **General Data Protection Regulation (GDPR):** the General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679) is a regulation by which the European Parliament, the Council of the European Union and the European Commission intend to strengthen and unify data protection for all individuals within the European Union (EU). It also addresses the export of personal data outside the EU. **Data Controller:** the entity that determines the purposes, conditions and means of the processing of personal data **Data Protection Officer (DPO):** an expert on data privacy who works independently to ensure that an entity is adhering to the policies and procedures set forth in the GDPR **Data Subject:** a natural person whose personal data is processed by a controller or processor **Data Processor:** means any person or third party (e.g., supplier) who is appointed by An Cosán to view, assess or otherwise use personal data. **Automated Data**: means any data that is stored electronically **Personal Data:** means any data which relates to a living individual who can be identified from that data (e.g., an individual's name, address, mobile phone number, or PPS number). Some types of Personal Data may be classified as **sensitive** (e.g., an individual's racial or ethnic background, health information, political opinions, sexual orientation, religious beliefs, or [alleged] commission of a crime and subsequent proceedings) and thus require a higher level of protection. An Cosán endeavours not to collect or process sensitive personal data, to the best of its ability, and to disclose it only with the explicit permission of the Data Subject or when legally obligated. *Please note that additional conditions are required to be met for the processing of sensitive personal data to be legitimate and this will usually require the explicit consent of the person about whom the data relates **Processing:** any operation performed on personal data, whether or not by automated means, including collection, use, recording, etc. **Data Backup:** data copied to a second location, solely for the purpose of safe keeping of that data **Data Encryption:** the process of encoding data with an algorithm so that it is unintelligible and secure without the key. Used to protect data during transmission or while stored. **Data Encryption Key:** an alphanumeric series of characters that enables data to be encrypted and decrypted.

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

QAF801 (h): Records & Data Retention Schedule

Document Title	Records & Data Retention Schedule		QA Code	QAF801 (h)
Version Number	2	Name of Creator	GDPR Advisor	
Date Created	August 2022	Review Date:	September 2022	
Description of Changes	Amended Learner data Retention		Reason for Changes	Mandatory change recommended as Part of Re-engagement Process

Under the Data Protection Act 2018 controllers of personal data must ensure that the personal data of individuals is only retained for as long as is necessary and for the purposes for which they were collected. Section 71 (7) (b) of the Data Protection Act 2018 requires controllers of personal data carry out periodic reviews of the need for the retention of that data. Retention periods are governed by a variety of factors, including but not limited to legislation, contract and best practice. Some records may be initially retained for a set period after which they may be either archived or destroyed. Records retention schedules provide a framework within which retention periods can be set and reviewed for individual classes of data.

In order to comply with its legislative obligations, An Cosán has devised the following records retention schedules which comprehend both personal and non-personal data. These are provided for the benefit of both the owners and managers of records and individual data subjects.

These schedules will be reviewed periodically in light of experience and legal or other relevant indications.

Governance and Administration Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Business Development Plans	Retain indefinitely	Aligns with administrative record retention in other areas Review retention as needed	Appropriate filing/archiving
Management System Procedures	Retain current until superseded	Aligns with administrative record retention in other areas Review retention as needed	Appropriate filing/archiving

Business Operating Procedures	Retain current until superseded	Aligns with administrative record retention in other areas Review retention as needed	Appropriate filing/archiving
Quality Assurance Policies and Procedures	Retain current until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Records of Board of Management, Quality Assurance Committee and Programme Development Committee Meetings e.g., agenda, minutes, documents relating to agenda items, voting records	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Records of Team Meetings which may contain learner details	Retain for 7 years after actions completed	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding/secure deletion of electronic records
Risk Register	Retain current until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding/secure deletion of electronic records
Organizational Structure	Retain current until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Circulars, memos re policy matters	Retain until policy to which they relate Is superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving

Projections and statistical analyses	Retain for 7 years	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding/secure deletion of electronic records
General (non-HR) written Allegations/Complaints: records received/created as a result of investigating allegations/complaints	Retain for 7 years after resolution of complaint or from date of last correspondence	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding/secure deletion of electronic records
General (non-HR) written Allegations / Complaints: records received/created as a result of investigating allegations/complaints - significant cases which set precedents or result in changes to An Cosán provision of education or services	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Handwritten notes taken by recording secretary present at meetings	Retain until minutes have been agreed	Aligns with administrative record retention in other areas. Review retention as needed	Confidential shredding
Routine administration records	Retain for current year, or until they cease to be of administrative use	Aligns with administrative record retention in other areas. Review retention as needed	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
General correspondence, including emails *(Where content of an email and/or its attachment(s) fall under another specific class of record in this Records Retention Schedule, it should be handled, retained, and disposed of appropriately as set out in in the relevant section of the Schedule)*	Retain for current year, or until they cease to be of administrative use	Aligns with administrative record retention in other areas. Review retention as needed	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
QQI Audit Reports	Retain indefinitely	Aligns with administrative record retention in other	Appropriate filing/archiving

		areas. Review retention as needed	
Quality Assurance Manual, Quality Reports, Quality Assurance Peer Reviews	Retain until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Training schedules	Retain until superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
External liaison – e.g., correspondence with accreditation bodies	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Records of awards	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Legal cases, advice, and any correspondence	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Copyright records/trademark registrations	Retain indefinitely	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving
Documentation relating to the disclosure status of records under FOI	7 years after the record is opened	Allows reasonable duration for FOI requests etc. In case of potential litigation, retain relevant extract in case file.	Confidential shredding/secure deletion of electronic records

		Review retention as needed. Review retention as needed	
Internal publications	When superseded	Aligns with administrative record retention in other areas. Review retention as needed	Appropriate filing/archiving

Learner & Assessment Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Learner Records			
Basic Student Registration details (electronic version)	Year of Graduation +3 years	No basis to retain indefinitely, review retention annually at end of academic year/as needed. In case of potential litigation, retain relevant extract in case file.	Secure deletion of electronic records
Records of Successful Applicants	Retain for duration of studies plus 1 year	Details moved to LMS and will be review retention annually at end of academic year/as needed. In case of potential litigation, retain relevant extract in case file.	Confidential shredding/secure deletion of electronic records
Records of Unsuccessful Applicants	12 months from year of application	No purpose for retention beyond 12 months. Review	Confidential shredding/secure deletion of electronic records

		retention annually at end of academic year/as needed	
Learner records including: Documentation relating to all applications for student assistance fund, personal details, financial income & expenditure details	10 Years or Year of graduation plus 7 years, whichever comes first	Information will be held on LMS and reviewed annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Waive of Fee application	Application details held for duration of the programme or reasonable duration of study period. Fee approval record held for 10 Years or Year of graduation plus 7 years, whichever comes first	Review retained data annually at end of academic year/as needed – held Taxes Acts, statute of limitations on contractual debt	Confidential shredding/secure deletion of electronic records
Correspondence with learners	Retain for duration of studies plus 1 year	Transfer any relevant data to LMS - Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Change of Name/Address Record	Duration of study or 3 year whichever is longer	Transfer any relevant data to LMS - Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Medical Cert/Absence record	1 academic year	Only retain most recent updated version. Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Learner discipline records – Minor Offences	Duration of study	Review retention annually at end of academic year/as needed – retain until graduation only if	Confidential shredding/secure deletion of electronic records

		relevant to pattern of behaviour	
Learner discipline records – Major Offences	Duration of study plus 7 years if the major offence is a matter of public importance, it may be necessary to keep these records for longer.	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Garda Vetting records for successful applicants	Retain record of outcome for duration of studies plus 1 year	Transfer outcome to LMS - Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Module Exemption Applications Register	Year of Graduation +3 years	Transfer outcome to LMS - Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Module Exemption Application Forms	Year of Graduation +3 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Learner Complaint Records	Depends on the nature of the complaint – **Serious Complaints** – Retain Indefinitely **Minor Complaints** – 7 years or Year of Graduation +3 years, whichever is longer	This gives ample time for learners to take action if they wish - Learners will have 6 years in which to take a claim, and 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Assessment & Examination Records			
Examination papers and related records i.e., recommended marking s scheme, sample answers, where relevant. Records which contribute	6 months after exam board/QQI submission -	Where there are no appeals or disciplinary procedures,	Confidential shredding/secure deletion of electronic records

towards module grade, and which have not been returned to learners: e.g., examination scripts, assignments, projects, portfolios, skills demonstrations video/photographic evidence and written reflections, learner records	except where appeal or disciplinary process ongoing. In the case of programmes falling under professional or regulatory body approval, student material may be retained up to next date of panel visit.	review retained data following panel visit/as needed	
Assessments which undergo appeals procedure	2 years after the appeal unless litigation proceedings ensued, in which case retain for 7 years	This gives ample time for learners to take action if they wish - Learners will have 6 years in which to take a claim, and 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Internal verification reports	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
External authentication reports and all correspondence	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Results approval panel meeting minutes	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Tutor monitoring reports	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Internal Verifier cross-moderation forms	Retain for 7 years	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records

Records of module grades	Duration of course plus 1 Year	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Exam Results – Broadsheets	Retain indefinitely	Review as needed	Appropriate filing/archiving
Applications to Progress and Carry or Repeat and Attend	Duration of study plus one year	Review retention annually at end of academic year/as needed	Confidential shredding/secure deletion of electronic records
Programme development/accreditation records and reports	Retain indefinitely	Review as needed	Appropriate filing/archiving
Re-engagement records and reports	Retain indefinitely	Review as needed	Appropriate filing/archiving

Finance Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Accounts payable – batches of invoices; tax clearance certificates	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Accounts receivable – debtors ledgers; income listings; income control accounts; receipts reconciliation	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Bank records – paid cheques; bank reconciliation; bank statements	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Financial statements – annual financial statements; final budget reports	Retain indefinitely in original form	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving
Asset register	Retain indefinitely in original form	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving

Agreements – Rental; Lease; Use; Occupancy	Retain indefinitely	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving
Audit reports/records	Retain indefinitely in original form	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving
Internal financial policies, accounting standards, procedures	Retain until superseded	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Expenses/Travel claims forms, all supporting receipts	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Credit card statements	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
Customer payment information, e.g., debit card details	Destroy immediately	Legislative requirement (Companies Acts, Taxes Acts)	Not recorded or stored
Receipt books	Retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records
General correspondence	Retain for current year, or until they have ceased to be of administrative use	Legislative requirement (Companies Acts, Taxes Acts)	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records

Contracts for services	Following completion of contract, retain for current year plus 6 years	Legislative requirement (Companies Acts, Taxes Acts)	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
Employee pension information	Retain indefinitely	Legislative requirement (Companies Acts, Taxes Acts)	Appropriate filing/archiving
Payroll – Pay-sheets, authorisation to deduct tax details of staff, appointment details, pay slips	Retain on personnel file for duration of employment and for 5 years after last pension payment	Legislative requirement (Companies Acts, Taxes Acts)	Confidential shredding/secure deletion of electronic records

Human Resources Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Employment & Career			
Recruitment - Vacancy notification, Advertisement copies, Job description, Selection criteria	18 months from close of competition	12 months from close of competition + 6 months in case of Equality Tribunal	Appropriate filing/archiving

		claim. Review retention as needed against probability of legal action.	
Applications and CVs of candidates not qualified or short listed for interview; Applications and CVs of candidates shortlisted for interview but who do not attend; Applications and CVs of candidates shortlisted and who attended interview but who are not successful or who are successful but do not accept offer	18 months from close of competition	12 months from close of competition + 6 months in case of Equality Tribunal claim. Review retention as needed against probability of legal action	Confidential shredding/secure deletion of electronic records
Interview Board marking sheet, Interview Board notes, and recommendation by Interview Board	18 months from close of competition	12 months from close of competition + 6 months in case of Equality Tribunal claim. Review retention as needed against probability of legal action	Confidential shredding/secure deletion of electronic records
Personnel Files - May include such records as: Personal contact details Application form/CV/cover letter Contract of employment (Offer of appointment, Date appointed) Evidence of education qualifications References Questionnaire on Criminal Offences Probation forms Salary Completion of mandatory training (where relevant)	Until age 100	Retained as part of staff personnel file in case of litigation or queries during period of employment. In case of litigation/criminal investigation, retain relevant extract in case file. Review retention as needed against probability of legal action	Confidential shredding/secure deletion of electronic records

Termination notices Training and development records Safety Training Records Leave records relating to: Sick Leave, Shorter-working year/Term-time, Job-share scheme, Part-time Working records, Parental leave, Adoptive Leave, Maternity Leave, Force Majeure, Jury Leave, Bereavement Leave			
Annual Leave	Retain for 7 years	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Discipline records - Records relating to disciplinary actions taken against employees e.g., warnings, suspensions recorded, or copy warnings placed on an employee's personnel record etc.	Retain for 7 years	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
HR Allegations and Complaints – Written Allegations/Complaints: records received/created as a result of investigating allegations/complaints	Retain for 7 years	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Written Allegations and Complaints: records received/created as a result of investigating allegations/complaints – significant cases which set precedents or result in changes to An Cosán Provision of education or Services	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving
Safety policies	Retain until superseded	Review annually/as needed	Confidential shredding/secure deletion of electronic records
Safety Training Records	Retain on personnel file for duration of employment plus 2 years	Review annually/as needed	Confidential shredding/secure deletion of electronic records

Risk Assessments Records	Retain for 7 years after superseded or after activity ceases, whichever relevant	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Incident Reports	Retain for 7 years after date of incident	6 years to take a claim, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Safety audits, investigations, and safety evaluation records where cases result in significant changes to policy	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving
Third Party recommendations e.g., Labour Court, Equality Tribunal, Labour Relations Commissions etc.	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving
Individual industrial relations issues	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving
Claims records (e.g., correspondence, status records etc.)	Retain indefinitely	6 years to take a claim, plus 1 year for proceedings to be served	Appropriate filing/archiving

Complaint Records

General classes of records held by the Different Departments within An Cosán	Default retention period	Remarks	Final disposition
Case Records			
Policy statements	When superseded	Review annually/as needed	Appropriate filing/archiving
System handbook/guide	When superseded	Review annually/as needed	Appropriate filing/archiving
Minutes of meetings of Complaints Committee, Service Standards Team and others	7 years	This gives ample time to take action if they	Confidential shredding/secure deletion of electronic records

		wish - 6 years in which to take a claim, and 1 year for proceedings to be served	
Surveys	3 years	Review annually/as needed	Appropriate filing/archiving
Enquiries	3 years	Review annually/as needed	Confidential shredding/secure deletion of electronic records
Investigations	7 years	This gives ample time to take action if they wish - 6 years in which to take a claim, and 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Statistical reports	7 years	For historical context and precedent	Appropriate filing/archiving
Reports on particular complaints or on categories of complaints	7 years	This gives ample time to take action if they wish - 6 years in which to take a claim, and 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records
Precedents	Review after ten years	Review annually/as needed	Appropriate filing/archiving
Register of complaints	Ten years	Review annually/as needed	Confidential shredding/secure deletion of electronic records
Reviews		Review annually/as needed	

Correspondence and papers	Date of correspondence + 7 years	Legal Requirement. In case of litigation/criminal investigation, retain relevant extract in case file. Review retention as needed	Confidential shredding/secure deletion of electronic records
Reports	Date of correspondence + 7 years	Legal Requirement. In case of litigation/criminal investigation, retain relevant extract in case file. Review retention as needed	Confidential shredding/secure deletion of electronic records
Accident & Incident forms	10 Years	6 years in which to take a claim against the ETB, plus 1 year for proceedings to be served	Confidential shredding/secure deletion of electronic records Or Do n destroy

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

QAF802: Email Policy

Policy Title	An Cosán Email Policy		QA Code	QAF802
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	**An Cosán Email Policy**
Policy Statement	Electronic mail enables An Cosán staff to communicate promptly and efficiently with colleagues internally within the organisation and enables a prompt and efficient service from An Cosán to its clients / customers / suppliers. E-mail can also be used to communicate with other individuals and organisations, with whom An Cosán staff interact in the course of their day-to-day work. Every employee has a responsibility to maintain the company's image, to use these electronic resources in a productive manner and to avoid placing the company at risk for legal liability based on their use.
Scope	The purpose of this policy is to define the way in which electronic communications are managed in An Cosán, and the rights and responsibilities of Managers and employees.
Policy Implementation	<u>Use of E-mail</u> 1. E-mail is a personal computerised and efficient communication system, which enables the sending and receiving of messages between staff and between An Cosán and its clients / customers / suppliers. Documents and materials can be attached to E-mails, and this can effectively bypass typewritten documents, faxes and the need to post documents. There are, however, risks attached to the sending of E-mails, and they are: 2. Your message may go to persons other than the intended recipient and if confidential or commercially sensitive, this could be damaging to An Cosán and / or its clients. 3. E-mail messages can carry computer viruses, which are particularly dangerous to An Cosán and its clients' computer operations generally. 4. Letters, files and other documents attached to E-mails may belong to others and there may be copyright implications in sending or receiving them without permission. This includes multimedia products, images, sound and video. 5. E-mail is speedy and, as such, messages written in haste or written carelessly are sent simultaneously and without the opportunity to check or rephrase. This could give rise to legal liability on An Cosán's and / or its clients' part such as claims for defamation, etc. 6. An E-mail message may legally bind An Cosán contractually in certain instances without the proper authority being obtained internally. 7. It should be remembered that all personal data contained in E-mails may be accessible under Data Protection legislation and, furthermore, a substantial

portion of E-mails to Government and other public bodies may be accessible under Freedom of Information legislation.

8. E-mails should be regarded as potentially public information, which carry a heightened risk of legal liability for the sender, the recipient and the organisations for whom they work.

Rules for E-mail use

A great percentage of our work is E-mail based, which forms part of our files. In order to avoid or reduce the risks inherent in the use of E-mail within An Cosán, the following rules are necessary and applicable to all employees: -

1) E-mail messages must be appropriate and professional and must reflect An Cosán's image and reputation.

2) Emails should be filed in the appropriate file and then deleted from your Inbox.

3) E-mail is to be used for the purpose of furthering the aims and policies of An Cosán and as part of the normal execution of staff's job responsibilities. E-mail should predominantly be used for organisational related communications. Particular care should be taken when sending confidential or commercially sensitive information. If in doubt, please consult your Manager. The sending of personal emails should be limited. An Cosán accepts that email will be used for personal reasons but expects that it will be reasonable and minimal in extent and must not include attachments.

4) Great care should also be taken when attaching documents as the ease with which employees can download files from the Internet or 'cut and paste' materials from electronic sources increases the risks of infringement of the rights of others particularly the intellectual property and other proprietary rights. Also attaching documents may give rise to the release of information not intended, hence the importance of vetting attachments. Again, if in doubt please consult your manager.

5) Extra caution needs to be taken with E-mail messages in respect of any disparaging remarks that may be contained therein. An E-mail should be regarded as a written formal letter, the recipients of which may be much wider than the sender intended, hence any defamatory or careless remarks can have very serious consequences as can any indirect innuendo. The use of indecent, obscene, discriminatory, sexist, racist or other inappropriate remarks whether in written form, in cartoon form or otherwise is not permitted and staff found guilty of such behaviour will be subject to the company disciplinary action up to and including summary dismissal. Using upper case letters (referred to as flaming) in an email is tantamount to shouting and is considered to be rude in an internet context, hence should not be occurring.

6) Staff may not subscribe to electronic services or other contracts on behalf of An Cosán unless you have the express authority to do so. Authority for subscriptions including electronic subscriptions such as these rest with your manager, and unless you are one of those delegated persons you have no authority to enter into any binding commitment on An Cosán via the E-mail or the internet. An Cosán employs a SPAM filtering system which reduces this

type of email significantly. Inadvertent subscriptions may occur, and these should be brought to the attention of your manager.

7) If you receive any offensive, unpleasant, harassing, discriminatory or intimidating messages via E-mail you are requested to bring it to the attention of your manager. It is important that we trace such E-mails as quickly as possible. These mails must be deleted after its origin has been traced and must not be forwarded on to others. If a staff member from An Cosán sends any offensive, unpleasant, harassing, discriminatory or intimidating messages via E-mail, they will be subject to investigation under An Cosán's bullying and harassment policy and may be subject to disciplinary action. All incidences will be treated seriously.

8) Any important or potentially contentious communication, which you have received through E-mail, should be printed and a hard copy kept (e.g., contract agreements etc.). Where important to do so you should obtain confirmation that the recipient has received your E-mail.

9) Authorised documents prepared by An Cosán for customers/clients/users of our services may be attached via the E-mail. However, excerpts from reports other than our own if substantial may be in breach of copyright. The author's consent ought to be obtained where the information has been taken out of its original context - if in doubt consult your manager.

10) Chain mails, if received, must be deleted immediately and not forwarded on to others. A user's address that has become contaminated by SPAM can be altered slightly to deflect unwanted mail. However, when circulating the modified address to approved interlocutors, the user should inform them to use the address appropriately, otherwise, the new address will soon become contaminated.

11) Receiving jokes, junk, chain letters etc. has the potential to collect the contents of one's address book and feed it back to where it may be used to perpetrate fraud. The user has the obligation not to participate in such activity as they may unwittingly compromise their own and their colleagues email addresses.

<u>Monitoring of E-mail</u>

E-mail is a corporate asset and is a critical component of our communications system. The e-mail system is provided by An Cosán for employees to facilitate the performance of organisational work. The contents of all electronic communications using Company equipment and resources may be periodically audited and may be used in any investigations undertaken by or on behalf of the Company. This will be at the request of management or internal or external auditors. Even when a message is erased it is still possible to retrieve and read that message.

<u>Abuse and disciplinary procedure</u>

Any employee found to be abusing the company electronic communication system, including E-mail and Internet use, or not operating in line with this policy, may be subject to the company disciplinary action up to and including summary dismissal. This includes any attempt to circumvent system security, including firewalls, put in place to protect the company. All employees must immediately report any suspicion or evidence of abuse.

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

QAF803: Internet & PC Policy

Policy Title	An Cosán Internet & PC Policy		QA Code	QAF803
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Policy Title	**Internet & PC Policy-** permissible use and breaches of policy.
Policy Statement	
Policy Implementation	<u>Internet and PC Rules</u> An Cosán's internet connections are intended for activities that either support An Cosán's business or the professional development of employees (subject to Manager's approval). Web surfing unrelated to these activities (including accessing chat rooms and bulletin boards) is strictly forbidden. Staff members whom in the opinion of management have abused this will be subject to the Company's disciplinary procedures. 1) All employees have a unique username and password for their pc. The username is provided by An Cosán; however, you are responsible for the security of your password. You must not disclose your password to any other person, attempt to discover the password of any other person, or use any computer system or transaction for which you have not been granted authority of for any purpose other than that authorised. You are required to register your password(s) with your manager to enable him/her, during any planned/unplanned absences, to recover relevant information from your PC if required. 2) You will be given access as appropriate to data on the company shared drive. 3) No unauthorised software is to be loaded onto company pc's for security and licensing purposes. 4) Employees using home pcs to carry out work related to An Cosán should ensure that they have virus protection and firewalls. No organisational information should be stored on home pcs. 5) Internet usage is monitored on a systematic basis by the organisation through its IT Provider. 6) Where accidental access to an inappropriate site has occurred, the staff member should note down the address of the site and inform their manager. 7) The accessing, downloading, or sending of any indecent, obscene, pornographic, sexist, racist or defamatory or other inappropriate materials as

well as the circulation of such materials will mean staff will be subject to the company disciplinary action up to and including summary dismissal. This rule will be strictly enforced and is viewed as very serious with potential criminal liabilities arising there from. The Gardaí or other appropriate authority will be informed where appropriate.

8) Staff are not permitted to copy material onto company computers, from company computers or to use company computers for the purposes of copying materials.

9) Organisational data is the property of the organisation and may not be copied or transmitted to third parties apart from where the transmission of such data is part of an employee's job or with express permission of the organisation. No Organisational data may be taken by an employee either whilst in the organisation's employment or when an employee leaves the Organisation.

10) Attaching devices to the company's equipment, including memory sticks, camera's, iPod, DVD copiers etc is not permitted without prior company approval.

<u>Summary</u>

The Internet should not be used for

- Personal use.
- Personal gain or profit.
- To post or download messages that contain political views or inappropriate, obscene, inflammatory, intimidatory, discriminatory, harassing, defamatory, disruptive or otherwise offensive language and anything that will reflect poorly on An Cosán and/or its service user's name and professional reputation.
- To advertise or otherwise support unauthorised or illegal activities.
- To provide lists or information about An Cosán employees to others and / or to send classified information without approval.
- Any purpose that will interfere with job responsibilities. This includes spending unreasonable and unwarranted time on the internet.
- Infringement - Breach of Internet Rules
- Any breaches of these rules will be treated seriously and could result in disciplinary action up to and including summary dismissal.

Staff should note that there is no right to privacy on the company's equipment. Consequently, no employee should store any material that they consider personal or private.

<u>Social Media</u>

Social networking and social media are communication tools which can have significant impact on organisational and professional reputations. Examples of social media may include blogs, twitter, Facebook, linked in, YouTube, wikis etc. Employees are personally responsible for the content they publish online.

Personal usage of social media

You must not disclose your Organisation's name or details on your own personal social media platform. Your work e-mail address should not be used as your primary means of identification on your personal social media platform. The Organisation may impose the disciplinary process up to and including dismissal for posting inappropriate material, on social networking sites in

	circumstances where the posts breach confidentiality, internal policy or bring the organisation into disrepute. Respect your audience. Employees should refrain from engaging in the use of inappropriate slurs and personal insults referring to work colleagues, clients and/or the Organisation, as this may lead to disciplinary action. The Organisation's IT equipment, where provided, should not be used for personal purposes. The use of social media for personal purposes is prohibited on the Organisation's systems. <u>Using social media for work purposes</u> Any contact details or business information acquired and maintained on the organisation's systems remains the property of the Organisation. This includes any uploaded information (including personal contacts) brought by an Employee from a previous employment. Where it is a requirement as part of your role to engage in social media, the following guidelines must be adhered to: 1. Respect copyright, fair use and data protection 2. Do not provide the Organisation or another's confidential or other proprietary information and never discuss the Organisation's business performance or other sensitive matters publicly. 3. Do not cite or reference clients, partners or suppliers without their approval. When you do make a reference, link back to the source. Don't publish anything that might allow inferences to be drawn which could embarrass or damage a client. 4. Refrain from the inappropriate use of ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the workplace. Employees should also show proper consideration for others' privacy and for topics that may be considered objectionable or inflammatory. 5. Refrain from using the Organisation's logos or trademarks unless approved to do so. 6. Do not post material that could be deemed to be threatening, harassing, illegal, obscene, defamatory, slanderous or hostile towards an individual or entity 7. Ensure that the content you are posting is accurate and reviewed for grammatical and spelling errors.

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

Section 9: Public Information and Communication

QAF901*:* Communications Policy and Procedure

Policy Title	Communication Policy and Procedure		QA Code	QAF901
Version Number	1	Name of Creator	Sam Whelan-Curtin / Communications Consultant	
Date Created	15 April 2021	Review Date:	5 October 2022	
Description of Changes	Several updates made, including adding our most recent promotional materials		Reason for Changes	Annual Review

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Introduction

An Cosán believes in upholding the highest standards and principles in relation to how we communicate with and about our stakeholders, to ensure their dignity and to treat them with respect, fairness and justice. All material we produce and communicate across all our channels, embraces these principles, and we hold ourselves to the highest ethical standards in relation to accuracy, consent, fair representation, and dignity.

An Cosán prides itself on being open and transparent in all its dealings in order to ensure that we build and maintain the confidence of our stakeholders. Identifying all stakeholders and having a plan in place to ensure we communicate with them fully is an important function of our good governance.

We have taken steps to ensure excellent communication processes and procedures by:

1. Identifying who communicates on behalf of An Cosán
2. Identifying target audience/stakeholders
3. Stating communications objectives
4. Identifying key messages to consider

5. Defining ways to communicate
6. Identifying how our stakeholders can communicate with us
7. Involving our stakeholders in planning, decision-making and review processes
8. Communications with/about people under 18 or adults who are vulnerable
9. Having a complaints policy and procedure
10. Knowing how to communicate in a crisis
11. Social media
12. Copyright

1. **Identifying who communicates on behalf of An Cosán**

The CEO is the main spokesperson for An Cosán. The CEO may delegate some of these duties to other employees or charity trustees and will ensure that everyone is clear about what these duties are, what the core messages are, and what they are or are not able to say on behalf of An Cosán.

All individuals communicating on behalf of An Cosán need to be able to do so in a manner which is informed and reflects well on us, and this is informed by staff and stakeholder communication training.

2. **Identifying target audience/stakeholders**

An Cosán' stakeholders are any individuals or groups of people who have a legitimate interest in the work of the charity. Identifying who they are is very important before An Cosán considers how we might communicate with them and how they might communicate with us. An Cosán's broad range of stakeholders includes:

- Current, potential and past learners in adult education programmes
- Children, parents and families in Early Years services
- Community and collaborative partners
- Funders and supporters
- Government and policymakers
- Staff, Board and volunteers of An Cosán
- The general public

3. **Stating communications objectives**

- Improving communications with all stakeholders
- Raising awareness of An Cosán and what it does
- Increasing transparency and ensuring greater accountability of the charity
- Ensuring that all stakeholders can communicate easily with An Cosán

4. **Identifying key messages to consider**

It is important that our message is clear, appropriate and relevant to our audience. Stakeholders should understand what we do, how we do it and know our objectives and values. Our legal status and governing form should be clear as well as our sources of funding. We also highlight the impact and difference we make to our stakeholders. Key messages are considered within our Communications Strategy.

5. **Defining ways to communicate**

When considering which way to communicate with a particular stakeholder, An Cosán thinks about who they are, where they are and what might be the best way to communicate with them. There are advantages and disadvantages to using different channels of communication with different stakeholders and we give careful consideration to this, taking into account our objectives and the resources available to us.

Communication tools are a very important method to communicate with stakeholders and include the following:

Communication Tools and Channels	**Description**
Direct Email communications	Our team communicate with learners and prospective learners and provide up to date information in relation to course enquiries and other information as required.
An Cosán Website	Learners can find out about our full range of courses and programmes, can download An Cosán's Adult Education Calendar and An Cosán's Brochure directly on our website. The website includes a contact form where learners can send enquiries on specific courses.
An Cosán Social Media Platforms	We encourage learners to keep in touch by following An Cosán on our social media channels on these links: Twitter | Facebook | LinkedIn | YouTube | Instagram
An Cosán's bi-monthly e-zine	Learners can view and subscribe to An Cosán's bi-monthly e-Zine "Pathways".
An Cosán Promotional Materials and Reports	Includes Brochures, Programme Prospectus, Information Leaflets, Promotional Posters, Annual Reports, Research Reports. We ensure the RCN (Registered Charity Number) is available on all materials where possible.
External online platforms	We promote our work with other external online platforms (e.g., Qualifax website, South East Technological University website, Aontas, OneStepup.ie, EPALE Platform, Activelink, Courses.ie, nightcourses.com, Careersportal.com).
Community Partner Network and wider Stakeholders	An Cosán's Community Partner Network comprises of community education organisations around Ireland with whom we provide access to online programmes. These centres or hubs provide a space where learners can access the technology they need and create peer-learning communities. We are continually expanding our reach and delivery of our adult community education programmes for marginalised communities with a total of 220+ Community Partners now.
Direct Contact with Team	Full contact details are included on all materials and communications. **For More Information** To register or receive further information on any of our Programmes, please contact our team on: **Tel:** 01 - 462 8488 | **Email:** courses@ancosan.ie | **Visit our website:** www.ancosan.ie

	All enquiries received via phone, email and this online form are logged onto a Courses Enquiries Master sheet. All enquiries are then forwarded to the relevant Administrator for follow up. An Administrator has responsibility for all general enquires from learners in both Access and Further Education Programmes and Higher Education Programmes.
Open Day Information Sessions	We host weekly online information sessions every Friday at 11am. These provide an accessible open space for learners to meet members of the team, other learners and find out about our full range of courses and programmes across all levels, the supports available, learner progression paths and employability options. They are given space to ask questions in a friendly and welcoming space. We encourage discussion about the challenges and barriers that can prevent learners from accessing education e.g., access to technology, digital literacy, funding and explain ways we can help them to overcome these barriers. Following the Open Day, Learners receive an Applicant Support Pack which includes the Introduction Presentation outlining An Cosán, our programmes, and the application process.
Outreach	An Cosán Events: The general public is invited to events hosted by An Cosán e.g., public meetings, workshops, training sessions, online webinars, Community Partner Forum Events. Third Party Partner Events: An Cosán staff attend conferences, exhibitions, community workshops and events where we regularly host a stand to showcase our work e.g., Aontas Annual Conference, Social Enterprise Annual Conference.
Publication of Quality Assurance Evaluation Reports	Key, formal, provider-owned, quality evaluations result in the production of a written report and, where appropriate, a quality improvement plan is published in pdf format on the An Cosán website as soon as practicable after the evaluation event and made easily accessible.

6. **Identifying how our stakeholders can communicate with us**

Our stakeholders communicate with us directly through face-to-face and digital communication with our staff, through offline and online workshops and open days, through events we hold, through classes and in our centres. Also, via our website and social media. We develop ongoing relationships with our stakeholders and are cognisant of storing information confidentially under Government guidelines. Our contact details are available on all media.

Stakeholders communicate in a variety of ways and again we are cognisant of GDPR when storing data. We endeavor to communicate openly with all stakeholders and members of the public enquiring about our work.

7. **Involving our stakeholders in planning, decision-making and review processes**

An Cosán considers if and how we involve our stakeholders in our planning, decision-making and review processes. This involvement is regular and integrated on all levels in the organisation, from Board to management to programme delivery.

Examples of such activities in which we involve stakeholders are:

- Multi-annual strategy: Consult with stakeholders as part of review and planning process

- Service improvement: Ongoing stakeholder feedback to inform programme review and design

Very often, stakeholders come from different backgrounds and so they look at issues from differing perspectives. This provides valuable input to allow us to maximize the impact of our work.

8. **Communications with/about people under 18 or adults who are vulnerable**

We uphold the highest standards of safeguarding in relation to those under 18 and/or vulnerable adults.

All media, including or portraying children or vulnerable adults, will adhere to the following:

- We will have fully explained the ways in which their image will be used, and we will have full consent from both the individual and, if under 18, their parent/guardian
- We will not misrepresent, misidentify or attempt to inaccurately portray any individual or their circumstances. In certain circumstances, we may use stock imagery or composite stories, but this will be indicated
- Individuals have the right to withdraw their consent and seek the removal of their image at any time
- Learner Ambassadors who have accepted a place on our Media Panel will be offered media training at least once a year to give them the skills and confidence required to speak to media

Communication aimed at those under 18 and/or vulnerable adults will be held to our safeguarding standards and will be age/circumstance appropriate, provide clear context, and be for the purposes of informing and supporting.

9. **Having a complaints policy and procedure**

An Cosán does our utmost to work as effectively with our stakeholders as possible. However, there are times when stakeholders may be unhappy with some aspect of our work, and they may wish to make a complaint. This is seen as constructive feedback and something that An Cosán encourages and wants to hear about. For this reason, An Cosán facilitates the making of a complaint, if appropriate, so that it can be done easily and responded to efficiently.

An Cosán will have complaints form available that is easily accessed for partners with whom we are engaged. The complaints form will request the following information:

- What is the person concerned about?
- Who was involved?
- What happened and when?
- Has the person done anything else to resolve the matter?
- What does the person want to happen now?
- Is there any extra information and/or copies of other relevant documents that the person could attach to their written complaint that would help the charity to deal with it?

The form will also set out the process that the charity has in place for dealing with complaints.

10. **Knowing how to communicate in a crisis**

An Cosán understand a crisis to be any situation concerning An Cosán that is threatening or could threaten to harm people or property, seriously interrupt the work of the charity, significantly damage the charity's reputation and/or negatively impact the financial viability of the charity.

Examples of a crisis would be:

- financial wrongdoing
- inappropriate behaviour on the part of an employee or a volunteer
- a scandal involving a member of the Board
- a child safeguarding issue
- a sudden dramatic loss of funding as a result of a perceived problem
- or an investigation into An Cosán by a regulator or other public body e.g., on foot of a complaint.

An Cosán policy in mitigating risk due to crisis is to:

- Anticipate crises through our Risk Management Policy and Procedures
- The CEO and Chair of the Board are the key spokespeople to communicate at the time of a crisis (the choice between the two depends on what the crisis is and who is available at the time)
- These chosen spokespeople are effective communicators and participate in ongoing training to hone their skills in this area
- Establish who needs to be notified about the crisis
- Monitor if there is discussion in the public domain and decide whether or not to respond
- We will have in place basic holding statements that are ready to use if and when a crisis occurs and before we had a chance to formulate the charity's response.

11. **Social media**

An Cosán encourages participation by our partners and other stakeholders on our social media accounts. We welcome healthy debate and criticism and understand that the organisation's viewpoints may not correspond with all those who engage with us.

However, we note that we do not tolerate the following on our social media channels:

- Discriminatory, inappropriate, bullying or harmful language or any form of hate speech
- Comments that target individuals or the publication of any individual's personal details
- Comments that are intended as harmful to groups or organisations
- Encouragement of illegal actions
- Any posts that would violate our organisation policies on Child Protection, and any other key policies.

We moderate our social media channels regularly, and we will remove offending posts / seek their removal.

12. **Copyright**

An Cosán retains the copyright of images/materials collected by or on behalf of the organisation (including staff and external contractors). We recognise the copyright of images/material provided to us by external / third party organisations/individuals and will only use these in accordance with usage agreements.

Consent may be withdrawn by any individual at any time regarding the use of images / other materials that feature them.

13. **Non-endorsement of products**

An Cosán does not make endorsements of unaffiliated organisations, brands or products within our marketing, communications or instructional materials. While we may make reference and provide links to works and products from third parties, these are for the purpose of further information, review, and/or example and are not an endorsement of the subject in question.

14. **An Cosán's brand and identity**

The brand and identity of An Cosán is a reflection of our core values, messages, history and our purpose as an organisation. The name, brand materials (logo, tagline, imagery, etc.) and other assets affiliated with our brand are held in the highest regard and treated with integrity in presenting our organisation. Any use of our brand and identity in third party materials is subject to permission by An Cosán and must be sought in advance with approval of any final materials.

15. **Logos and acknowledgments**

An Cosán works with a wide range of partners in the delivery of our mission and goals, and we ensure the acknowledgement of them, as appropriate, in internal and external communications. Where appropriate, we include the logos of partners on materials, or alternatively include names and links where it is not possible to include a logo credit.

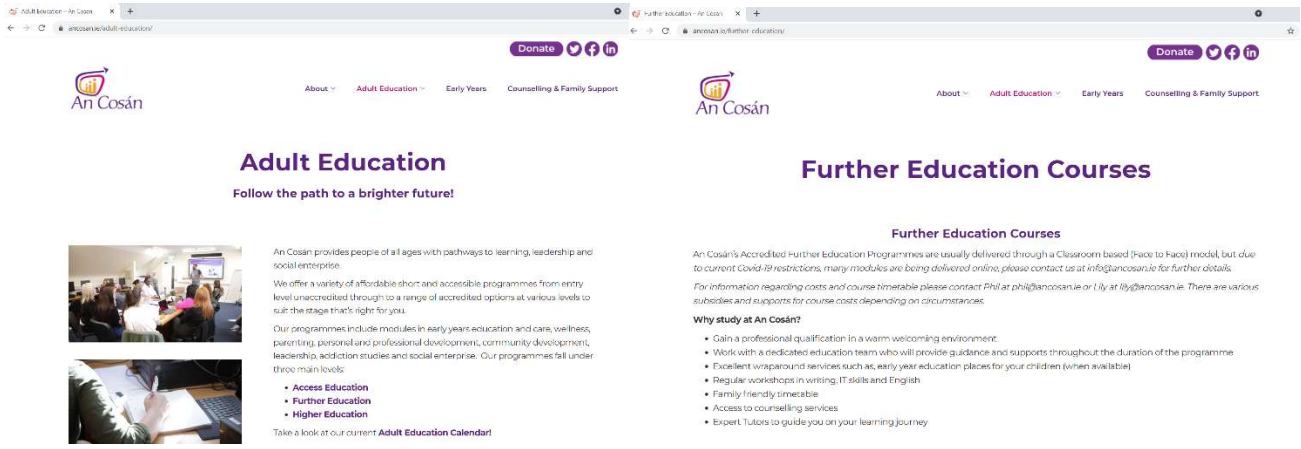
16. **Use of Registered Charity Number on our materials**

An Cosán is proud of its status as a charitable organisation and upholds the highest values in relation to the execution of governance, transparency and accountability required by this status. In accordance, we ensure the inclusion of our Registered Charity Number on all communication materials, where possible.

17. **Examples of An Cosán's public information and communication channels**

An Cosán communicates with our audience i.e., our learning community, supporters and other stakeholders through a number of communications channels. Examples are provided below:

An Cosán Website www.ancosan.ie



An Cosán E-zine

Learners and supporters can stay up to date with all the news from An Cosán by subscribing to our bi-monthly e-zine on this link.

An Cosán Social Media Platforms

An Cosán posts regularly on our social media channels on the following links:

Twitter | Facebook | LinkedIn | YouTube | Instagram

An Cosán Promotional Material

Brochure / Leaflet

LEARNER STORIES

"Attending classes at An Cosán has literally changed my life, I learned so much about myself and was able to overcome so many obstacles, so much so that I applied and have been accepted ono a course this year with a goal to return to work full time next year.

Giving myself the time to learn new skills and meet new people was so beneficial, it was the best decision I ever made."

Suzin, Learner, Access Education

"With the support I've had from An Cosán, I know that I can achieve anything, I know my kids won't have the life that I had, I'm breaking that cycle now.

The person I am now, I can fight for my community too. I'm going to make a change in this country."

Lauren, Learner, Further Education

"Studying at An Cosán has helped me to build my confidence, courage and empowered me to use my voice. It has offered me the unique opportunity to address some of the inequalities in my community.

'Empowered through education' is my experience with An Cosán"

- Rosemary, Learner, Higher Education

STUDENT SUPPORTS

An Cosán provides a range of personal and educational supports, including child care, counselling/psychotherapy, one-to-one study support, IT skills development, career guidance and financial supports. All our therapists are fully qualified and accredited with IACP. A limited number of Bursaries and phased payment options are available for individual learners on a case by case basis.

EARLY YEARS

An Cosán's Early Years Education Centres offer programmes for children ranging in age from 3 months to 12 years, integrating the best practice of early childhood education with high quality care provision. The HighScope curriculum is used in all our early years' services, ensuring all children receive a high quality programme based on their interests and strengths.

An Cosán offers early years' education programmes in Tallaght, Whitehall and Cabra. We also reserve places for children – both in our early years and out of school – to support parents returning to education.

WITH SUPPORT FROM

ABOUT US

An Cosán's holistic, learner centered approach puts the learner at the heart of all we do. Our hospitality is integral to our ethos, providing 'a place of hearth and home' and recognises that learners' basic needs must be met before they can excel in their studies. Everyone who comes through the door of An Cosán speaks of the warmth, welcome and visible spirit of care that is present.

An Cosán is here to help you succeed through our innovative model of Community Education. We provide people of all ages with pathways to learning, leadership and social enterprise. We offer a variety of affordable short programmes through to a range of options in Community, Further and Higher Education programmes, including early years' education and care, wellness, parenting, community development, leadership, addiction studies and social enterprise.

Our accredited programmes offer progression paths towards Certificate, Higher Certificate and BA Degree awards and all our Higher Education programmes are accredited through South East Technological University, our collaborative partner.

Our programmes aim to support you, the learner, to develop your own capacities and experience a sense of empowerment in your life and community. You can attend face-to-face classes in An Cosán Tallaght or access programmes through our blended online learning model from anywhere in Ireland. An Cosán is now working with 220+ community partner organisations across Ireland to bring our programmes and holistic approach to address barriers and challenges at a local level.

An Cosán, Kiltalown Village Centre, Jobstown, Tallaght, Dublin 24, D24 R3PN.
Tel: 01 4628488 | Email: info@ancosan.ie
Website: www.ancosan.ie

An Cosán

Follow the path to a brighter future!

GUIDE TO CLASSES AND PROGRAMMES

2022 - 2023

OUR COURSES

#LIFELONGLEARNING

An Cosán

ACCESS EDUCATION

FIRST STEPS BACK TO EDUCATION

- Adult Key Skills 1 - literacy, numeracy & digital skills
- Adult Key Skills 2 - literacy, numeracy & digital skills
- English for Speakers of Other Languages (ESOL)
- Irish
- University of the Third Age (U3A)

HEALTH AND WELLBEING

- Personal Development
- Women and Wellness
- Wellbeing for Staying Well
- Mindful Movement

COMPUTERS AND TECHNOLOGY

- Return To Learning - digital skills & personal development
- Computers for the Terrified - basic computers & smartphone technology

DIGITAL INCLUSION FOR EDUCATORS

For community educators and trainers, we also run free online and face-to-face training workshops on our free digital inclusion tools:

- Digital Stepping Stones assessment tool
- Accenture Skills To Succeed Academy

You will learn how to use and embed our digital inclusion tools into your practice to empower and encourage staff and learners to develop their digital literacy skills.

To book a place on one of our Digital Inclusion training workshops, email digitalinclusion@ancosan.ie

FURTHER EDUCATION

- Early Childhood Care and Education
  QQI Level 6 Major Award
- Special Needs Assistant
  QQI Level 6 Level 5 Major Award
- Early Childhood Care and Education
  QQI Level 5 Major Award
- Business Administration with Digital Skills
  QQI Level 5 Major Award
- Community Development
  QQI Level 5 Major Award

CONTINUING PROFESSIONAL DEVELOPMENT

We run occasional webinars, workshops and courses aimed at community educators. Topics in the past have included: Community Development, Community Leadership, Technology Enhanced Learning, and the Sustainable Development Goals.

HIGHER EDUCATION

HIGHER EDUCATION PROGRAMMES

MINOR AWARDS | 10 WEEK | NFQ LEVEL 6

- Learning to Learn at Third Level
- Citizenship and Social Action
- Community Leadership
- Group Work and Facilitation Skills
- Introduction to Sustainable Community Development
- Social Analysis
- The Nature and Context of Substance Use and Dependence
- Drug Prevention, Education and Awareness
- Community Development Practical Approaches
- Understanding and Managing Conflict in a Community Development Context
- Reflective Practice, Knowledge, Skills and Attitude
- Social Policy
- Equality and Diversity
- Leadership and Organisational Development
- Introduction to Counselling and Motivational Interviewing
- Approaches to Treatment and Rehabilitation
- Foundations in Adult Learning
- Learning to Collaborate
- Communications
- Critical and Ethical Thinking in a Changing World

MINOR AWARDS | 10 WEEK | NFQ LEVEL 7

- Project Cycle Management in the Community and Voluntary Sector
- Community Development and Technology
- Research Methods and Practice
- Drugs and Crime in a Global Context
- Community Drug Work and Leadership in Practice
- Leadership in Practice
- Leadership and Social Change

SPECIAL PURPOSE AWARD | CPD | 10 WEEK | NFQ LEVEL 7

- Transformative Community Education
- Technology Enhanced Learning

PROGRESSION PATHS IN HIGHER EDUCATION

CERTIFICATE MINOR AWARDS | 1 YEAR | NFQ LEVEL 6

- Certificate in Applied Addiction Studies and Community Development*
- Certificate in Leadership and Community Development*
- Certificate in Leadership and Social Enterprise Development
- Certificate in Personal and Professional Development

**Note: Certificate programmes marked with * have progression paths to Higher Certificate (Stage 2) and BA Degree (Stage 3).*

BA DEGREE MAJOR AWARDS | 3 YEARS | NFQ LEVEL 7

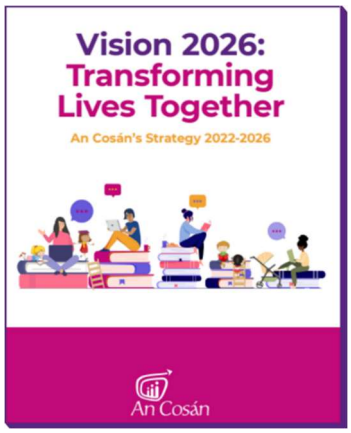
- BA Degree in Leadership and Community Development
  NFQ Level 7 Major Award
- BA Degree in Applied Addiction Studies and Community Development
  NFQ Level 7 Major Award

See our website www.ancosan.ie for further details on all programmes or email courses@ancosan.ie

Promotional Posters and Flyers

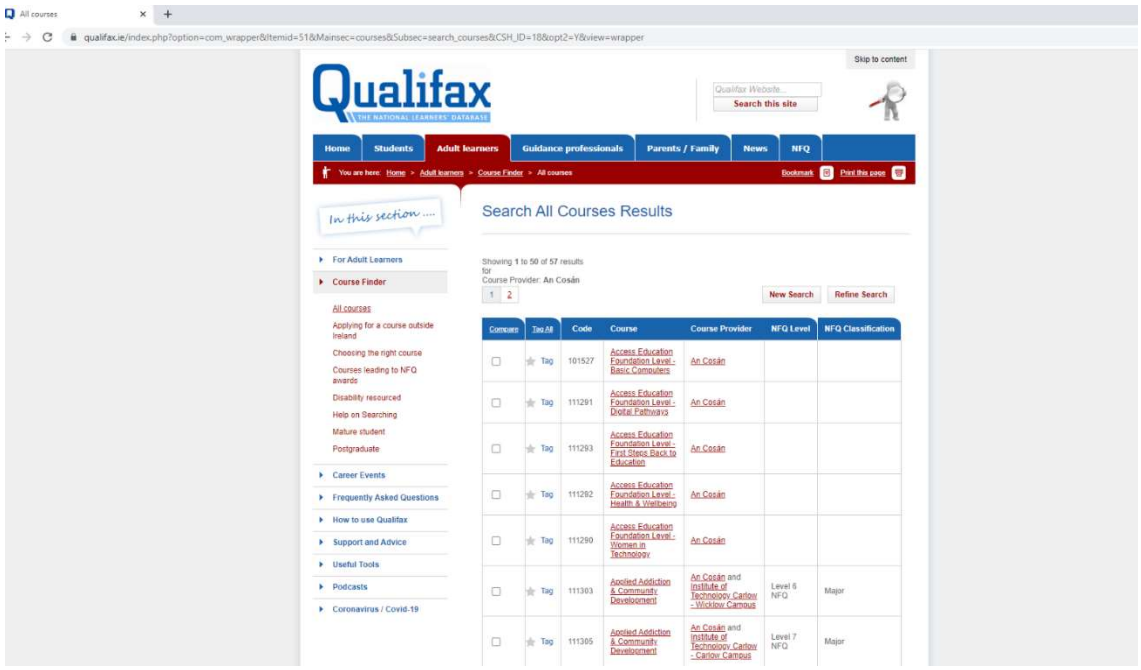
An Cosán Annual Reports

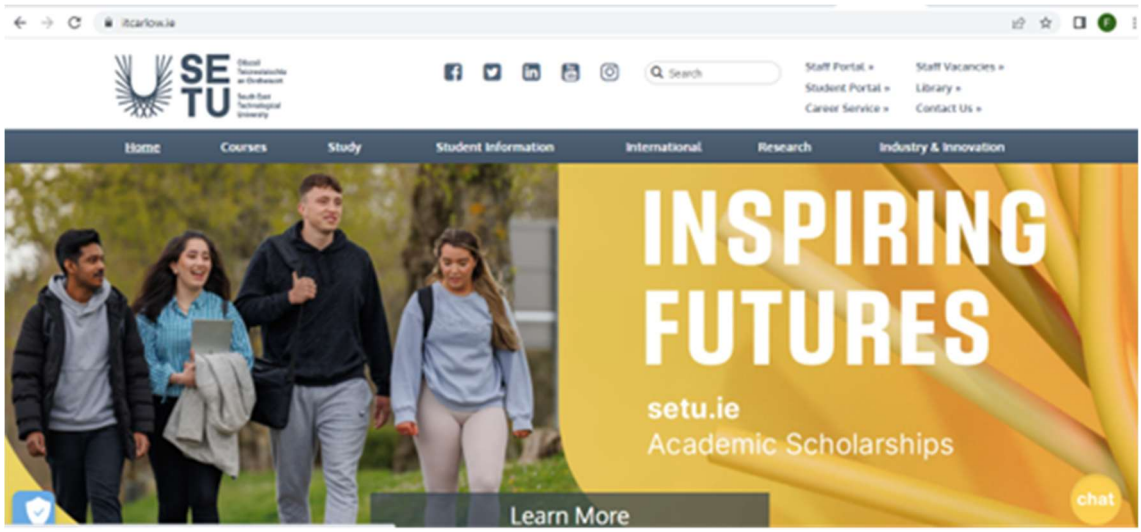
An Cosán Strategy 2022 - 2026

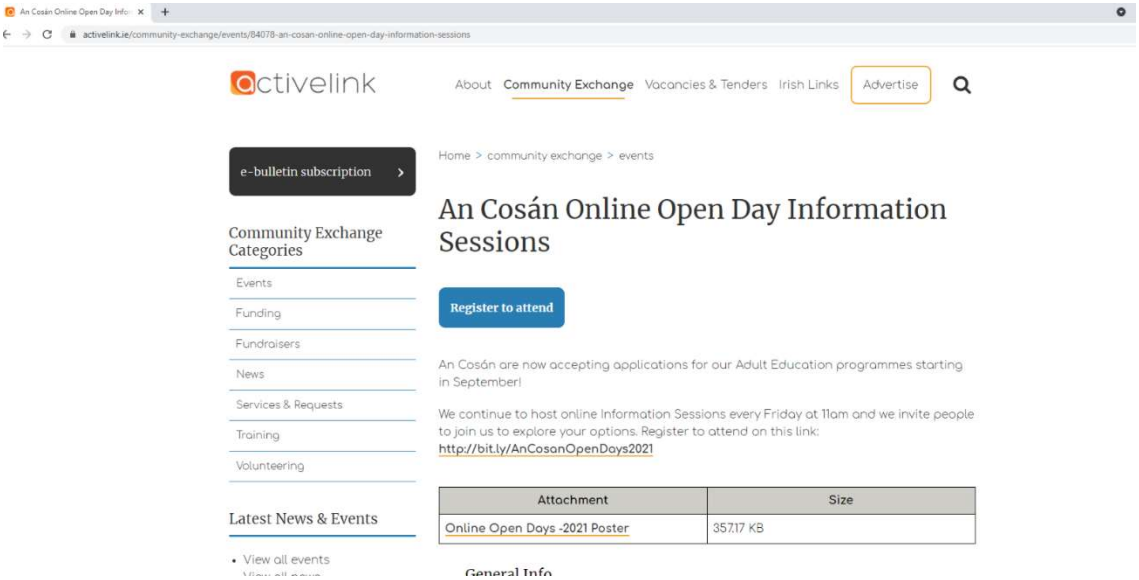


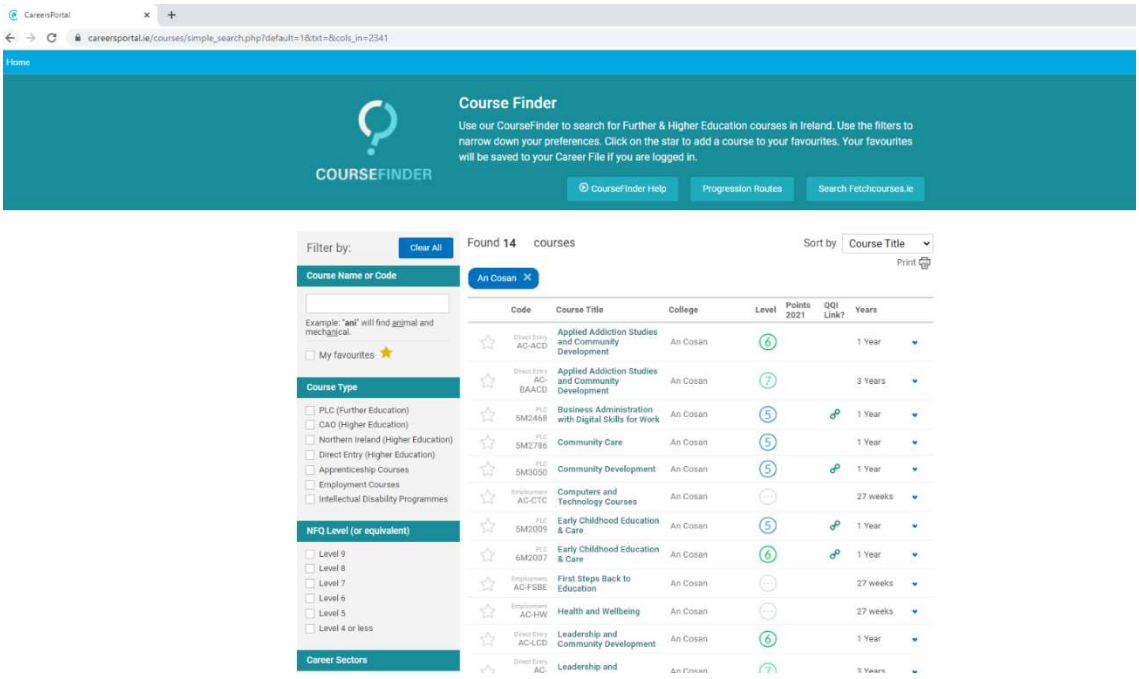
External platforms

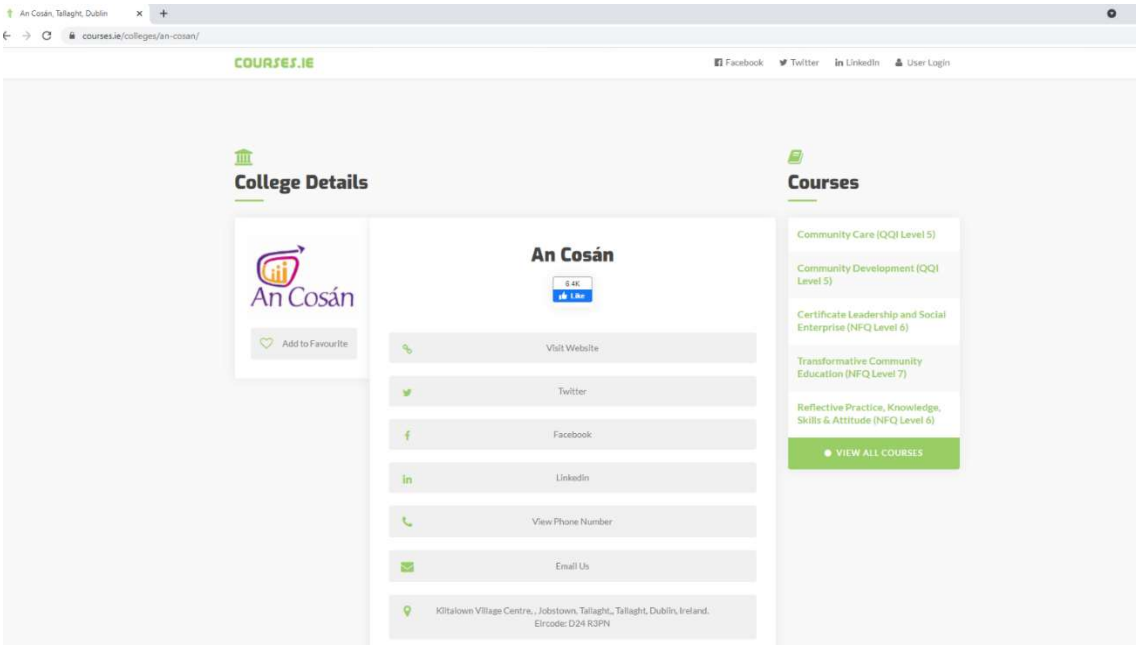
We promote our programmes on a number of external websites and platforms, including the following:

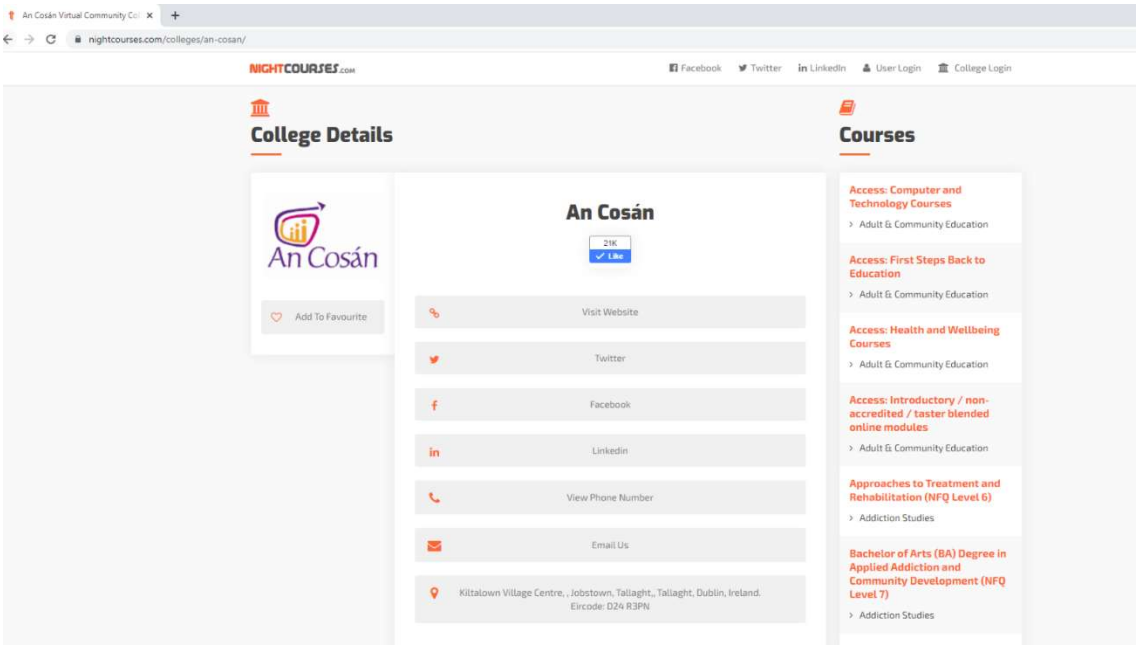





An Cosán Online Open Day Info
activelink.ie/community-exchange/events/84078-an-cosan-online-open-day-information-sessions
activelink
About
Community Exchange
Vacancies & Tenders
Irish Links
Advertise
e-bulletin subscription
Community Exchange Categories
Events
Funding
Fundraisers
News
Services & Requests
Training
Volunteering
Latest News & Events
View all events
Home > community exchange > events
An Cosán Online Open Day Information Sessions
Register to attend
An Cosán are now accepting applications for our Adult Education programmes starting in September!
We continue to host online Information Sessions every Friday at 11am and we invite people to join us to explore your options. Register to attend on this link:
http://bit.ly/AnCosanOpenDays2021
Attachment
Size
Online Open Days -2021 Poster
357.17 KB
General Info


CareersPortal
careersportal.ie/courses/simple_search.php?default=1&txt=&cols_in=2341
Home
COURSEFINDER
Course Finder
Use our CourseFinder to search for Further & Higher Education courses in Ireland. Use the filters to narrow down your preferences. Click on the star to add a course to your favourites. Your favourites will be saved to your Career File if you are logged in.
CourseFinder Help
Progression Routes
Search Fetchcourses.ie
Filter by:
Clear All
Course Name or Code
Example: 'ani' will find animal and mechanical.
My favourites
Course Type
PLC (Further Education)
CAO (Higher Education)
Northern Ireland (Higher Education)
Direct Entry (Higher Education)
Apprenticeship Courses
Employment Courses
Intellectual Disability Programmes
NFQ Level (or equivalent)
Level 9
Level 8
Level 7
Level 6
Level 5
Level 4 or less
Career Sectors
Found 14 courses
Sort by Course Title
Print
An Cosan
Code
Course Title
College
Level
Points 2021
QQI Link?
Years
Applied Addiction Studies and Community Development
An Cosan
1 Year
Applied Addiction Studies and Community Development
An Cosan
3 Years
Business Administration with Digital Skills for Work
An Cosan
1 Year
Community Care
An Cosan
1 Year
Community Development
An Cosan
1 Year
Computers and Technology Courses
An Cosan
27 weeks
Early Childhood Education & Care
An Cosan
1 Year
Early Childhood Education & Care
An Cosan
1 Year
First Steps Back to Education
An Cosan
27 weeks
Health and Wellbeing
An Cosan
27 weeks
Leadership and Community Development
An Cosan
1 Year
Leadership and





Enquiries

For any enquiries in relation to this Communication Policy, or in relation to our communications channels, output or platforms please contact An Cosán at info@ancosan.ie with FAO Communications Department in the subject line.

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

Section 10: Other Parties involved in Education and Training

Section 11: Self-Evaluation, Monitoring & Review

QAF1101: The Evaluation and Monitoring Process

Template Title	The Evaluation and Monitoring Process		QA Code	QAF1101
Version Number	1	Name of Creator	Community Education Lead	
Date Created	April 2021	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

11.1 Monitoring the Quality and Standards of Delivery, Facilities and Learner Feedback

An Cosán has procedures in place to monitor the quality and standard of programmes in the context of current demands of industry the learner's needs and the learning outcomes of the programmes. The standards being achieved by learners in the context of the level of the award and the knowledge progression path are monitored as are the delivery by Tutors, facilities of An Cosán, appropriateness of content and assessment of programme.

Programmes are evaluated through feedback from the following:

- Learner evaluation of the programme
- Learner evaluation of the assessments
- External Authenticator's report
- Internal Verifier's report
- Results Approval Panel report
- Programme evaluation survey
- Tutor Feedback Form
- Tutor reports on subject/module appraisals by learners
- Staff survey
- Community Education Lead Monitoring Report

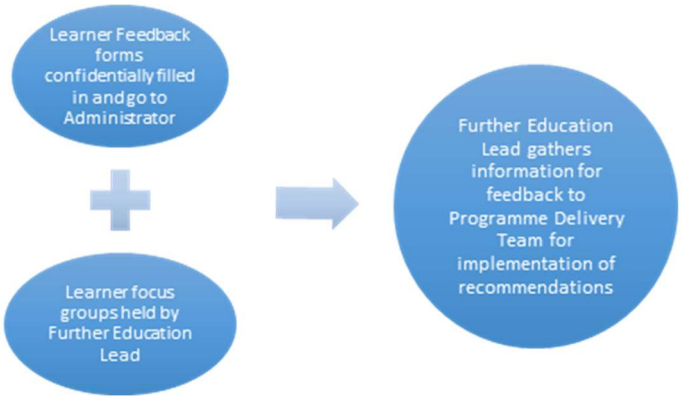
The Community Education Lead has the responsibility for the day-to-day management of the programme and on-going evaluation of the programme, the delivery of same and any operational issues, which may arise. This is achieved through regular consultations with Learners and Tutors.

11.2 Learner evaluation of the programme:

- Learner feedback forms QAF1101 (a) - Learners are requested to complete a Learner Feedback Form at the end of each module. This can be done via paper collection (evaluation forms can be posted into a designated box in Reception to which only the designated administrator will have access) or online (via MS Forms).
- The quantitative and qualitative data obtained from these forms is reported by the designated Administrator to the Community Education Lead and to the ACE Quality and Project Lead, who reviews the results and brings them to the designated committee for review.
- The Community Education Lead meets focus groups of learners once per term and provides a platform for open discussion on the quality of the programme including content, assessment methods, delivery methods, facilities, learner supports and services. The ACE Quality and Project Lead collates the information arising from learner appraisals and focus group consultation reports from the Community Education Lead for review at the relevant committee.
- A record is retained in the programme records of appraisals, consultations and subsequent feedback discussions.
- Outcomes of appraisals and consultation meetings are discussed during programme team meetings held once per term. Minutes of these meetings and programme records are retained and are available for review by External Authenticators and for inclusion in the annual Evaluation process.

- An improvement plan is put in place. Short term issues are addressed immediately and monitored for effectiveness. Long term issues such as curriculum development are discussed with a longer ranging improvement plan put in place and the item placed on the agenda for the programme review meeting held at the end of the programme.
- The Community Education Lead monitors the outcomes to ensure intended short-term adjustments occur and are effective.
- The Community Education Lead is responsible for ensuring longer term issues are addressed and resolved.

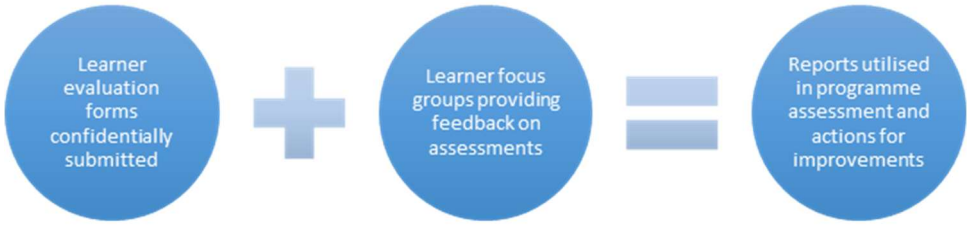
Learner programme evaluation structure



11.2.1 Learner evaluation of assessments

- Learners are invited to evaluate assessments immediately after they have taken place and towards the end of the programme
- Post assessment evaluation takes the form of a short open-ended questionnaire providing the learners with the opportunity to comment on the strengths and weaknesses of the assessment.
- These forms are circulated at the conclusion of the course and submitted to the designated Administrator via the confidential drop box in Reception.
- Collected data is discussed at Results Approval Panel meetings and assists with decisions on the validity of the assessment. This is recorded as an attachment with minutes of the Results Approval Panel meeting.

Life cycle for assessment evaluation:



11.3 External Authenticator's Report

The External Authenticator is appointed in accordance with the marks and standards and is required to submit a report following any assessment he/she has been involved with. Further details of this report are available under section 5.14.3. This report is used for on-going monitoring of assessments and the effectiveness of internal moderation systems, standard of programme and identification of any issues relating to the development of the teaching, learning and assessment of learners. This report is discussed at the Results Approval Panel meeting.

11.4 Internal Verifier's Report

The Internal Verifier (Peer Tutor), upon completion of marking a set of assessments, compiles a report that is submitted to the Community Education Lead confirming that the assessment was valid, reliable and manageable.

Proposed changes should be included with a rationale for the change. Learner feedback should be taken into consideration when drafting the report. This report is discussed at the Results Approval Panel meeting.

11.5 Results Approval Panel Report

This report is presented at the appropriate QAOC and Senior Management Team meeting following the Results Approval Panel (which will be twice yearly) and consists of recommendations made by the Results Approvals Board in relation to the proposed changes to the programme's assignments, policies and procedures. These recommendations occur as a result of discussions on the alignment of assessments with intended learning outcomes, the extent to which different assessors award the same marks and the extent to which the assessment provided useful feedback to the learner. The Internal Verifier's Report, the External Authenticator's Report and Learner feedback are all considered while compiling this report. Deviations from the intended learning outcomes are identified with suggested corrective actions.

11.6 Tutor reports on subject/module appraisals by learners

Tutors complete an end of module report demonstrating how feedback from learners was considered and acted upon. This report is submitted to the Community Education Lead and makes up part of the Community Education Lead's end of programme report. Specific information may be used as a rationale for curriculum changes for the following year.

11.7 Monitoring of Programme Schedules

The procedures for monitoring programme schedules are as follows:

- Tutors liaise with the Community Education Lead on the progress of the programme. Discussions are held on the average standard being achieved by the specified group, the scheme of work completed to date, assessments completed to date, any resource requirements or recommendations and any critical issues requiring attention.
- The Community Education Lead amends the programme schedules based on the feedback received and to ensure the completion of the learning outcomes and knowledge progression paths are on target.
- The Community Education Lead can identify recommendations made for any learner requiring extra support and put arrangements in place, as required. Any possible critical issues can be pre-empted, and a proactive approach taken to resolve any difficulties that either Tutors or Learners are experiencing.
- The Community Education Lead is required to report any critical issues or deviations from planned schedules to the ACE Quality and Project Lead.

11.7.1 Procedures for Evaluation of each Programme at regular intervals

It is the responsibility of the Community Education Lead to conduct and report on the findings of the evaluation of programmes to the Adult Community Education Manager for discussion with the ACE Quality and Project Lead and the Community Education Lead and ultimately with the Senior Management Team & Board of Directors. This report is prepared as follows:

- Programme Tutors, Learners, Graduates, Community Partners, industry representatives and other relevant stakeholders are invited to participate in the process through participation in online and paper surveys. Learners are requested to complete a questionnaire relating to their programme, An Cosán facilities, support services, quality assurance methods used etc. This information is collated by the Further Education, Access & Community Education and Higher Education Leads for discussion. The parameters of these surveys are set by the Adult Community Education Manager in conjunction with the Senior Management Team.
- Tutors, administrative and ancillary staff are invited to Education Team Meetings where all aspects of the programmes, their content, delivery methods, learning outcomes, practical support services and the quality assurance methods used are discussed.
- International best practice is also discussed and recommendations from all elements of the workshop are noted. The workshop is conducted with the Community Education Lead and the ACE Quality and Project Lead.
- The industry representatives are asked for feedback in relation to international best practice, programmes, content, delivery and appropriateness for industry demands. A report is compiled with

findings from these discussions and issued to the Community Education Lead by the ACE Quality and Project Lead.

- External Evaluation Consultant is invited to review and make recommendations on the basis of the survey reports from employers, Learners and Tutors.
- Copies of survey results, feedback reports, minutes of relevant meetings etc. are submitted to the Evaluation Committee for discussion and review.
- The Evaluation Committee, with the aid of all of the feedback reports, surveys etc., evaluates the programme taking the following into consideration:
  - Review of the programme content – what is still valid and what needs to be updated in light of developments over the one/three-year period?
  - Review of the delivery of the programme – was the programme well delivered; could any improvements be made in this area?
  - Review of the assessment methods used in the programme – did they provide fair and consistent evaluation of the learners; are any changes needed to provide a more accurate assessment of the learners?
  - Review of the learning outcomes – how have the learning outcomes met the requirements of the learners over the five years; do the learning outcomes needs to be adjusted in light of the current marketplace needs?
  - Review of facilities used and required for the programme – were there any deficiencies in the facilities required for the successful delivery of the programme; are any new facilities required to deliver the updated programme?
  - Review of staff involved in the delivery of the programme – were there any shortcomings involving the staff on the programme; will there be any different staffing requirements for the new programme?
  - Review of the demand for the programme over the five-year period – did the demand go up or down; what was the cause of this; what changes need to be made to ensure a growth in demand over the next five-year period?
  - Review of links with business and industry – what links were established over the last five years; what changes to the programme are needed, if any, to further expand and improve these links?
  - Review of all Quality Assurance procedures in relation to the programme – where there any shortcomings in relation to the programme over the five years; what improvements are needs for the successful delivery of the new programme?

- Having considered all of the above, the evaluation committee draws up a revised programme.
- The revised programme is submitted to the Adult Community Education Manager, who evaluates the submission on the basis of the needs of industry, international best practice, and the learning outcomes of the programme and the level of award being issued. The Adult Community Education Manager will also consider if there has been any significant divergence in the new proposals from the programme as validated by QQI.
- Following ratification from the Adult Community Education Manager, the revised programme is submitted to QQI for approval if deemed required.
- Once approval has been granted, an action plan is developed, and implementation of this action plan is the responsibility of the Community Education Lead. Any changes made are highlighted for Tutors to monitor and report on during on-going monitoring of the next programme.
- The Community Education Lead reports back to the Adult Community Education Manager at the monthly meetings on the effectiveness of the changes made to a programme.

11.8 Procedures for evaluating Premises, Equipment and Facilities

Procedures are in place to ensure that the necessary resources and requirements needed for the successful delivery and achievement of the learning outcomes by Tutoring staff and Learners are available.

The procedures in place for the coordinated planning of resources are as follows:

- Budgets are allocated on an annual basis with due regard to categories for facilities refurbishment and upgrade, and equipment replacement and upgrade.

- The Community Education Lead takes responsibility for ensuring materials and resources directly related to programmes are available for the effective delivery of the programme.
- The resources, rooms and equipment are allocated through time tabling carried out by the Adult Community Education Manager in conjunction with the ACE Quality and Project Lead and Community Education Lead. Every room is inspected on a daily basis to ensure that the resources, standards and equipment therein are maintained in safe and good working order
- When we collaborate with an external Community Partner who will host learners, the Community Partner Lead and the Education Technologist assess the venue in advance to ensure its suitability. The Community Partner Lead will send a Technology Specification requirement document outlining the required technology and internet requirements and request the Community Partner to complete and return a Technology Questionnaire.
- Where an issue arises as to working order or state of the premises, the person to whom the responsibility for the daily room check has been given will immediately advise the Community Education Lead who will then organise an alternative room to be available until such time as a repair or replacement has been carried out and use of the original room can resume.

[For more information, see the following in the QUALITY ASSURANCE POLICY & TEMPLATE MASTER DOCUMENT]

- **"QAF010: Health & Safety Policy"**
- **"QAF010 (c): Health & Safety Checklist"**
- **"QAF501 (b): Community Partner Hub Technology Specification Requirements"**
- **"QAF501 (c): Community Partner Technology Hub Questionnaire"**

11.8.1 Procedures for Evaluation of Premises, Equipment and Facilities

An Cosán is committed to obtaining feedback in all areas including the evaluation of premises equipment and facilities. The procedures for doing this are as follows:

11.8.1.1 Premises, Physical Environment and Maintenance:

- Learner and Tutor appraisals are completed during a programme. These seek information on the suitability of the environment for the provision of lectures on the programme. Cleanliness, temperature, canteen facilities etc. are evaluated during these appraisals.
- Outcomes and recommendations of appraisals are reviewed by the Quality Assurance Oversight Committee and, where appropriate and where budgets allow extra resources may be procured and an improvement plan put in place, where necessary. All additional spend will first be sanctioned by the Board of Directors on the recommendations of the Senior Management Team.
- Daily and Weekly maintenance audits are carried out by the An Cosán Health & Safety Rep, reporting to An Cosán Health and Safety Officer to ensure all premises, equipment and facilities meet the day-to-day operational requirements.
- Monthly health and safety audits are carried out by An Cosán Health and Safety Officer in conjunction with the ACE Quality and Project Lead to ensure all premises, equipment and facilities meet the requirements of the health and safety statement.

- The Health and Safety Statement are reviewed by an external expert on an annual basis and all fire equipment is inspected and upgraded as per the requirements of the health and safety statement. This is the responsibility of the ACE Quality and Project Lead in conjunction with An Cosán Health and Safety Officer.
- The ACE Quality and Project Lead reports to the Quality Assurance Oversight Committee at the end of the academic year on the suitability of the premises, effectiveness of the facilities and services available to staff and learners. Recommendations for improvements are made within this report and the Quality Assurance Oversight Committee have responsibility for deciding to implement or defer implementation of these recommendations and will make representations to the Board of Directors. These decisions will be made in the context of the importance of the proposed improvement to the effective delivery of the programme and experience of the learner and of budgetary restrictions.

11.8.1.2 Information Technology

- A local external IT Support company (Right Click) is responsible for the oversight of on-going maintenance on computers and servers to ensure that optimum performance of these services is available to staff and learners. Any critical issues are reported to the ACE Quality and Project Lead.
- Learner and Lecturer appraisals are completed during week 4 and at end of programme. These seek information on the availability and suitability of IT services both from the learner's and the Tutor's perspective.
- Staff are surveyed on an annual basis for their opinion of An Cosán Student Information System (SIS). They are asked for feedback on the suitability of and suggestions for improvements to the SIS.
- Outcomes and recommendations of appraisals are discussed with the ACE Quality and Project Lead and at Programme Team meetings at the end of term and, where appropriate, extra resources may be procured.
- Recommendations for improvement to computer equipment, website services, alternative software, etc. are made in a report to the Academic Quality Council. The Quality Assurance Oversight Committee will decide whether to put forward the options outlined to the Board of Directors or not.

11.8.1.3 Course Specific Equipment

- The Community Education Lead conducts an end of year review with the ACE Quality and Project Lead of the effectiveness and availability of resources, equipment and services available.
- A review of course material including learner information handbooks, An Cosán's website, brochures and other learner services is also carried out at this time by the ACE Quality and Project Lead
- Learner and Tutor appraisals and consultations carried out during the academic year form the basis of establishing the effectiveness of all department and An Cosán resources, equipment and services.
- This is reported to the Quality Assurance Oversight Committee at the end of the academic year and the Quality Assurance Oversight Committee will decide on and allocate budgets for any proposed improvements or additions to resources, equipment and services.

11.8.1.4 Library

- An Cosán will operate a very small library service through the Reception Administration Team.
- The Senior Administrator will conduct an end of year review of availability and suitability of books and services available in An Cosán's library.

11.8.1.5 Administration Procedures

- The Community Education Lead with the ACE Quality and Project Lead and Adult Community Education Manager conduct a review meeting of the effectiveness of administration procedures including the maintenance of Learner records, processing examinations and results, non-academic administrative support such as processing receipts etc.
- Learner and Tutor appraisal and consultations carried out during the academic year form the basis of establishing the effectiveness of the administration service.
-
- During this meeting, learner and Tutor inductions are discussed, the effectiveness of communication processes with learners such as email, web text, phone etc. and the availability, suitability and effectiveness of support services such as the library, canteen facility and other programme specific supports are reviewed.
- A report is compiled with comments and recommendations, and this is presented to the Academic Council at the end of academic year meeting.
- An annual review of the software used to operate the administrative services and computer services available is carried out by An Cosán IT Department and reported to the Quality Assurance Oversight Committee at the end of the year. Recommendations for improvements to computer equipment, website services, alternative software, etc. are made in this report and the Quality Assurance Oversight Committee decide whether to pursue the options outlined in the report.

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

Board of Directors	Yes	No	N/A	Reason if Not Approved	

QAF1101 (a): Learner Evaluation Form

Template Title	Learner Evaluation Form		QA Code	QAF1101 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Learner Evaluation Form

The survey will take approximately 6 minutes to complete.

This questionnaire will allow you to describe your experience with this module. It is important to respond to every item. Your answers will be confidential, and the results will help us in reviewing the module and provide valuable input to future course design at An Cosán.

1. Do you give permission for An Cosán to publish your testimonial anonymously in our publications?

- ◯ Yes
- ◯ No

2. Including class time, how much time (on average) did you dedicate to this module every week?

Choose ONE option only.

- ◯ 0-2hrs
- ◯ 2-3hrs
- ◯ 3-4hrs
- ◯ 4hrs+

3. Teaching and Learning

Think about your experience of this particular module and answer the following questions as honestlyas you can, indicating how strongly you agree with each of the statements.

	Strongly Agree	Agree	Neutral/Not Applicable	Disagree	Strongly disagree
My module was relevant and engaging	◯	◯	◯	◯	◯
My module was well-organised	◯	◯	◯	◯	◯
I had access to sufficient materials to support my learning (e.g., Handouts, library, Blackboard)	◯	◯	◯	◯	◯
The sessions were well prepared and easy to follow	◯	◯	◯	◯	◯
My tutor was approachable	◯	◯	◯	◯	◯
The coursework and assessments were fair and accurately tested my learning	◯	◯	◯	◯	◯

4. What suggestions can you offer concerning the module's topics and learning materials?

5. What suggestions can you offer concerning An Cosán's approach to teaching, learning, and community education?

6. Technology

Think about your experience of this particular module and answer the following questions as honestlyas you can, indicating how strongly you agree with each of the statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
The tech induction class adequately prepared me to engage in my programme	◯	◯	◯	◯	◯
I had access to the required equipment to participate. (Laptop, headset etc.)	◯	◯	◯	◯	◯
Technology support was approachable and supportive If required	◯	◯	◯	◯	◯
The Virtual Learning Environment (Blackboard/Moodle) easy to use and navigate	◯	◯	◯	◯	◯ was
The classroom sessions (virtual or face-to-face) were engaging and enjoyable	◯	◯	◯	◯	◯

7. What suggestions can you offer concerning the use of Technology in your programme?

8. Student Supports, Administration and Hospitality

Think about your experience of this particular module and answer the following questions as honestlyas you can, indicating how strongly you agree with each of the statements.

	Strongly Agree	Agree	Neutral/Not Applicable	Disagree	Strongly disagree
An Cosán staff members were helpful and approachable	◯	◯	◯	◯	◯
Workshop venues were accessible and of a Good standard	◯	◯	◯	◯	◯
An Cosán's hospitality / food / refreshments were of a good standard	◯	◯	◯	◯	◯
I received my student card / accessed Blackboard in a timely manner	◯	◯	◯	◯	◯
I had access to the student support services If needed	◯	◯	◯	◯	◯

9. How might we improve the supports available to our learners?

10. Final Thoughts

What did you like about this module?

11. What suggestions can you offer that would help make this module a more valuable learning experience for you?

12. Testimonial

We love to read learners' overall thoughts and personal experience upon completing our programmes.What would you most like to say about taking part in this programme?

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

QAF1101 (b): Tutor Evaluation Form

Template Title	Tutor Evaluation Form		QA Code	QAF1101 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Tutor feedback for course review

Course Title:	**Date:**
Tutor's Name:	**Class/Group:**

Please complete this course evaluation to help us improve our programme. You can complete it online, save it as a different name and return it as an attachment. Alternatively, you may prefer to return a hard copy. Feel free to attach additional separate sheets if you need them.

What module/s did you deliver?

_____

Are you satisfied that the programme modules adequately meet the industry/market needs for this skill area?

_____

Were the programme modules adequate to meet the needs of the participants?

_____

What additional *or* alternative modules/skills would enhance the programme?

_____

What challenges, if any, did you experience in delivering these modules?

_____

Were you satisfied with the level of support you received from An Cosán?

Yes * No * Could have been better * N/A *

How did you find the teaching resources/environment?

Excellent * V. Good * OK * Room for improvement *

Please provide suggestions for improvement:

_____

Was all module learning objectives achieved?
Yes * No * If not, please outline reasons for this: [use separate sheet if necessary]

_____

What teaching methodologies did you use/which did you find the most useful?

_____

If you were delivering this course again, what would you do differently?

_____

What recommendations do you have for improving this program?

_____

What type of *Continuous Professional Development Workshops* would support you in your work?

_____

Signed: _____ Date: _____

QAF1101 (c): Community Education Lead – End of Academic Year Report

Template Title	Community Education Lead End of Academic Year Report		QA Code	QAF1101 (c)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Further Education – End of Academic Year Report				
Details of Academic Year been reported:				
Which year of the Programme is this	**Year One**		**Year Two**	

Details of Courses Delivered in the Academic Year			
Programme Title & List of Modules Delivered	**No Learners Registered**	**No of Learners Completed**	**Difference & Reason**
Early Childhood Care & Ed. (L.5)			
Early Childhood Care & Ed. (L.6)			
Community Care (L.5)			
Community Development (L.5)			
Business Administration with Digital Skills for Work (L.5)			

DETAILS OF ASSESSMENTS				
Were Assessments carried out for each of the following course				
	Yes/No	**No of Learners Submitted**	**No of Deferral or Extensions**	**Reasons if there is a difference**
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
COMM Care (L.5)				
COMM DEV (L.5)				
Business Admin with Digital Skills • Tallaght				

• City • Mná na hEireann				

Learner & Tutor Evaluations Process				
Did the learners & Tutors Complete evaluation forms for each module that was delivered and completed	**Yes**		**No**	
Were there any issues of Concern raised or noted during the process				
If so, what were they:				

Internal Verification Process				
Was the Internal Verification Process Completed	**Yes**		**No**	
Were there any issues of Concern raised or noted during the IV process	**Yes**		**No**	
If the answer is yes, please give details and actions taken				
Was an Internal Verification Report Compiled for the External Authenticator	**Yes**		**No**	
If the Answer is no, please give reasons why:				

External Authentication Process				
Was the External Authentication Process Completed	**Yes**		**No**	
Did the External Authenticator submit a report for review	**Yes**		**No**	
Were there any issues of Concern raised or areas of Recommendations made or noted during the EA process	**Yes**		**No**	
If the answer is yes, please give details:				

QQI Certification Submission			
Programme Title	**No of Learners submitted for Certification**	**No of Minor Awards**	**No of Major Awards**
Early Childhood Care & Ed. (L.5)			
Early Childhood Care & Ed. (L.6)			
Community Care (L.5)			
Community Development (L.5)			
Business Administration with Digital Skills for Work (L.5)			

Overall Review of the Programme
Having Completed the Academic Year and delivered all the necessary modules and completed each of the different stages of the Evaluation Process is there any areas of concern or issues that arose that need to be considered and reviewed before the start of the next Academic Year, is there anything that needs to be changed or that you would do differently/ If so, please give details and what actions or recommendations that need to be address

Signature: _____ Date: ___ / ____ / 20___

Community Education Lead

QAF1102: The Monitoring Process

QAF1102 (a): Administration, Information & Quality Assurance Report

Template Title	Administration, Information & Quality Assurance Report to Adult Education Manager		QA Code	QAF1102 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

ACE Quality and Project Lead – Weekly Quality Report		
Engagement	**Name**	**Description**
Details of staff engaged with concerning Quality		
Details of external persons or bodies engaged with concerning Quality		

Key areas where any issues identified	**Details**	**Recommendations if any**
Governance and Management of Quality		
Documented Approach to Quality Assurance		
Programmes of Education and Training		
Staff Recruitment, Management and Development		
Teaching and Learning		
Assessment of Learners		
Supports for Learners		
Information and Data Management		
Public Information and Communication		
Other Parties Involved in Education and Training		
Self-Evaluation, Monitoring and Review		

Weekly Update	
Planned/Future Update	

Signature: _____ Date: ___ / ____ / 20___

AIQA Lead

QAF1102 (b): Community Education Lead – End of Academic Term Report

Template Title	Community Education Lead – End of Academic Year Report		QA Code	QAF1102 (b)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

Further Education – End of Academic Term Report				
Details of Term been reported:				
Details of Courses Delivered				
	No of Learners Required	**No Learners Registered**	**No of Learners Completed**	**Difference & Reason**
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
COMM Care (L.5)				
COMM DEV (L.5)				
Business Admin with Digital Skills • Tallaght • City • Mná na hEireann				
DETAILS OF ASSESSMENTS				
Were Assessments carried out for each of the following course				
	Yes/No	**No of Learners Submitted**	**No of Deferral or Extensions**	**Reasons if there is a difference**
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
COMM Care (L.5)				
COMM DEV (L.5)				
Business Admin with Digital Skills • Tallaght • City • Mná na hEireann				
Areas of Concerns or Issues Arising				
From the Evaluation Forms or Weekly Reports detail any anears of concern or issues that arose during the academic term and what actions needs to be taken to resolve them if any.				

Signature: _____ Date: ___ / ____ / 20___

Community Education Lead

QAF1103: The Review Process

QAF1103 (a): Programme Review Report

Template Title	An Cosán Programme Review Report		QA Code	QAF1103 (a)
Version Number	1	Name of Creator	Community Education Lead	
Date Created	June 2019	Review Date:	December 2022	
Description of Changes	None		Reason for Changes	Reviewed as Part of Re-engagement Process

An Cosán Education Programme Review Report			
Date Programme Review is taking Place			
Programme Title		**QQI Code**	

List of Modules Involved in this Programme & QQI Codes

Module Title	QQI Code	Mandatory Module	Elective Module

ASSESSMENTS INVOVLED IN THIS PROGRAMME

Detail the different Types of Assessments for Each Module

Module Title	Assignment	Collection of Work	Skills Demo	Examination

Are these forms of assessments still fit for purpose	Yes		No	

If no which, would you change and what would you replace it with

Module	Assessment Type

CORE COURSE CONTENT

Is the Course Content Still Relevant to the Sector & does any changes need to be considered and completed	**Yes**		**No**	
If so, what changes need to be completed				

COURSE LITERATURE				
Was the course Literature reviewed as part of this process	**Yes**		**No**	
Are Changes to be made to the literature	**Yes**		**No**	
If the answer is yes, please give details of the changes to be made and plan of action				

LEARNER & TUTOR EVALUATION FORMS				
Were there any issues of Concern raised or noted during the process				
If so, what were they:				
What action was taken to rectify the issue or concern				

EXTERNAL AUTHENICATION PROCESS				
Were there any issues of Concern raised or areas of Recommendations made or noted during the EA process	**Yes**		**No**	
If the answer is yes, please give details:				
What action was taken to rectify the issue or concern or implement the recommendation				

LEARNER COMPLETION & CERTIFICATION				
Programme Title Learners Registered	**No of Learners Registered**	**No of Learners submitted for certification**	**No of Minor Awards**	**No of Major Awards**
Early Childhood Care & Ed. (L.5)				
Early Childhood Care & Ed. (L.6)				
Community Care (L.5)				
Community Development (L.5)				
Business Administration with Digital Skills for Work (L.5)				

OVERALL GRADES ACHIEVED			
Overall Grade	No of Learners	Achieved this Grade in Minor Award	Achieved this Grade in Major Award
Distinction			
Merit			
Pass			
Unsuccessful			

FEEDBACK FROM QQI				
Did An Cosán receive feedback from QQI on this programme	Yes		No	
If the answer is yes, please give details of the feedback received				

PROGRAMME SUITABILITY

Does this programme still fit within the Ethos of An Cosán and its provision of Education Programmes to the Community	Yes		No	
If the answer is no, please give details of the reason for your answer				
Will this programme be replaced with another programme	Yes		No	
Please give details of the alternative programme				
NEW DEVELOPMENTS IN THE ADULT EDUCATION SECTOR				
Are there any new developments, techniques, methodologies that need to be considered for the delivery of education programmes	Yes		No	
If so, please give details and how these need to be taken into consideration				
Are there any new pieces of legislation that need to be considered	Yes		No	
If so, please give details and how these need to be taken into consideration				
Any Other Comments				

Signature: _____ Date: ___ / ____ / 20___
Adult Education Manager

Signature: _____ Date: ___ / ____ / 20___
Administration, Inforamtion & QA Lead

Signature: _____ Date: ___ / ____ / 20___
Chairpeson of Programe Review Committee

SUPPLEMENTARY DOCUMENTS: HANDBOOKS AND INFORMATION PACKS *FOLDER*

In this Section the handbooks and information's Packs that are used in the Day-to-Day operations and functions within An Cosán. The documents are attachments.

- An Cosán Tutor Information Packs
- An Cosán Further Education Learner Handbook
- An Cosán Tutor Handbook
- An Cosán Safety Statement
- An Cosán Staff Handbook
- An Cosán Board of Directors Handbook
- An Cosán Strategic Plan 2022-2026