



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service

SOUTH TIPPERARY VEC

FETAC QUALITY ASSURANCE POLICIES AND PROCEDURES DOCUMENT

B1 Communications

Policy

South Tipperary VEC is committed to exchanging information with learners, staff and other stakeholders. These groups will have access to relevant, accurate and up to date information. This is to ensure that learners can make informed choices, staff can maximise their effectiveness and therefore management can plan in a strategic manner. The formats of communication used promote and facilitate dialogue with the diversity of all learners accessing our programmes.

South Tipperary VEC

Policy Title: **B1 – Communications**

Procedure Title: **B1.1**

Communication with Learners

Version: **3.0**

Date: July 2006

Purpose: This procedure describes how learners give feedback on their individual and collective experiences of programmes and services and how the South Tipperary VEC communicates information to learners in a timely manner.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Evaluations at scheduled intervals

Evaluation forms

Informal meetings

Note in diary; staff and learner verification

Publicity

Flyer; brochure; poster; newsletter; electronic scroll; web site

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of evidence

South Tipperary VEC

Policy Title: B1 – Communications

Procedure Title: B1.2

Communication with Staff

Version: 3.0

Date: June 2011
Updated the following policy area

Purpose: This procedure describes how information about programmes and services is communicated to staff and how staff contributes feedback and suggestions for improvement of programmes and services in which they are involved.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Staff Meetings / Tutor Team meetings

Agenda / minutes

In-services

Attendance records

Notice Boards

Notice Board up to date; electronic scroll

Written and verbal correspondence

Tutor files – copies of correspondence / text and email bulletins

Evaluation / feedback forms

Copy of evaluation / feedback form

Development of Tutor Guidelines that are generic and programme specific

Hand outs for tutors (generic and programme specific) outlining important information regarding the tutors' responsibilities.

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence

South Tipperary VEC			
Policy Title: B1 – Communications			
Procedure Title: B1.3	Communication with other Stakeholders	Version: 3.0	Date: July 2006
Purpose: This procedure describes how the South Tipperary VEC facilitates access to information on programmes and services available, to our other stakeholders.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Network meetings		List of committees where we are represented	
End of year awards		Invitation list; newspaper articles; photos; collage	
Correspondence		Copies of letters	
Exhibition display		Invitation list; press releases; photos	
PR materials		Copies of ads and posters; website observation	
Correspondence to / from employers		Work experience review sheet / Records of correspondence	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence	



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth
South Tipperary Vocational Education Committee
Provides a Quality Education Service

SOUTH TIPPERARY VEC ADULT LEARNING SCHEME
Dillon Street, Clonmel, Co. Tipperary
052-6127543

Tutor Questionnaire – June 2011

Name: _____ Email: _____

Date: _____ Phone: _____

1:1 Tutor () Group Tutor ()

1. ASSESSMENT & PROGRESSION

What method are you using to record your student(s) progress *e.g. Student Handbook; learning journal; diary; ITABE assessment framework; FETAC portfolio?*

Please write any comments you have about mapping / recording student progress.

If you are working with a **1:1** have you discussed progression to small groups or further adult education courses with your student(s)?

Has your student(s) availed of the VEC Adult Education Guidance service?

If you are working with a **group**, has your group met with the Adult Education Guidance Counsellor to discuss progression options?

If not, do you think it is appropriate at this time? Please explain your reason.

2. TUTOR TRAINING

Please note that for one-day NALA tutor training, once approved by the ALO, the Adult Learning Scheme will cover the cost of the training, reimburse travel and lunch will be provided.

What local, or NALA, WIT or FETAC delivered, or other in-service training have you attended this year?

-
-
-
-

Would you like to be contacted by the Adult Education Guidance Counsellor, regarding your own educational progression?
(If you answer yes to this, I will forward your name, email address and telephone number so please make sure you have included those details on page one)

3. YOUR WELL-BEING

Are you happy with:

a) The tuition area you work in (i.e. the room)

If not, can you offer suggestions for improvement?

b) Your personal safety during tuition times.

If not, please explain.

c) Resources and materials available (i.e. books, software, stationery)

If not, please explain.

d) How information is provided to you and received from you (about training, events, student progress etc)?

If not, can you offer suggestions for improvement?

3. ADDITIONAL INFORMATION

What other days and times are you available to tutor? Please tick

Mon. Tues. Wed. Thurs. Fri.

Morning

Afternoon

Evening

Would you like to volunteer in other ways? Please tick all that apply:

- **Admin work**
- **Public relations**
- **Organising events**
- **Newsletter team**

Are there any final comments you would like to make?

**Thank you for taking the time to complete this questionnaire, please return by
Friday, June 17th to:**

**Mary Roche, ALO
South Tipperary VEC Adult Learning Scheme
Dillon Street
Clonmel
Co. Tipperary**



CO. TIPPERARY (S.R.) VOCATIONAL EDUCATION COMMITTEE
Coiste Oideachais Ghairme Beatha Thiobrad Árann (Theas)
Adult Learning Scheme Student Evaluation *June 2011*

Location: _____ Time & Day you attend: _____

Programme/Course: _____ Name of your Tutor: _____

- How much did you enjoy coming to classes?

(Didn't enjoy at all) 1 2 3 4 5 6 7 8 9 10 (Really enjoyed)

- What did you like about the classes? _____

- What did you not like about the classes? _____

- What else would you like to learn?

- Do you have any suggestions for improving the programme/course in future?

- Would you like to be contacted by the Adult Education Guidance Service for information about other courses and/or moving to a higher level?

Date: _____ Name: _____

Tel number: _____

**Thank you for taking the time to complete this questionnaire,
please return by **Friday, June 17th**.**

South Tipperary VEC

Guidelines for Tutors Delivering FETAC Accredited Courses



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth
South Tipperary Vocational Education Committee
Provides a Quality Education Service



Responsibilities of FETAC Tutors:

- ✓ These Guidelines are generic. There may be other responsibilities unique to the specific Programme where you are assigned. Please check with your Coordinator or Resource Worker.
- ✓ To attend local in-service training as well as FETAC and Further Education Support Service (FESS) briefings in order to keep current with policy and procedures.
- ✓ To be familiar with South Tipperary VEC Quality Assurance Policies and procedures. There is a hard copy in each of our 5 centres and also updated version will be placed on website shortly.
- ✓ To familiarise yourself with relevant award/component specification before tuition begins.
- ✓ To communicate with students in an appropriate way about the content of the learning programme and assessment – why the work is being assessed, what work will be assessed, how it will be assessed. This should be done near the start of a FETAC programme.
- ✓ To prepare assessment briefs. Support for preparing assessment briefs can be found on Further Education Support Service website, www.fess.ie
- ✓ Draft assessment briefs are to be devised by you and shown to your programme Co-ordinator or Resource Worker no later than 5 weeks after starting the accredited programme. These are not necessarily the final versions of the briefs, but an indication of your plan of work and your understanding of the programme. When devising briefs, be mindful of the learning styles and interests of your students, for example: one student might like to write an assignment while another might like to present it orally.
- ✓ To be very familiar with the guidelines for assembling and submitting student portfolios.
- ✓ **You are the Internal Assessor** and for internal verification, you need to be able to provide:
 - Learner Marking Sheet
 - Signed Assessment Briefs for each student.
- ✓ To communicate any queries to Programme Co-ordinator or Resource Worker in a timely manner.
- ✓ Any other responsibilities that may arise due to FETAC or VEC policy and procedure changes.

Getting Started:

Starting a course – you must provide:

- Class plans – sample provided at the end of this booklet
- Class plans for each class must include: Learning Outcomes, Class content (SLO's), Methodology, Resources Needed, Related Assessment as per descriptor you are working on.
- Group Contract: It is useful to set up a group contract regarding times of the break, housekeeping, etc. A rota might be set up to organise same. Also, how you are going to work as a group can be written into the group contract. This can be noted on the flipchart and referred back to in the event of it being needed.

Starting Classes:

When considering what level of FETAC you are tutoring, please note the following:

FETAC Level 3 – Junior Cert Level

Learners who start at this level are generally:

- Early School Leavers
- May be returning to education after a long time
- May have had negative previous experiences of education
- Are all adults with rich learning histories?
- Learning difficulties and literacy (numeracy, literacy, computer) may be an issue
- How would you start working with a group at this level?
- How do they like to learn?
- What are their expectations of this course?
- Where are they hoping to go with the learner?
- What is the personal development plan for the class?

FETAC Level 4 – Between Junior Cert and Leaving Cert Level

Learners who start at this level are generally:

- May have a junior cert but not a leaving cert
- May have some relevant experience in an course area related to work but may lack basic study skills
- Are able to be more self directed in their learning?
- Will be working on assessments outside of class?
- May need self development and personal effectiveness development

FETAC Level 5 – Leaving Cert Level

Learners who start at this level are generally:

- Progressing from Level 3 and 4 in this service
- May have Leaving Cert
- Want to get a full qualification in an area so that they can apply for work
- When a learner is route to a full qualification, other factors such as how they work in a group, how they make decisions, how they carry out instructions, how they take criticism etc are all issues
- How do we combine our tutoring styles to help the learning develop these skills as well as the skills in the area they are studying?
- Learners at this level are expected to be more self directed
- Learners will be working on assignments and projects outside of class

Characteristics of Adult Learners:

Adults learn best in a democratic, participatory and collaborative environment where they are actively involved in determining what and how they will learn.

Adults are goal orientated – they like to know what they are working toward and what will be involved – therefore, it is important to clearly state the objectives of the programme or course, and to set how these objectives will be met. This information should be worked on with the group in the first classes.

Adults are relevancy oriented. Theories and concepts should be made relevant to their experience and examples of such should be teased out with the group.

Adults are practical and will focus on aspects of the lesson that is most useful to them – this means that the tutors should identify how the course is relevant.

Adults should be shown respect. Adults should be treated as equals during classes. Adults are self-reliant learners, who like to learn at their own pace. They are also practical and problem solvers and respond to learning that has immediate and direct relevance to their lives.

***Some of these characteristics are also shared by younger learners, e.g. the desire for learning to have relevance to their lives, the positive response to collaborative learning, and the need for a respectful learning environment.**

Best Learning Methods:

AFTER TWO WEEKS WE
TEND
TO REMEMBER ...

10% of what we read

READING

20% of what we hear

HEARING WORDS

30% of what we see

LOOKING AT PICTURES

PASSIVE

WATCHING A MOVIE/VIDEOTAPE

LOOKING AT AN EXHIBIT

50% of what we see and
hear

WATCHING A DEMONSTRATION

SEEING IT DONE ON LOCATION

70% of what we
say

PARTICIPATING IN A DISCUSSION

GIVING A TALK

ACTIVE

90% of
what we
say and
do

DOING A DRAMATIC PRESENTATION

SIMULATING THE REAL EXPERIENCE

DOING THE REAL THING

Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.

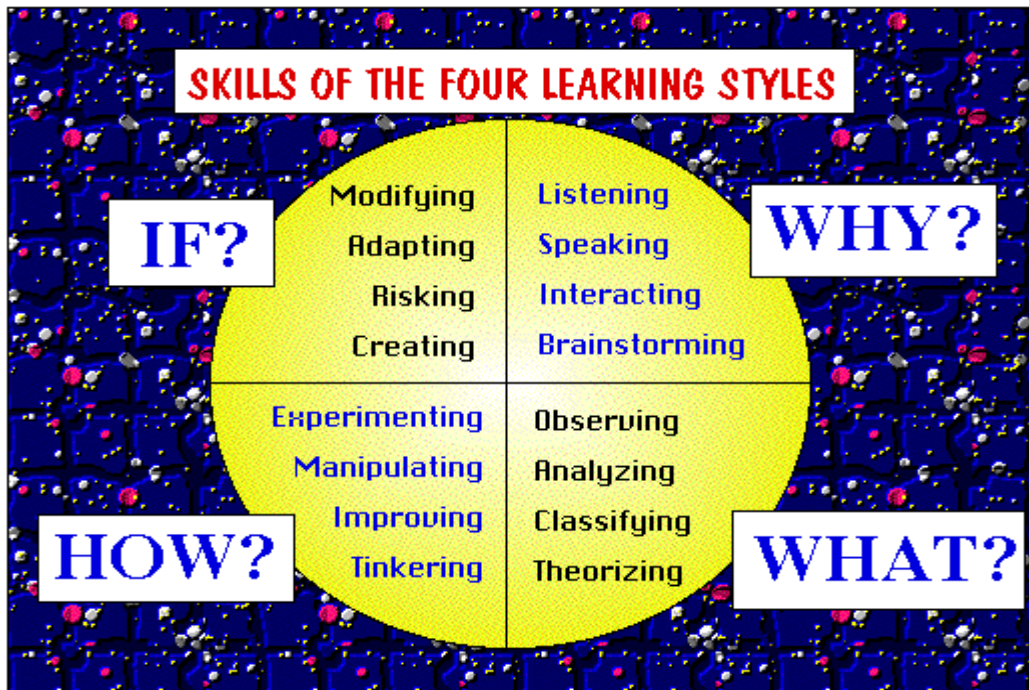
"What are the benefits of active and collaborative learning?"

In addition to the obvious advantages of **information retention** many research studies show that there will be improvements in:

- student-faculty interaction,
- academic achievement (i.e., grades),
- communication skills,
- higher-level thinking skills,
- teamwork,
- attitude towards the subject and motivation to learn.

The reason why it works is that:

- individual students may get stuck on a problem and give up, whereas groups of students tend to keep going,
- students become exposed to alternative problem-solving strategies,
- students are much less fearful of generating and answering questions among themselves than individually and directly to the instructor in class,
- and as McKeachie says, (see the quote at the top of the page), students learn best what *they* teach



Tutor Resources:

- ✓ The FETAC website is available at www.fetac.ie. Throughout the year FETAC also provide training, check the website for details.
- ✓ Another website is www.fess.ie
- ✓ www.nala.ie

Appendix:

(a) Lesson Plan Outline

(b) Assessment Forms (Standard)

- Receipting System for FETAC Portfolios – *Estimates for FETAC assessment*
- Returned FETAC Work to Students
- Receipting System for FETAC Portfolios – *Assessment Period*
- Assessment Briefs
- Example of Integrated Assessment
- Assessment Grid

Lesson Plan Sample

RATIONALE

Lesson planning is about ensuring the learner and tutor have the opportunity to utilise effectively the limited time available to them. Lesson plans should be used subject to detailed and on-going discussion of learner goals and desired outcomes. Obviously where there is a set curriculum or a set structure to a programme there needs to be a creative inclusion of learners' personal learning goals. The following is suggested as a framework for lesson planning.

FRAMEWORK

Date of Session: _____ Session Number: _____

1. Learning Outcomes (what the student will have learned by the end of this session)

Having completed this session the learner will:

- *
- *
- *
- *

2. Content (the subject matter to be delivered in order to achieve the learning Outcomes)

- *
- *
- *
- *

3. Methodology (how the content is approached: one to one work, personal study, group work)

- *
- *
- *
- *

4. Resources (list books, worksheets, equipment etc.)

- *
- *
- *
- *

5. Assessment (how do we ensure learning has happened, e.g. question and answer session)

- *
- *
- *
- *

6. Evaluation (reflection on the session- by both learner and tutor)

- *
- *
- *
- *

Tutor: _____

Date: _____

4.2 Internal Verification

Internal verification is the process by which the provider's assessment policies and procedures relating to planning, managing and operationalising all aspects of assessment practices will be internally verified i.e. monitored by the provider itself.

The process includes checking that the provider's assessment procedures have been applied across the range of assessment activities from planning to finalizing results including checking/monitoring the accuracy of assessment results to ensure learner evidence exists and that results and grades are correctly computed and recorded.

Internal verification should take place on a sampling basis. Internal verification is undertaken by the assignment of one or more internal verifiers. Based on the provider's sampling strategy, (see guidelines on sampling in section 4.4), the internal verifier will verify i.e. monitor the Assessment Process including the accuracy of the assessment results.

The outcome of the internal verification process is an internal verification report.

4.2.1

Role of the internal verifier

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 report*

(Quality Assuring Assessment Guidelines for Providers, Version 1. 2007, FETAC)

All of the above was taken from the FETAC document which can be downloaded from the website www.fetac.ie

I see the role as another level of assessment after that of the tutor (now called the internal assessor). The internal verifier ensures that there is evidence in the folder for all the Learning Outcomes, the correct forms are attached and signed by both the learner and the internal assessor, all sheets in the folders are initialled by the internal assessor and briefs are attached outlining the assessment tasks/activities and signed by both internal assessor and learner. If anything is missing the internal verifier returns the folder to the internal assessor to take corrective action. When this has been completed the internal verifier arranges external authentication and is present on that day to

organize folders and be available to answer any queries. The internal verifier also makes available his/her report for external authenticator.

There are now four assessment periods for FETAC, this is to help providers spread out their submissions for assessment over the year. Most providers will probably still go with the May/June assessment and then the November assessment. Internal assessors will inform their centre managers of what they are putting through for assessment. It will then be decided by the manager the latest date possible for portfolios to be submitted for assessment. Internal verification will take place and once this has been completed external authentication is arranged followed within a day or two by results approval panel meeting, then the approved results are forwarded to FETAC.

The timeline we used for the Level 1 programme in the ALS for assessment in **May 2011**:

Feb 2011: A letter was sent to all tutors delivering accredited programmes requesting them to submit estimates of learners' portfolios they would be submitting.

1st week May deadline for submission of folders

25th May Internal verification (as they were the first Level 1 folders to be submitted I had looked through these folders as they were being compiled by the tutors and learners during delivery of the programme, if I hadn't I would have held internal verification earlier in the month to allow for corrective action if needed. I also went through each folder page by page as they were the first so I would be familiar with what to expect in the future.)

30th May External Authentication

31st May Results Approval Panel meeting after which Mary sent notification of results to FETAC.

Note: We had only 5 folders for assessment the timeline may need to be pushed out if there are more, or there may be more than one internal verifier appointed to spread the work.



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service



Receipting System for FETAC Portfolios

Estimates for (Insert Assessment Period) FETAC assessment

Registered Provider/Centre Name:	Registered Number:
---	---------------------------

Tutor Name: _____

Programme name (Major or Minor award)	Certificate or Component Code	FETAC Level	Number of students

Please return to your Resource Worker or Coordinator no later than _____



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service



Returned FETAC work to students

Registered Provider/Centre Name:	Registered Number:
---	---------------------------

Date work returned to student	Staff member	Student Name (please print)	Student signature	Work received: Award name, title and code



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service



Receipting System for FETAC Portfolios

Assessment Period (Insert)

Registered Provider/Centre Name:	Registered Number:
---	---------------------------

Adult Learning Scheme - Group Tutor Guidelines
Revised March 2011

1. It is very important to fill in your class register accurately and that you keep them safe. **Registers are the property of the VEC and, as such, are open to auditors.** Please fill in registers during or immediately after each session. Take attendance, record number of students present at the bottom, number of hours taught and then initial the end of each column. Please skip some columns between each new month as this makes it easier for us to read. If you are in any doubt about this procedure ask your Resource worker or ALS Administration.
2. We have distributed a template showing how exactly the monthly claim forms should be completed. Any claim forms completed incorrectly will be returned to the tutor, which may result in payment being delayed until the following month.
3. Registers and claim forms need to be submitted by **the last Friday in the month or by the date given to you by ALS Administration.** Any late registers/claim forms **will not** be paid until the following month. Submitting these on time is each tutor's responsibility. Leave your completed claim form in your register in your pigeon hole or the pigeon hole of your Resource worker. Monthly reports must accompany your register and claim form.
4. Tutors are required to submit written feedback monthly for each group; the blank reports are in all the centres. Please complete the reports and submit with your register and claim form by the last Friday of each month or on the date indicated by ALS Administration.
5. If a tutor arrives to class and no students turn up, the tutor will be paid for one hour, on the **first** occasion. After this, it is the tutor's responsibility to contact their students (themselves or through the office) before the next class to confirm attendance for the next class. Tutors will **not** be paid if all students fail to show up more than once in a row. If there is a problem of any kind regarding students' attendance, I would appreciate it if tutors could pass this information on to their Resource worker or the ALO as soon as possible.
6. The minimum amount of students necessary to form an adult literacy group **is three**. Tutors with groups of three must make an extra effort to encourage full attendance. Every effort will be made to keep a group going if it drops below three; however, if low attendance continues, it will not be possible to continue getting paid for these hours as a group with less than three is not viable.
7. Tutors who are getting paid for tutoring 3 one-to-ones (registered as a small group), will be paid for 2 of the 3 hours i.e. 1 hour is a volunteer hour. If only 2 students attend, then the tutor can claim for 1 hour and the other hour is a volunteer hour. If only 1 student attends, this is a volunteer hour.
8. All group tutors need to be aware that paid hours can and will fluctuate from term to term, according to demand for a particular class and available budget.

9. Tutors are expected to be familiar with our FETAC Quality Assurance policies and procedures. These and other FETAC guidelines are on our website www.southtippals.com
10. Tutors are expected to attend planning and evaluation meetings with your programme coordinators/resource workers/ALO. Attendance at these meetings does not require the level of preparation as a class does, therefore half the tutor rate can be claimed per hour. i.e. a tutor can claim 0.5 hours per hour of meeting. Again, this must be approved by the ALO in advance.
- 11. All tutors need to make an effort to attend local in-service training and NALA 1-day workshops. Participating in this training is an important part of your role as a tutor. Tutors are not paid to attend any training days; however, if the training is taking place at a time when the tutor would normally be tutoring, 50% of those tutoring hours can be claimed as long as it is approved by the ALO in advance.**
12. Tutors are expected to plan and deliver all classes they are contracted for, except when away at approved tutor training or in unavoidable circumstances. If a tutor must miss a class while on approved tutor training, it is his/her responsibility to arrange appropriate substitution *in agreement with the Adult Literacy Organiser and programme Coordinator/Resource Worker*. Class plans and relevant materials must be provided to the substitute. We strive for continuity for our students and tutors should make every effort to ensure minimum interruption.
13. Experienced group tutors are advised to avail of accredited training if they do not have any third level qualification. Also, tutors with third level qualifications may find it beneficial to attend training that is specific to adult literacy tutoring. Please read the South Tipperary VEC Guidelines for Policy on Staff Development (available from ALS Administration or VEC Head Office). A Staff Professional Development application form must be completed and submitted to the VEC Staff Professional Development Authorising Board. While requests for training will be hopefully honoured, budget constraints can affect the possibility of attending training.
14. Travel expenses will be paid to tutors at VEC rates **for 1 day training courses only**, not for WIT modules at levels 6, 7 or 8. For the 1 day training courses, public transport must be availed of where possible and tickets/receipts presented as evidence with the travel claim form.
15. These guidelines are subject to change depending on various factors, such as VEC policy, funding, etc.

Mary Roche
Adult Literacy Organiser
March 15th 2011



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service

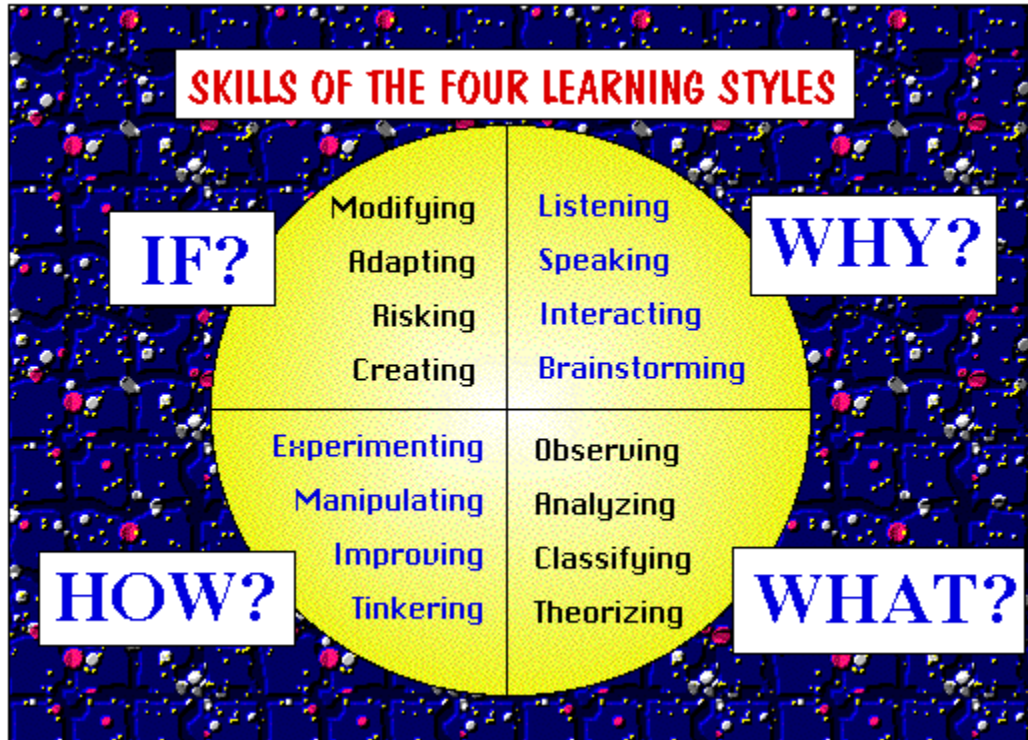
South Tipperary VEC

BTEI

Tutor Handbook 2010

BTEI Programmes of education

- Courses are part time.
- Free to early school leavers or those with social welfare/medical card payment.
- Flexible times to suit needs and interests of the group.
- Are all accredited by FETAC (Further Education Training Awards Council).
- Ideal for learners who want to return to education after a long period of time out of education.
- Perfect for up-skilling
- Qualifications for the workplace
- Learners can start at a basic level and move on to more advanced courses



Programme Contact Details:

BACK-TO-EDUCATION INITIATIVE,

Ormonde Centre, Prior Park, Clonmel, Co. Tipperary Ph: 052 617 6755/ 087 2291956



1.1 Getting started

BTEI Tutors start up

- Provide up to date C.V. and photocopy of relevant qualifications to Co ordinator
- Fill out Starter Form – that included bank account details
- Fill out Pension Deduction Employment Declaration
- Return all material listed above to Co ordinator as soon as possible

Starting a course

- You will be provided with a Register to record dates, times and learners present.

Starting a course – you must provide:

- Class plans – sample provided at the end of this booklet
- Class plans for each class must include: Learning Outcomes, Class content (SLO's), Methodology, Resources Needed, Related Assessment as per descriptor you are working on.

Claiming for hours

- Rate of pay for part time tutors is €40.85. This rate is set out in Department of education guidelines and includes preparing for class
- Half hourly rate is paid for scheduled meetings with co ordinator
- Travel is not paid

To claim for hours worked

- Fill out pink claim form at the end of each month for hours worked.
- Photocopy register with relevant dates
- Return to Ormonde Centre, Prior Park, Clonmel before last day of month.
- Hours are paid one month after claiming into your bank account, a payslip will be sent to you home address

Registers

- A VEC register will be provided at the beginning of each course which must be filled out by the tutor each time the group meet.
- The register contains the name and mobile phone number of each student.
- Each week tick off the students name as per attendance.
- This register will be checked against the tutor claim form each month.
- The Co-ordinator may visit to check this register but in the case that this in not possible, the register can be photocopied and attached with the tutor claim form.
- The register is the property of Tipperary SR VEC and is necessary for auditing purposes, therefore, it is vital that it be kept in a safe place and not mislaid.
- At the end of the course, registers are returned to co ordinator and kept on file for auditors

.Funding of courses

- Approval and continuation of all courses are subject to funding allocated by the Department of Education and Science.
- Tutors are hired to teach on a modular basis.
- The BTEI Co-ordinator, in consultation with the Adult Education Organiser, reserves the right to decide if a course will be continuing on with the same tutor.

1.2 Starting Classes

- **What level of FETAC are you tutoring, please note the following:**

FETAC Level 3 – Junior Cert Level

Learners who start at this level are generally:

- Early School Leavers
- May be returning to education after a long time
- May have had negative previous experiences of education
- Are all adults with rich learning histories
- Learning difficulties and literacy (numeracy, literacy, computer) may be an issue
- How would you start working with a group at this level
- How do they like to learn?
- What are their expectations of this course?
- Where are they hoping to go with the learner?
- What is the personal development plan for the class?



FETAC Level 4 – Between Junior Cert and Leaving Cert Level

Learners who start at this level are generally:

- May have a junior cert but not a leaving cert
- May have some relevant experience in a course area related to work but may lack basic study skills
- Are able to be more self directed in their learning
- Will be working on assessments outside of class
- May need self development and personal effectiveness development

FETAC Level 5 – Leaving Cert Level

Learners who start at this level are generally:

- Progressing from Level 3 and 4 in this service
- May have leaving cert
- Want to get a full qualification in an area so that they can apply for work
- When a learner is route to a full qualification, other factors such as how they work in a group, how they make decisions, how they carry out instructions, how they take criticism etc are all issues
- How do we combine our tutoring styles to help the learning develop these skills as well

as the skills in the area they are studying

- Learners at this level are expected to be more self directed
- Learners will be working on assignments and projects outside of class



1.3

Characteristics of Adult Learners

Adults learn best in a democratic, participatory and collaborative environment where they are actively involved in determining what and how they will learn.

Adults are goal orientated – they like to know what they are working toward and what will be involved – therefore, it is important to clearly state the objectives of the programme or course, and to set how these objectives will be met. This information should be worked on with the group in the first classes.

Adults are relevancy oriented. Theories and concepts should be made relevant to their experience and examples of such should be teased out with the group.

Adults are practical and will focus on aspects of the lesson that is most useful to them – this means that the tutors should identify how the course is relevant.

Adults should be shown respect. Adults should be treated as equals during classes. Adults are self-reliant learners, who like to learn at their own pace. They are also practical and problem solvers and respond to learning that has immediate and direct relevance to their lives.

AFTER TWO WEEKS WE
TEND
TO REMEMBER ...

10% of what we read

READING

20% of what we hear

HEARING WORDS

30% of what we see

LOOKING AT PICTURES

PASSIVE

WATCHING A MOVIE/VIDEOTAPE

LOOKING AT AN EXHIBIT

50% of what we see and
hear

WATCHING A DEMONSTRATION

SEEING IT DONE ON LOCATION

70% of what we
say

PARTICIPATING IN A DISCUSSION

GIVING A TALK

ACTIVE

90% of
what we
say and
do

DOING A DRAMATIC PRESENTATION

SIMULATING THE REAL EXPERIENCE

DOING THE REAL THING

Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.

"What are the benefits of active and collaborative learning?" In addition to the obvious advantages of **information retention** many research studies show that there will be improvements in:

- student-faculty interaction,
- student-student interaction,
- academic achievement (i.e., grades),
- communication skills,
- higher-level thinking skills,
- teamwork,
- attitude towards the subject and motivation to learn.

The reason why it works is that:

- individual students may get stuck on a problem and give up, whereas groups of students tend to keep going,
- students become exposed to alternative problem-solving strategies,
- students are much less fearful of generating and answering questions among themselves than individually and directly to the instructor in class,
- and as McKeachie says, (see the quote at the top of the page), students learn best what *they* teach!

1.4 Tutor Resources

- The Fetac website is available at www.fetac.ie. Throughout the year Fetac also provide training, check the website for details.
- Another website www.sfe.ie is a useful resource provided by the NCVA Support Service.
- www.nala.ie

Photocopying and Class Notes

- Photocopying and preparing class notes is the responsibility of the tutor. In some of the locations used for BTEI there are photocopiers, please check to see if we have an agreement to use them.

Materials

- Materials will be supplied by each student. Please outline what will be required at the start of each module.

Field Trips

Where possible, field trips are organised with the tutor and the group. This information should be given to the Back-to-Education Co-ordinator at least two weeks before it is due to happen. There may be a cost for field trips – please contact Kaye regarding same.

Work experience

Where work experience is a requirement of the course it is the responsibility of the learner to source this work

The work experience requirement will be discussed in detail with the group and the tutor. The tutor will oversee this and provide any necessary documentation.

Work experience and insurance

All learners who are participating in work experience are covered by South Tipperary VEC's insurance. A list of participants, where they are doing their work experience, the date of commencement and the start time and finish time must be logged by the tutor and forwarded to the Back-to-Education Co-ordinator before the work experience commences.

Cancelling a Class

- Due to any circumstance that a class is cancelled - the tutor should contact the learners whose phone numbers will have been recorded in the registrar.
- The tutor must also contact Kaye or Bridget.
- The tutor should also inform the caretaker/centre of cancellation.
- Class times or dates cannot be altered without contacting Kaye first. This is in case of a visit to the group.

Meeting a group for the first time

- It is useful to set up a group contract regarding times of the break (usually 15 mins), who is bringing milk etc. A rota might be set up to organise same. Also how you are going to work as a group can be written into the group contract. This can be noted on the flipchart and referred back to in the event of it being needed.

1.5 Class Planning

Lesson Plan Sample

RATIONALE

Lesson planning is about ensuring the learner and tutor have the opportunity to utilise effectively the limited time available to them. Lesson plans should be used subject to detailed and on-going discussion of learner goals and desired outcomes. Obviously where there is a set curriculum or a set structure to a programme there needs to be a creative inclusion of learners' personal learning goals. The following is suggested as a framework for lesson planning.

FRAMEWORK

Date of Session: _____ Session Number: _____

2. Learning Outcomes (what the student will have learned by the end of this session)

Having completed this session the learner will:

- *
- *
- *
- *

2. Content (the subject matter to be delivered in order to achieve the learning Outcomes)

- *
- *
- *
- *

3. Methodology (how the content is approached: one to one work, personal study, group work)

- *
- *
- *
- *

4. Resources (list books, worksheets, equipment etc.)

- *
- *
- *
- *

5. Assessment (how do we ensure learning has happened, e.g. question and answer session)

- *
- *
- *
- *

6. Evaluation (reflection on the session- by both learner and tutor)

- *
- *
- *
- *

Tutor: _____

Date: _____

B2 Equality

Policy

South Tipperary VEC is committed to equality of opportunity and aims to promote equality in all its activities and to provide a working, learning, and teaching environment free from discrimination, recognising the diversity of its staff and learners.

South Tipperary VEC			
Policy Title: B2 – Equality			
Procedure Title: B2.1	Equality Training	Version: 3.0	Date: July 2006
Purpose: This procedure describes how South Tipperary VEC aims to prevent discrimination and to promote equality of opportunity and good relations between all individuals across all areas of the Education Service.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Awareness training: Cultural Literacy Disability		Attendance record or timetable or booking form for staff training Attendance record or timetable or booking form for staff training Attendance record or timetable or booking form for staff training	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence and review of the most suitable training available.	

South Tipperary VEC

Policy Title: B2 – Equality

Procedure Title: B2.2

Equality Planning

Version: 3.0

Date: July 2006

Purpose: This procedure ensures that South Tipperary VEC has a plan to realise our equality objectives through regular monitoring of provision methods and facilities.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Facilitating equality & embracing diversity

Policy Statement on Equal Opportunities for Staff
 Various formats of learning materials and methodologies
 Various formats of publicity

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
 FETAC Monitoring Team

Annually

Review of evidence and review of policy statement

Co. Tipperary (S.R.) Vocational Education Committee

POLICY STATEMENT ON EQUAL OPPORTUNITIES FOR STAFF

To all Staff and Students

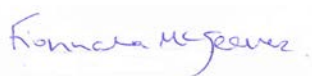
Co. Tipperary (S.R) VEC is fully committed to equality of opportunity and is pleased to present the statement of policy to all employees in respect of Co. Tipperary South Riding VEC as an employer.

The purpose of this policy is to build on the statutory position and to create awareness and a climate in which equal opportunity is developed and promoted in accordance with the spirit as well as the letter of the legislation.

Equal opportunity is an integral part of this VEC's overall policy and must therefore be observed by all staff. Co. Tipperary South Riding VEC is relying on the contribution and attitude in ensuring the overall effectiveness of the application of the policy. While Equal Opportunities are formally assigned as an integral part of the responsibility of management, all staff are encouraged to promote equal opportunities for all in working life.

Co. Tipperary South Riding VEC wishes to acknowledge the guidance of the Employment Equality Agency in formulating its Equal Opportunities Policy and Codes of Practice.

Yours sincerely,



Chief Executive Officer

POLICY STATEMENT

Co. Tipperary (S.R.) VEC is committed to equality of opportunity in all its employment practices, policies and services.

It will ensure that no job applicant or employee will receive less favourable treatment due to his/her sex, marital status, family status, age, sexual orientation, political persuasion, religion, disability, race, colour, nationality, national or ethnic origins including membership of the travelling community, in terms of recruitment, pay and conditions of work, training and work experience and opportunities for career promotion.

All employees will be selected, promoted and treated on the basis of their abilities and merits only, and according to the requirements of the job. All employees will have equal opportunity to show ability and to progress within South Tipperary VEC and its associated bodies.

DISCRIMINATION

Discrimination under the Employment Equality Act, 1998 and the Equality Status Act 2000 outlaws discrimination under 9 headings:

- Gender Grounds
- Marital Status Grounds
- Family Status Grounds
- Sexual Orientation Grounds
- Traveller Community Membership
- Age Grounds
- Disability Grounds
- Race Grounds
- Religious Grounds

Direct discrimination occurs where a person is treated less favourably than a person of the other sex (or a person of the same sex but of different marital status) is treated, or would be treated, in the same circumstances.

Indirect discrimination occurs when a person is obliged to comply with a requirement relating to employment which is not essential to the job but with which a substantially greater proportion of persons of the other sex or of a different marital status are able to comply.

Victimisation occurs when a person is penalised or treated less favourably because of pursuing their rights to equal treatment, supporting action or giving notice of intention to take or support action under equality legislation. Victimisation is prohibited under the legislation.

SELECTION AND RECRUITMENT PROCEDURES

South Tipperary Vocational Education Committee's selection procedures provide equal access at all stages to all candidates.

Applicants for posts will be given clear and accurate information about posts through advertisements, job descriptions, memoranda of information and interviews, which will enable them to assess their own suitability.

Advertisements and recruitment literature will reflect South Tipperary VEC's commitment to equality of opportunity and will indicate that the committee is an equal opportunities employer. Advertisements will be aimed at as wide a group of suitably qualified and experienced people as possible.

Application forms will require only information considered necessary for selection for the post. No questions in relation to sex, marital status or personal circumstances will be asked in advance of appointment. South Tipperary VEC will issue a copy of its Equality & Diversity Policy Statement with all application forms.

Interviews will be conducted on an objective basis. All staff involved in recruitment and selection interviewing will ensure that they are fully aware of their obligations under this policy, and the law governing discrimination, and that selection is made on an objective basis. Relevant training and/or guidance will be provided.

Both sexes will be represented, where possible, on interview panels. Interview panels would where possible consist of two or more people.

Interviews will deal only with the applicant's suitability for the post and ability to fulfil the post requirements. There will be no assumptions that individuals, because of sex, marital status, family status, age, sexual orientation, religion, disability, race, colour, nationality, national or ethnic origins including membership of the traveller community, possess characteristics which might put them at a disadvantage/advantage.

TRAINING AND DEVELOPMENT

A balanced participation by both men and women in the training opportunities open to them will be encouraged and assumptions about domestic responsibilities will not influence training decisions.

Special training initiatives will be considered to prepare employees for non-traditional roles.

Sex stereotyping will be eliminated from all South Tipperary VEC produced training materials.

PROMOTION

South Tipperary Vocation Education Committee's promotion procedures will not discriminate on grounds of sex, marital status, family status, age, sexual orientation, religion, disability, race, colour, nationality, national or ethnic origins including membership of the travelling community.

Management will ensure that all staff are aware of career/promotional opportunities by circulating details and posting them at obvious points throughout the organisation.

LANGUAGE AND ORGANISATION IMAGE

South Tipperary VEC will demonstrate its commitment to equal opportunities by using non-discriminating / non-sexist language in all documents.

SEXUAL HARASSMENT AND HARASSMENT/BULLYING

South Tipperary VEC fully supports the right of every staff member to work in an environment which is free from sexual harassment and harassment/bullying and is committed in its efforts to provide an environment which is free from sexual harassment and harassment/bullying.

The South Tipperary VEC Codes of Practice on sexual harassment and harassment/bullying are available from your Principal or, alternatively, from the Head Office.

South Tipperary VEC agreed to accept National Codes on Sexual Harassment and Harassment /Bullying as agreed between various Unions without change.

GRIEVANCES

The Employment Equality and Equal Status Acts provides protection for individuals who, in good faith, have acted in pursuance of a claim under any of the Acts. Any complaints of discrimination should be pursued through the normal grievance procedures.

MONITORING AND REVIEWING THE POLICY

Each Principal/Head of Centre is responsible for ensuring adherence to this policy with regard to those members of staff under his/her supervision. All staff are requested to familiarise themselves with this policy.

South Tipperary VEC will continue review existing practices and procedures. This policy will be monitored and kept under review.

Jan. 2005

B3 Staff Recruitment and Development

Policy

It is the policy of South Tipperary VEC that all employees will be selected, promoted and treated on the basis of their abilities and merits, and according to the requirements of the job. All employees will have equal opportunity to show ability and to progress within South Tipperary VEC and its associated bodies. Staff will be well matched to roles and have access to appropriate supports and further training as necessary.

South Tipperary VEC

Policy Title: B3 – Staff Recruitment and Development

Procedure Title: B3.1

Staff Recruitment and Allocation

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC aims to ensure that staff is recruited on the basis of their knowledge, suitability, skills and competencies in the area required in either the development or delivery of programmes.

Staff Involved: Personnel Division; Centre director/principal; Programme Managers; Adult Education Officer; CEO

Method(s) used to carry out this procedure

Evidence generated by this procedure

Recruitment & Selection Plan

Job Description / Selection Criteria

Position announcement

Advertisement for position

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of evidence and recruitment and selection plan

South Tipperary VEC

Policy Title: B3 – Staff Recruitment and Development

Procedure Title: B3.2

Staff Induction

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC provides induction training for new staff members.

Staff Involved: Personnel Division; Centre director/principal; Programme Managers; Adult Education Officer; CEO

Method(s) used to carry out this procedure

Evidence generated by this procedure

Initial tutor training

Class register / Attendance sheet

Distribution of group tutor guidelines

Tutor Guidelines

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of attendance at tutor training; review of tutor guidelines

South Tipperary VEC

Policy Title: B3 – Staff Recruitment and Development

Procedure Title: B3.3

Staff Development

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC meets the training, development and support needs of staff.

Staff Involved: Personnel Division; Centre director/principal; Programme Managers; Adult Education Officer

Method(s) used to carry out this procedure

Evidence generated by this procedure

Training Needs Analysis

Record of review of training needs (PMDS) and completed questionnaires

End of term feedback form

Completed forms

Meetings / In-service

Minutes of meetings; record of in-service

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of training needs and training delivered

Recruitment and Selection

South Tipperary VEC maintains that recruiting and selecting people to fill new and existing positions is a crucial element of Human Resource Departments. We ensure that all assessments, interviews and selection activities are carried out in a fair and unbiased manner, and decisions are based on the requirements of the job.

We state on all advertisements that 'South Tipperary VEC is an equal opportunities employer'.

South Tipperary VEC demonstrates equality of opportunity, non-discrimination and fair process for all employees and potential employees during recruitment and selection activities. When recruiting new staff we are aware of and comply with all relevant legislation, in particular with reference to:-

- **The Employment Equality Act, 1998 and 2004.**
- **The Equal Status Act, 2000 and 2004**

The Employment Equality Act, 1998 outlaws discriminatory practices in relation to and within employment. The Act prohibits direct and indirect discrimination and victimization in employment on nine grounds. These are:-

1. Gender
2. Marital status
3. Family status
4. Sexual orientation
5. Religion
6. Age
7. Disability
8. Race
9. Membership of the Traveller Community

All aspects of employment are covered:-

- Equal pay
- Access to employment
- Vocational training
- Conditions of employment
- Work experience
- Promotion and
- Dismissal.

We implement a planned structured approach to interviews based on a clear definition of the job requirements, using a job description for each vacancy. The job description sets out clearly the duties and responsibilities of the job. The job descriptions are made available to the interviewers to support decision making in the recruitment process.

We ensure that all interviewers are trained. We did have a training programme in June 2005 in conjunction with Co. Waterford VEC and we have now planned a training programme on 2nd May, 2006 for all our Selection Boards.

In accordance with the Employment Equality Act, 1998, South Tipperary VEC keep recruitment records, interview notes, evaluation forms etc.

Check list for HR Personnel staff when a post becomes available

1. Application Form & Information Notes
2. Advertise
3. Book Boardroom for Interview and organise Selection Board
4. Shortlist candidates & set Timetable
5. Notify Selection Board & Candidates re Interview Date
6. Prepare Selection Board Report, Marking Scheme and Travel Forms
7. Set up Interview Room

**Mission Statement of
South Tipperary VEC Adult Education Service**

*"A quality education service for all people in South
Tipperary in an environment that is learner centred and
values equality and diversity."*

VALUES

Respect

Enjoyment

Flexibility

Learner Orientated

Support

Lifelong

Respect

Diversity

B4 Access, Transfer and Progression

Policy

South Tipperary VEC aims to facilitate learners to make informed choices regarding the programmes on offer; to enable learners to access a programme of education and training with recognition given for prior learning; to enable learners to transfer, where appropriate from one programme of education and training to another programme; to support learners to progress from one programme to another programme, where possible.

South Tipperary VEC

Policy Title: B4 – Access, Transfer and Progression

Procedure Title: B4.1

Information provision

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC ensures that information facilitating successful participation in the programmes and services is available to current and prospective learners.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Publicity

Posters; flyers; media; website; open event

Information and Guidance service

Available service in South Tipperary VEC

Education Network meetings and/or referrals

Agenda / meeting minutes

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of advertising material; Information and Guidance service is reviewed continuously by the NCGE

South Tipperary VEC

Policy Title: B4 – Access, Transfer and Progression

Procedure Title: B4.2

Learner Entry Arrangements

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC ensures a fair and consistent approach to how learners are selected and entered onto a programme.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Statement of entry requirements

Statement of entry requirements

Programme details provided

Information on individual programmes and timetables

Information / Guidance available for learners to make informed choices

Service available for all South Tipperary

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review individual programme information and entry requirements

South Tipperary VEC

Policy Title: B4 – Access, Transfer and Progression

Procedure Title: B4.3

Recognition of Prior Learning

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC aims to recognise prior formal and experiential learning for the purposes of entry to a programme, to receive credit towards an award or to access an award.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Recognising prior learning

Statement of recognition of prior learning

RPL training for staff

Record of staff training

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of training of staff; review of application forms and progression

South Tipperary VEC			
Policy Title: B4 – Access, Transfer and Progression			
Procedure Title: B4.4	Facilitating Diversity	Version: 3.0	Date: July 2006
Purpose: This procedure describes how South Tipperary VEC aims to adapt and make specific supports available to individuals or groups with particular needs to successfully participate, transfer and progress.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; guidance service; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
ESOL support		Record of request and referral	
Variety of programmes		List of programmes available	
Flexibility of tuition times and venues, where possible		Timetables	
Reasonable accommodation for people with a disability		Programme material available accessible formats e.g. large print, audio, electronic.	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of programmes, methodology and timetables	



SOUTH TIPPERARY V.E.C. APPLICATION FORM – FETAC AWARDS

PLEASE
ATTACH
PHOTO
HERE

Centre number: _____

Award Title and Code: _____

Course / Programme venue: _____

Please return this application by _____

Please return form to _____

Applicant Details

First Name: _____ Surname: _____

Address: _____

Date of Birth: _____ PPS number: _____

Medical Card Number: _____ Expiry date of medical card: _____

Telephones: _____ (home) _____ (mobile) Email: _____

Do you or your spouse have entitlements from the Department of Social & Family Affairs? If yes, please describe.

Details of previous education and training courses, if any:

Details of previous experience in this vocational area, if any:

I certify that the information stated in this application is correct.

Signature

Date

July 2006

**South Tipperary VEC
Statement of Entry Requirements – FETAC Programme**

South Tipperary VEC has identified 4 stages appropriate for learner entry to a FETAC accredited course/programme, these are:

1. Application
2. Interview
3. Selection
4. Registration

APPLICATION

With some exceptions (detailed in this document), the requirements for South Tipperary VEC, FETAC accredited courses/programmes are:

- a) Completed application form;
- b) Satisfactory interview;
- c) Specific requirements needed for some courses/programmes, as indicated on module descriptor or programme outline.
- d) Shortlisting will apply.

- Completed application forms are date stamped by the centre upon receipt.
- The return date for application forms is written on the application forms.
- Those who apply by the return date will be allocated an interview by the programme co-ordinator. The applicant will be invited in writing to the interview and any additional documentation or information needed from the applicant will be requested in this letter.

Exceptions to the above requirements are as follows:

- St. Josephs Ferryhouse – students admitted to the School are automatically eligible for the programmes offered.

- Adult Learning Scheme students are not subject to the same application and interview process. Students are assessed using Mapping the Learning Journey Assessment Framework and other progress recording methods and based on conversations with the Adult Literacy Organiser and/or the tutor, a decision is made whether or not a FETAC course/programme is appropriate. FETAC accreditation can be achieved by Adult Learning Scheme students whether in 1:1 or group tuition.
- Youthreach - students admitted to the School are automatically eligible for the programmes offered.
- Part-time self-financing courses – these courses are advertised and interested individuals are invited to telephone the centre and receive information about the course. A programme outline is offered and an application form posted out. Applicants will be accepted on a first-come, first-served basis, with their completed application form and fee, for these courses.

INTERVIEW

- Where possible, interviews will be conducted by 2 members of staff who are involved with the course/programme offered.
- Where possible the same 2 people will interview all candidates applying for the same course/programme.
- Students are interviewed according to **INTERVIEW CRITERIA GUIDELINES**. Marks may be allocated under a selection of criteria, as follows:

Punctuality, Presentation, Documentation, Knowledge of course, Interest in vocational area, Work experience, Career Plan, Attitude, Focus, Motivation and Communication skills.

Other criteria specific to a particular course/programme may be added at the prior discretion of the interviewers.

Marks are allocated for each of the criteria and recorded on the **INTERVIEW RECORD**. These marks range from 0 (minimum) to 4 (maximum).

Each interview normally lasts approximately 15 minutes.

INTERVIEW CRITERIA GUIDELINES

1. Punctuality

- 4 : Arrives before agreed time
- 2 : Arrives after agreed time with a valid reason
- 0 : Arrives after agreed time without a valid reason

2. Presentation

Marks will reflect the extent to which the candidate has made an effort to present himself/herself in a positive manner.

- 4 : Excellent : clothes and grooming reflect much effort
- 3 : Very good : obviously prepared clothes and grooming
- 2 : Good : made some effort
- 1 : Fair : very little effort
- 0 : Not acceptable : no sign of preparation

3. Documentation

- 4 : All documentation presented
- 2 : Some of the documentation presented
- 0 : None of the documentation presented

4. Knowledge of Course

- 4 : Displays an in-depth knowledge of course
- 3 : Has researched course beyond the Programme details provided
- 2 : Knowledge limited to content of the Programme details provided
- 1 : Not familiar with the information on the Programme details provided
- 0 : Displays incorrect / non-existent knowledge.

5. Interest In Vocational Area

- 4 : Proven interest based on verifiable facts
- 3 : Interest based on unverifiable facts
- 2 : Convincingly claims to be interested
- 1 : Vaguely interested / could develop interest
- 0 : No real evidence of interest in this area

6. Work Experience

Applicants score ONE point for each of the following:

- a) Has experience of Part-time work
- b) Has experience of full-time work
- c) Has experience of volunteering
- d) Provides verifiable evidence for any of the above

7. Career Plan

Marking will reflect the extent to which the interviewee displays evidence that his/her Career Plan is:

- a) Specific: not vague or general
- b) Attainable: within realistic reach
- c) Relevant: related to course studies
- d) Timed: includes a time-scale

4 : Has career plan with all **4** of the above qualities

3 : Has career plan with **3** of the above qualities

2 : Has career plan with **2** of the above qualities

1 : Has career plan with **1** of the above qualities

0 : Has **none** of the above qualities

8. Attitude

On the basis of the interviewee's overall performance, attitude is classified as:

4 : Extremely enthusiastic

3 : Enthusiastic

2 : Very interested

1 : Interested

0 : Apathetic

9. Focus

This refers to exclusivity of interest. Has the candidate a scattershot approach to career areas or is he/she interested exclusively in this area:

- What other courses has the candidate applied for?

- Are they in this vocational area?
- Or is he/she scattered over a broad spectrum of interest?

Marking will reflect the extent to which he/she appears to be focussed exclusively on this vocational area.

4 : This is the main vocational area of greatest interest

3 : Also interested in one other area

2 : Also interested in more than one other area

1 : No verifiable interest in this vocational area

0 : No interest in this vocational area

10. Motivation

4 : Appears highly motivated

3 : Appears motivated

2 : Not a self-starter

1 : Poorly motivated

0 : Lacks signs of any motivation

11. Communication Skills

Four relevant aspects may be identified:

- Written – quality of completed application form
- Oral –articulate answers or monosyllables?
- Non-verbal – smiling, posture, eye-contact etc.
- Social skills – introduction, handshake, farewell

4 : Displays all 4 of above

3 : Displays 3 of above

2 : Displays 2 of above

1 : Displays 1 of above

0 : Displays none of above

SELECTION

- On completion of interviews, **INTERVIEW RECORDS** are rank-ordered on the basis of the percentage total achieved by each applicant.
- Candidates are offered a place subject to
 - Availability of places
 - Rank-ordered priority
 - Achievement of minimum entry requirements as outlined on the module descriptor or course outline, where relevant.
 - Suitability
- Any applicant refused a place on the course/programme will be notified in writing of the decision. The applicant will have the right to appeal that decision to the Principal/Centre Manager, within one week of receipt of the letter.

REGISTRATION

- Applicants are informed in writing of the result of their interview.
- Correspondence to successful applicants also invites to return his/her **ACCEPTANCE FORM** before a specific date or confirm by telephone.

ACCEPTANCE FORM

Dear _____,

We would like to offer you a place on our course titled _____,
FETAC Level _____.

Please indicate your intention to take up a place on this course by ticking the
appropriate box below and returning this form to the above address no later than
_____.

Signed:

Programme Co-ordinator

I accept the place offered? YES ___ NO ___

I would like to be contacted by the South Tipperary VEC Adult Education Guidance
Service? YES ___ NO ___

Signature: _____ Date: _____

July 2006

**South Tipperary VEC
Statement of Recognition of Prior Learning**

South Tipperary VEC recognises that adults and young people applying for courses offered bring with them a wealth of life experiences as well as earlier certified learning. South Tipperary VEC will undertake the following:

1. Application forms will be designed so that information can be obtained on:
 - a) Prior certified learning
 - b) Prior experiential learning
2. Where possible exemptions will be offered to candidates where their certified learning equates to part or all of the learning outcomes of the module or modules that make up the course applied for.
3. Course Coordinators will assist learners in assessing the status of their prior certified learning in relation to the course applied for.
4. South Tipperary VEC staff will assist learners in selecting appropriate programmes on which they can build on their experiential learning.

B5 Programme Development, Delivery and Review

Policy

South Tipperary VEC aims to provide and support a range of learning programmes to meet the needs of our learners. We will facilitate training of staff engaged in delivery and review and where applicable, the design of programmes.

South Tipperary VEC

Policy Title: B5 – Programme Development, Delivery and Review

Procedure Title: B5.1

Need Identification

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC seeks to ensure the development of programmes to meet identified needs.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Identifying needs

End of term learner feedback forms
 Record of meetings with learners
 Record of requests from Information Officer, Guidance Service
 Record of meetings with external agencies, employers, groups etc.
 List of programmes offered

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
 FETAC Monitoring Team

Annually

Review of evidence

South Tipperary VEC			
Policy Title: B5 – Programme Development, Delivery and Review			
Procedure Title: B5.2	Programme Design	Version: 3.0	Date: June 2011 updated following policy area
Purpose: This procedure describes how our programme design reflects our Mission statement ‘a quality education service for all people....that is learner centred...’ The South Tipperary VEC aims to develop, deliver and assess programmes to meet the varied needs of our learners.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Programmes designed to meet the needs of learners		Timetable of programmes; learner feedback forms	
Facilitate opportunities for learners, <i>where appropriate</i> , to practice skills in a real work environment		Correspondence between programme managers, tutors and employers	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review programmes, timetables and <i>where appropriate</i> , arrangements with employers	

South Tipperary VEC			
Policy Title: B5 – Programme Development, Delivery and Review			
Procedure Title: B5.3	Programme Approval pre Submission for Validation	Version: 3.0	Date: June 2011 updated following policy area
Purpose: This procedure describes how South Tipperary VEC aims to undergo pre validation with FETAC.			
Staff Involved: Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Consultation between appropriate staff involved in programme design		Agenda/minutes of meetings	
Programme criteria checked against FETAC Guidelines for Preparing Programme Descriptors and Award Specifications		Copy of checklist and programme	
Programme development is undertaken in time effective manner by sharing component development workload between VECs		Agenda/minutes of meetings	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of programme development methods, review of evidence	

South Tipperary VEC			
Policy Title: B5 – Programme Development, Delivery and Review			
Procedure Title: B5.4	Programme Planning	Version: 3.0	Date: July 2006
Purpose: This procedure describes how South Tipperary VEC will set out a plan for delivery of a programme.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
As a result of tutor consultation a timetable and scheme of work will be designed for the life of the programme		Evidence of meeting, programme timetable and lesson plans.	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of meetings and developed programmes	

South Tipperary VEC

Policy Title: B5 – Programme Development, Delivery and Review

Procedure Title: B5.5

Programme Delivery

Version: 3.0

Date: June 2011
updated following
policy area

Purpose: This procedure demonstrates how South Tipperary VEC aims to deliver programmes in a manner that will suit the diversity of our learners through flexibility of venue, timing and delivery methods.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Timetabling tuition to reflect learners needs

Timetable generated to reflect learner needs

Timetabling adhered to whenever possible

Contingency plan for staff cover to inform both tutors and learners

Variety of teaching materials/resources

Materials/resources available

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of learners needs and evidence

South Tipperary VEC

Policy Title: B5 – Programme Development, Delivery and Review

Procedure Title: B5.6

Learner Records

Version: 3.0

Date: July 2006

Purpose: This procedure demonstrates that South Tipperary VEC maintains complete learner records in an organised system for programme review and evaluation.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Files maintained for each learner

Observation of learner records

Maintenance of attendance records

Class registers

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of evidence

South Tipperary VEC

Policy Title: B5 – Programme Development, Delivery and Review

Procedure Title: B5.7

**Provision and Maintenance of Learning
Facilities/Resources**

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC aims to provide and maintain the resources necessary for successful participation of learners on programmes.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Making appropriate resources available for the objectives of the programme delivered

Observation of resources

Taking measures to ensure that learners have adequate access to premises

Photographs

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary (SR)
VEC FETAC Monitoring
Team

Annually

Review of evidence of resources

South Tipperary VEC

Policy Title: B5 – Programme Development, Delivery and Review

Procedure Title: B5.8

Health & Safety

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC aims to provide premises that are accessible and maintained in such a fashion as to ensure the health and safety of staff and learners.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Health and Safety Statement

Statement clearly displayed

Regular maintenance of fire extinguishers

Service record on each extinguisher

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of evidence

South Tipperary VEC

Policy Title: B5 – Programme Development, Delivery and Review

Procedure Title: B5.9

Programme Review

Version: 3.0

Date: July 2006

Purpose: This procedure ensures that South Tipperary VEC reviews programmes at regular intervals to ensure their continued relevance.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Consultation with learners and tutors

Feedback forms

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of feedback forms and programmes

B6 Fair and Consistent Assessment of Learners

Policy

South Tipperary VEC aims to provide a policy on assessment that is consistent with our Mission (friendly experiences); is understood by staff and learners, is fair to learners; is internally verified as fair and consistent; is externally authenticated as consistent with national standards and FETAC assessment guidelines.

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.1	Coordinated Planning of Assessment	Version: 3.0	Date: June 2011 updated following policy area
Purpose: This procedure describes how South Tipperary VEC aims to coordinate assessment of learners in a way that maximises the value of their assessments across the programme. We commit to integrating wherever possible, the assessment of programme modules.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Initial assessment of learners		Assessment record	
Programme team meetings to discuss assessment and SLO integration		Agenda and/or Minutes of meetings and Assessment plan	
Internal and External Authentication		Internal Verifier reports, External Authenticator reports	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	

South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence
--	----------	--------------------

South Tipperary VEC

Policy Title: B6 – Fair and Consistent Assessment of Learners

Procedure Title: B6.2

Information to Learners

Version: 3.0

Date: June 2011
updated following
policy area

Purpose: This procedure describes how South Tipperary VEC makes information available to learners that is necessary for them to successfully participate in assessment

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Relevant assessment information made available during application stage

Record of Initial meeting and/or correspondence to learners
FETAC assessment guidelines for Adult Learning Scheme and BTEI

Providing course details to learners

Programme descriptor/programme brochure listing both mandatory and elective components

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of evidence

South Tipperary VEC

Policy Title: B6 – Fair and Consistent Assessment of Learners

Procedure Title: B6.3

Security of assessment related processes and material

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC will maintain the security and integrity of assessment materials.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Assessment material will be registered upon receipt

Receipt registration system

Assessment material will not be returned until the learner appeals date has expired. Supervised access will be allowed in case of an appeal.

Assessment material Returns system

Assessment material will be stored in a secure facility

Observation

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of registration and returns system; review of secure facility

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.4	Reasonable Accommodation	Version: 3.0	Date: July 2006
Purpose: This procedure describes how South Tipperary VEC is committed to adapting assessment methodologies as necessary and reasonable, so as to cater for the needs of learners with a disability, or other persons covered by the nine grounds of Equality legislation, who would otherwise be excluded from demonstrating their achievement of the standards being assessed.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Various methodologies used to record evidence		Observation of portfolios	
Staff training disability, cultural and literacy awareness		Training records	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of methodologies in programmes; review of staff training	

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.5	Consistency of marking between assessors	Version: 3.0	Date: June 2011 updated following policy area
Purpose: This procedure describes how South Tipperary VEC is committed to marking learner assessments in a fair and consistent manner.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
FETAC training for assessors		Records of tutor training	
Staff meetings on assessment		Agenda / minutes of meetings	
Comparison of results achieved across a range of learners		Internal Verifier reports, External Authenticator reports and Results Approval panel meetings reports	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence ensuring compliance with FETAC guidelines and using internal verifier checklist	

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.6	Assessment performed by third parties	Version: 3.0	Date: July 2006
Purpose: This procedure describes how South Tipperary VEC aims to ensure that third parties mark learner assessments in a fair and consistent manner.			
Staff Involved: Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Assessment brief provided to employers		Assessment brief	
Clear guidelines for evaluation provided to employers		Guidelines	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team		Review of evidence and report from employer at the end of placement	

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.7.1	Internal Verification	Version: 3.0	Date: June 2011 updated following policy area
Purpose: This procedure describes how South Tipperary VEC ensures that assessments have been applied consistently across assessment activities and the accuracy of assessment results is verified.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
FETAC training for assessors		Training records	
Tutor In-service		Attendance sheet In-service presentation	
Assessment by Internal Verifier		Internal Verifier report detailing criteria for sampling	
Results Approval Panel meeting		Results Approval Panel report	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence; review of internal verifier and external authenticator reports	

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.7.2	External Authentication	Version: 3.0	Date: June 2011 updated following policy area
Purpose: This procedure describes how South Tipperary VEC ensures that there is independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Authentication by External Authenticators		External Authenticator report	
Results Approval Panel meeting		Results Approval Panel report	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence; review of internal verifier and external authenticator reports	

South Tipperary VEC

Policy Title: B6 – Fair and Consistent Assessment of Learners

Procedure Title: B6.8

Feedback to Learners

Version: 3.0

Date: July 2006

Purpose: This procedure describes how South Tipperary VEC aims to provide learners with timely and constructive feedback on their assessments which informs their participation on the programme.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors

Method(s) used to carry out this procedure

Evidence generated by this procedure

Meeting with learner

Record of meetings

Evaluation from learner

Evaluation form

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of evidence

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.9	Learner Appeals	Version: 3.0	Date: July 2006
Purpose: This procedure describes how South Tipperary VEC facilitates learners in the event of an assessment appeal.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Learners are facilitated in the appeals process		Record of appeals / copy of correspondence	
Assessment materials held until appeals date expires		Assessment receipts log	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence	

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.10	Results Approval	Version: 3.0	Date: June 2011 updated following policy area
Purpose: This procedure describes how South Tipperary VEC ensures that results are fully quality assured and signed off prior to submission to FETAC for certification.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Results Approval Panel meeting		Results Approval Panel report.	
Records will be maintained of data entered		Coordinator records	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of printed evidence	

South Tipperary VEC			
Policy Title: B6 – Fair and Consistent Assessment of Learners			
Procedure Title: B6.11	Corrective Action	Version: 3.0	Date: July 2006
Purpose: This procedure seeks to ensure that the South Tipperary VEC will implement a plan to deal with errors, omissions and/or deliberate acts by learners or tutors which could impact on the validity of the assessment process.			
Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Refer internal assessment to monitoring team		Documented record of action taken	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence	



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service



Receipting System for FETAC Portfolios

Estimates for (Insert Assessment Period) FETAC assessment

Registered Provider/Centre Name:	Registered Number:
---	---------------------------

Tutor Name: _____

Programme name (Major or Minor award)	Certificate or Component Code	FETAC Level	Number of students

Please return to your Resource Worker or Coordinator no later than _____



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service



Receipting System for FETAC Portfolios Assessment Period (Insert)

Registered Provider/Centre Name:	Registered Number:
---	---------------------------

Date work submitted by student	Student Name (please print)	Student signature	Tutor/coordinator	Work received: Award name, title and code



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service



Returned FETAC work to students

Registered Provider/Centre Name:	Registered Number:
---	---------------------------

Date work returned to student	Staff member	Student name (please print)	Student signature	Work received: Award name, title and code



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service



Internal Verification Report

Registered Provider/Centre Name:	
Registered Number:	
Named award(s) and codes (include Major and Minor awards:	
Internal Verifier(s):	Name: Signature:

Assessment processes and procedures	Verification of adherence to provider's assessment procedures. Commentary should be provided as appropriate.				
Basis on which sample of learner evidence was selected (i.e. Identify learner groups and total learner population being sampled and sample size selected.)					
<p style="text-align: center;">Assessment procedures</p> <p><i>I (we) confirm that the assessment procedures as agreed through this provider's quality assurance have been applied across all assessment activities for this award.</i></p> <p style="text-align: center;"><i>Tick as appropriate</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #e0e0e0;">Yes</td> <td style="background-color: #e0e0e0;"><input type="checkbox"/></td> </tr> <tr> <td style="background-color: #e0e0e0;">No</td> <td style="background-color: #e0e0e0;"><input type="checkbox"/></td> </tr> </table>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	<p style="text-align: center;">Comment as appropriate (<i>If 'No' – identify issues arising and corrective action taken</i>)</p>
Yes	<input type="checkbox"/>				
No	<input type="checkbox"/>				

Internal Verifier(s)

Name:

Signature: Date:

**Internal verification
Monitoring assessment results**

Total number of learners for whom evidence were sampled.....Number of learners in the sample.....

Please complete for each named award/group of learner results verified	<i>Is the documentation available and completed correctly? e.g. mark sheets, learner records</i>		<i>Is sufficient and reliable assessment evidence available for all learners presented?</i>		<i>Was the evidence generated in accordance with appropriate assessment techniques and instruments?</i>		<i>Have marks been correctly totalled and grades awarded in line with FETAC requirements?</i>		
Named award title	Yes	No	Yes	No	Yes	No	Yes	No	Comments/action points (if 'No' please identify issues/make recommendations).

**Internal verification
Monitoring assessment results (Contd.)**

Total number of learners for whom evidence were sampled.....Number of learners in the sample.....

Please complete for each named award/group of learner results verified	Is the documentation available and completed correctly? e.g. mark sheets, learner records		Is sufficient and reliable assessment evidence available for all learners presented?		Was the evidence generated in accordance with appropriate assessment techniques and instruments?		Have marks been correctly totalled and grades awarded in line with FETAC requirements?		
	Yes	No	Yes	No	Yes	No	Yes	No	
Named award title									Comments/action points (if 'No' please identify issues/make recommendations).



Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service



External Authentication Report

Registered Provider/Centre Name:	
Registered Number:	
Date of external authentication process:	
Indicate sample basis and sample size:	Total number of learners for named award= Sample size=
External Authenticator details:	Name (Please print): Address/contact details:

Report on External Authentication of Assessment Results

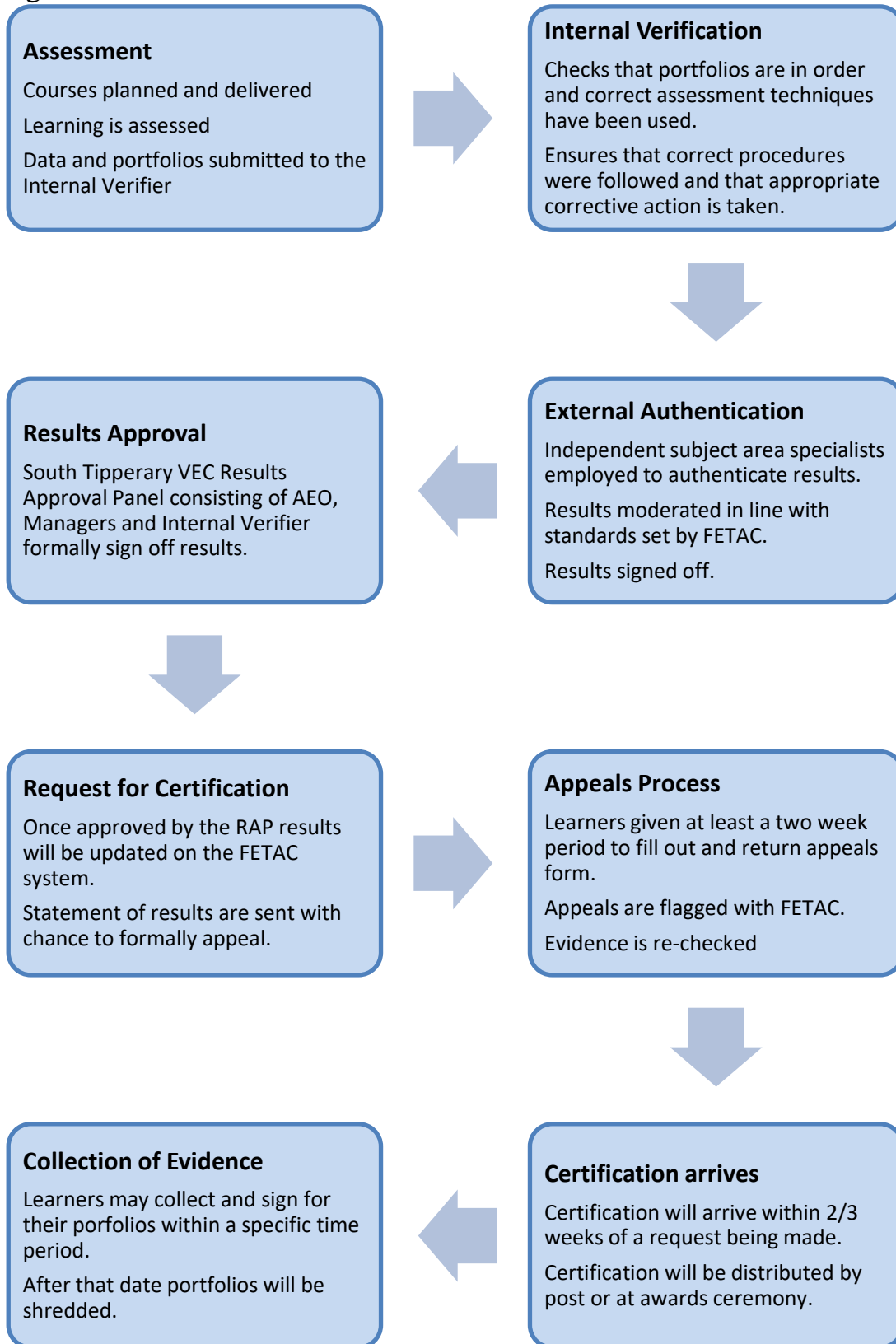
Please complete for each named award/group of learner results verified	<i>Have the results been internally verified by the provider?</i>		<i>Was the evidence assessed in accordance with techniques outlined in the Award Specification?</i>		<i>Are the results presented consistent with national standards for the award? (if no, identify results which have been changed.)</i>		Comments/action points (if 'No' please identify issues/make recommendations).
Named award title	Yes	No	Yes	No	Yes	No	Comments

Awards moderated:	
Number of grades changed:	
% of grades changed:	

Describe examples of good practice observed/identify concerns:	
Outline areas of improvement:	

Signatures:	External Authenticator:	Date:
	Provider:	Date:

Stages in Assessment and Authentication





Coiste Gairmoideachais Thiobraid Árann Theas
Seirbhís Oideachais den Chéad Scoth

South Tipperary Vocational Education Committee
Provides a Quality Education Service

FETAC Assessment Guidelines for the Adult Learning Scheme

Levels 1 - 3

April 2010



Ireland's EU Structural Funds
Programmes 2007 - 2013

Co-funded by the Irish Government
and the European Union

Ireland's EU Structural Funds Programmes 2007-2013 co-funded by the Irish Government and the European Union

Roles in the Assessment Process

1. **Programme Manager**-Responsible for the overall management of the assessment process, this is the Manager or Co-ordinator of the particular ALS Programme.
2. **FETAC Co-ordinator**-Responsible for the overall organisation and co-ordination of FETAC accredited courses within the Programme. In many cases this may often be the Internal Verifier.
3. **Internal Verifier**-Responsible for checking that the provider's assessment procedures were adhered to, monitoring assessment results and producing an internal verification report.
4. **Internal Assessor**-Responsible for designing, delivering and assessing the programme of learning, this is predominantly the tutor.
5. **External Authenticator**-Responsible for providing independent confirmation of fair and consistent assessment of learners, this person is contracted by the ALS and external to the centre they are authenticating.
6. **Results Approval Panel**-Responsible for ensuring that results are fully assured and signed off by South Tipperary VEC, prior to submission to FETAC for certification. The Panel will review the reports from the internal verification and external authentication processes and make recommendations as appropriate.

ALS=Adult Learning Scheme

VEC=Vocational Education Committee

FETAC=FURTHER EDUCATION AND TRAINING AWARDS COUNCIL

1. Planning Assessment

Assessment for All FETAC accredited courses will be planned prior to commencement of delivery.

- *Programme Managers are responsible for the overall management of the assessment process.*
- *They may delegate responsibility for aspects of assessment planning to ensure it happens in a systematic and co-ordinated way - this will generally be the FETAC Co-ordinator or Internal Verifier.*
- *Internal Assessors are responsible for planning the assessment activities of the courses they deliver.*

1. **Internal Assessors** will plan assessment **prior** to the delivery of their course of learning.

This includes:

- Designing Assessment Instruments i.e. briefs.
 - Devising assessment criteria.
 - Devising an Assessment Plan which details the assessment.
 - Devising methods of documenting and delivering feedback to learners.
2. For each full award being offered, course meeting(s) between all relevant Internal Assessors will take place.
3. This will ensure that Assessment Planning takes place in a co-ordinated way and avoids duplication.
4. During this meeting Internal Assessors will have the opportunity to:
- Share details of assessment activities including briefs and assessment criteria.
 - Explore possible opportunities for integrating assessment.
 - Agree on an overall Assessment Plan, finalising activities.
5. All involved in planning and coordinating assessment activities will ensure that there is enough time for learners to produce the assessment evidence.
6. It is **essential** that documentation of the Assessment Planning process is **retained** for Quality Assurance Purposes. This will include
- Assessment Plans
 - Assessment Briefs, Criteria
 - Learner feedback records
 - Course Information Folders
 - Minutes of Meetings
7. Whatever the context of the assessment, assessors need to have the following appropriate assessment skills:

- Subject matter/technical expertise in the area that they are assessing
- Knowledge of and proficiency of the award standards (learning outcomes) being assessed
- Knowledge of the provider's assessment procedures
- Familiarity with FETAC assessment policy and guidelines

8. The specific responsibilities of the assessor are to:

- Implement the provider's assessment procedures across all assessment activities
- Provide opportunities for learners to generate appropriate evidence
- Design assessment instruments
- Review and judge learner evidence
- Make the assessment decision
- Provide information and feedback to learners

2. Information to Learners

*All learners who are presenting for FETAC accreditation must be provided with the following information regarding assessment. **It is essential that this information is presented in a well judged and sensitive manner appropriate to the level of the learner and conscious of those who may be returning education and may be apprehensive of assessment.***

1. For learners who are just returning to education and are at Levels 1-3 some of this information (assessment plans, deadlines) may not be given at commencement but at an appropriate time well in advance of starting assessment.
2. When learners start a FETAC accredited course they will be informed of:
 - a) Adult Learning Scheme Assessment Procedures. In particular learners should be made aware of the following procedures:
 - Assessment deadlines
 - Compassionate Consideration
 - Reliability of Learner Evidence-authorship statements
 - Assessment malpractice
 - Reasonable accommodations
 - Repeats of Assessment Evidence
 - ALS Learners Appeals Process
 - FETAC National Appeals Process
 - Other FETAC requirements such as Access, Transfer and Progression Options
 - b) An Assessment Plan detailing key assessment activities, dates and deadlines.
3. Prior to assessment all learners should be given information on the assessment instrument/technique being used for the award. This will involve **where appropriate** giving the learner:
 1. Module descriptor/Award Specification
 2. Assignment Briefs
 3. Assessment Criteria
 4. Submission details

3. Assessment Deadlines

All assessment activities should be assigned a final due date. Taking into account the dates set for Authentication due dates should

- *Give learners enough time to generate evidence*
- *Give Internal Assessors adequate time to correct assignments*

These dates must be communicated to learners in advance of assessment, preferably when they are beginning their learning activities. Assessment activities include assignments, presentations, role-plays, projects etc.

4. Reasonable Accommodation

Learners with permanent or long-term conditions which they believe will significantly impair their performance in the assessment may apply to the Adult Learning Scheme for reasonable accommodation(s). Conditions could include visual and hearing difficulties, or specific learning difficulties.

Learners may be accommodated by the adaption of assessment activities in the following ways:

- Modified presentation of assignments
enlargements (can be sanctioned by the Internal Assessor)
- Use of scribes/readers
- Use of sign language/Braille

- Practical assistants
- Using a dictionary-where no advantage takes place.
- Rest periods.
- Adaptive equipment
- Use of assistive technology
- Extra time

5. Reliability of Learner Evidence

To make sound and accurate judgements on learners' achievement of the FETAC standards, Internal Assessors must be confident that all evidence produced by learners is original. In some circumstances an Internal Assessor may not be in a position to directly observe:

- a. the production of an individual learner's assessment evidence.*
- b. a learner carrying out an assessment activity*
- c. the contribution of individuals to a group work task*

For that reason the following procedures will apply:

1. Learners will be asked to sign an individual authorship statement testifying that their work is original.
2. The Internal Assessor may also plan to use one or more of the following methods, as appropriate, to verify the reliability of the contribution of the learner, in particular where they are being assessed for their work as part of a group. This will be documented in assessment briefs.
 - Questioning/interview
 - Authorship statement
 - Personal Log
 - Personal Statements
 - Peer Reports
 - Independent Testimony

6. Security of Assessment Related Materials.

Learners Assessment Evidence

1. Safe Storage of assessment evidence is the primary responsibility of the learner up until submission for assessment to the Internal Assessor.
2. All learners will be encouraged where possible to keep copies of their work.
3. Some programmes may decide that the Internal Assessor will be responsible for keeping assessment evidence; this must be stored in a secure location.
4. Upon final submission of assessment evidence learners must sign a Receipt of Portfolio log which will be co-signed by the Internal Assessor/person collecting the evidence.
5. Once submitted for assessment, responsibility for storage rests with the Internal Assessor.
6. When the Internal Assessor submits the evidence for authentication the Provider will be responsible for safe storage of evidence.
7. All Internal Assessors will sign a Receipt of Portfolio administered by the Internal Verifier/FETAC Co-ordinator/other named person.
8. Each of the main VEC locations will have access to safe storage area(s). Only a limited number of key holders will have access to these (FETAC Co-ordinator/Internal Verifier/other named persons)
9. Records/Evidence will only be removed from safe storage for the authentication process, FETAC monitoring.
10. The ALS will keep all assessment evidence in the safe storage area(s) until after official certificates have issued.
11. After this period, evidence will be available for collection; learners will be notified of collection period.

Assessment Materials

12. Assessment materials which need to remain confidential must be stored in the secure storage area(s).

Other

13. Learner data and any other sensitive FETAC information such as feedback to learners, Appeals information etc. that may be required for FETAC Quality Assurance Monitoring will be kept in secure storage area(s).

7. Records and Documentation

All Learner data, Assessment Evidence, Verification Reports and other FETAC Assessment related records and documentation will be made available for Internal Verification, External Authentication and QA Monitoring alone and will not be used for any purpose other than which it was collected, without the permission of learners.

All the above will be collected and stored in accordance with the South Tipperary VEC data protection procedures.

8. Repeat of Assessment

The Adult Learning Scheme recognises that providing learners with the opportunity to repeat an assessment is good practice although due to resourcing issues this is not always a practical.

9. Assessment Malpractice

Acts of malpractice undermine the integrity of the assessment process. The ALS does not tolerate any acts of malpractice.

Examples of assessment malpractice are:

- Learner plagiarism i.e. passing off someone else's work as the learners own. This may involve direct plagiarism of another learners work or getting another individual to do the assessment activity
- Impersonation of another learner
- Fabrication of evidence
- Alteration of results
- Academic dishonesty-behaving in such as way as to undermine the integrity of the assessment process

Appendix One

Internal Verification & External Authentication

The Adult Learning Scheme will offer all learners presenting for FETAC accreditation a formal opportunity to appeal

- a) ALS Assessment Process
- b) Their Assessment Results

This appeals process will ONLY be offered for Final Results that have been approved through the Authentication and Results Approval Panel.

The process:

1. Upon completion of Internal Assessment an Authentication process will take place at specified times of the year. This process will include Internal Verification and External Authentication.
2. Following Authentication, all results will be approved by the South Tipperary VEC Results Approval Panel. The Results Approval Panel may include senior staff, heads of departments/sections, assessors. Internal verification & external authentication reports are considered by the panel.
3. These final results will be sent to each learner along with details of the ALS Learners Appeals Process. *(see Information to Learners, paragraph 1)*
4. At the same time final results will be sent to FETAC and a request for Certification will be made.
5. Learners will have at least **two weeks** in which to submit a formal appeal using the ALS Learners Appeal Form. Learners will be informed
 - a. of Learners Appeals deadline
 - b. the named person to whom the appeals form should be sent
 - c. the time period in which the appeal will be processed
 - d. any nominal fees pertaining to appeals process.These arrangements may vary slightly from ALS programme to programme.
6. This form will be sent to the Internal Verifier/FETAC Co-ordinator/other named person.
7. All appealed results will be flagged with FETAC, by the Internal Verifier when the appeals period deadline has passed.
8. Once all appealed results have been submitted, the Adult Learning Scheme will implement the Appeals Process within the deadline given to learners.
9. This will ensure that:
 - a. Where a learner appeals the ALS assessment process in relation to a perceived irregularity/inequality, the internal verifier for the programme will review the assessment process for the specific learner concerned.
 - b. Where a learner appeals a result the programme will organise for an internal assessor other than the person who made the original assessment decision to review the learner's evidence. No new evidence may be assessed.

10. Learners will be informed of the decision within the agreed timeframe.
11. Upon completion of the ALS Appeals Process the final results will be forwarded to FETAC whereupon certificates will be issued and sent to the learner.
12. Where a learner is dissatisfied with the result of the ALS Appeals Process they will be informed of the FETAC National Appeals Process.

South Tipperary VEC
BTEI Assessment Policies and Procedures

The assessment policies and procedures
for FETAC Centre 42633D

Published 18/02/09

Assessment Policies and Procedures



The Assessment Process

This is the process of judging learner achievement in relation to the **standards of knowledge, skill and competence** so that the successful learner may achieve an award.

South Tipperary VEC has agreed its Quality Assurance procedures with FETAC and is registered to provide programmes/courses leading to FETAC Awards in the National Framework of Qualifications. The assessment process is where the courses and modules being run being each centre are measured against National Standards and that each learners work meets this standard.

Roles

The Provider (VEC)

The role of the provider is to develop and implement policies and procedures for the fair and consistent assessment of learners in line with FETAC requirements outlined in ***Quality Assuring Assessment – Guidelines for Providers May 2007***. The provider is responsible for:

- Developing best practice assessment policies and procedures
- Agreeing their assessment policies and procedures with FETAC

- Implementing their quality assured assessment policy and procedures
- Applying all FETAC requirements
- Ensuring appropriate personnel are in place
- Establishing an Authentication process to include:
 - Internal Verification
 - External authentication
- Establishing a Results Approval Process
- Establishing an Appeals Process

The Assessor (Tutor)

The role of the assessor is to evaluate learner evidence and make the assessment decision/judgement on whether the outcomes of knowledge, skill or competence, as outlined in the Award Specification, have been achieved. The assessor must determine that the evidence is valid, reliable and sufficient to make the assessment decision. Whatever the context of the assessment, assessors need to have the following appropriate assessment skills:

- Subject matter/technical expertise in the area that they are assessing
- Knowledge of and proficiency of the award standards (learning outcomes) being assessed
- **Knowledge of the provider's assessment procedures**
- Familiarity with FETAC assessment policy and guidelines

The specific responsibilities of the assessor are to:

- Implement the provider's assessment procedures across all assessment activities
- Provide opportunities for learners to generate appropriate evidence
- Design assessment instruments
- Devise marking schemes and grading criteria
- Review and judge learner evidence
- Make the assessment decision
- Provide information and feedback to learners

Internal Verifier

The Internal Verifier is appointed by the Principal Director of the Centre 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 and internal verification report

External Authentication

External authentication provides independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards. Although the External Authenticator(s) is employed by the Principal Director of the Centre, they are not employed by the centre as tutors and are independent of the centre to which they are working. External authenticators will:

- Confirm the fair and consistent assessment of learners consistent with the provider's procedures and with FETAC 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 FETAC 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
- Recommend results for approval
- Produce an external authentication report

Assessment Procedures

Policy of South Tipperary VEC with regard to **Fair and Consistent Assessment of Learners:**

South Tipperary VEC aims to provide a policy on assessment that is consistent with our Mission; is understood by staff and learners, is fair to learners; and is consistent across assessors and with national best practice.

There are 9 procedures as indicated by FETAC that accompany this policy:

- **B6.1 Co-ordinated Planning of Assessment**
- **B6.2 Information to Learners**
- **B6.3 Security of Assessment Related Processes and Material**
- **B6.4 Consistency of Marking Between Assessors**
- **B6.5 Consistency of Marking with National Standards**
- **B6.6 Feedback to Learners**
- **B6.7 Learner Appeals**
- **B6.8 Return of Certification Data**
- **B6.9 Corrective Action**

B6.1 Co-ordinated Planning of Assessment

This procedure describes how South Tipperary VEC aims to **coordinate assessment of learners** in a way that maximises the value of their assessments across the programme. We commit to **integrating** wherever possible, the assessment of programme modules.

The assessment of each programme should be planned in **advance of commencing learning** and assessment activities. This would include planning:

- The range of SLO's to be assessed
- The assessment techniques and instruments
- The timing of assessment activities
- Any deadline and due dates
- How marks are to be allocated and assessment criteria is to be applied

A holistic approach to assessment is the philosophy of this centre and where possible every effort should be made to integrate assessments.

Actions to carry out these Procedures

1. Upon appointment to a programme or module the Tutor must submit an assessment plan before programmes start to include when assessments will take place, deadlines for submission, marking schemes, etc. Where possible, assessments should be staggered throughout the course so that all assessments are not due at once.
2. Where necessary training in assessment for tutors will be held yearly to include:
 - Preparing briefs and marking schemes
 - Preparing examination, marking schemes and solutions
 - Integration of course material
3. Meetings will take place between Internal Assessors working on the same programme of study who are delivering modules that can accommodate the integration of assessments.

B6.2 Information to Learners

The purpose of this procedure describes how South Tipperary VEC makes information available to learners that is necessary for them to successfully participate in assessment.

Information on assessment will form part of the induction pack for learners. The following will be clearly outlined:

- what responsibilities the learner has throughout the assessment process. These responsibilities will include:
 - ✓ handing up assessments by the agreed deadline
 - ✓ guidelines for the minimum acceptable attendance in class (80% min attendance)
 - ✓ the importance of confirming work is one's own. From each class or programme of study, tutors may ask learners to attend a verifying process of their own work where learner's may outline their ideas, presentation styles etc
 - ✓ the importance of being present for examinations
 - ✓ acceptable behaviour in examinations
 - ✓ respect for the work of other learners
- what are the repercussions to the learner if these responsibilities are not met – learners may be asked to leave a programme

- what are the roles and responsibilities of the Internal and External Assessors in the assessment process
- under what circumstances, if any, can a learner repeat an assessment
- the steps to be followed when a learner is eligible to repeat
- what avenues are open to a learner who wants to appeal his/her result
- what key dates are associated with appealing a result.
- what special accommodations may be implemented for a learner
- how/who can access special accommodations
- return of work to learners

B6.3 Security of assessment related processes and material

This procedure describes how South Tipperary VEC will maintain the security and integrity of assessment materials.

- Copies of briefs and marking schemes will be kept by the Centre Coordinator/ Principal/Programme Coordinator in a secure location and will be made available to the External Examiner when requested. This will be provided by the tutor as part of the course plans prior to the course commencing.
- Where an examination is used as the technique an **attendance roll** will be devised. All learners will be required to sign the roll and a check will be carried out at the end of the examination to ensure the number of signatures on the roll matches the number of scripts handed up. The exam supervisor will then also sign the roll to confirm that everything is in order before giving it to the Programme Coordinator for safe keeping
- When a learner submits work to the tutor a receipt of this work will be kept at the back of the register.
- Completed and submitted assessment work will be stored in a secure location (provided) throughout the assessment process, i.e. once submitted by the learners, through the marking of work, the compiling of marks, the filling in of the Module Results Sheet, the visit of the External Examiner and up until the final date for appealing a result has elapsed.
- Dates during which a learner can appeal a result will be highlighted to all Internal Assessors and learners (see B6.2). If a learner insists on taking

his/her assessment material out of the centre before the appeals time has elapsed or modifies the work in any way, that learner will sign a declaration attesting to the fact that s/he waives any right to an appeal.

- Learners must attest to the **fact that all assessment work presented is their own by signing a declaration**. Learners must be informed that where text, graphs, images, research, or ideas from another published sources are used, these must be acknowledged and correctly referenced.
- Written assignments, projects, examinations or collections or work submitted for assessment and certification will not normally be returned to learners – **learners are advised to make copies before submission**. Practical work will be returned at an agreed date after the appeals period has elapsed.

B6.4 Reasonable Accommodation

This procedure describes how South Tipperary VEC is committed to adapting assessment methodologies as necessary and reasonable, so as to cater for the needs of learners with a disability, or other persons covered by the nine grounds of Equality legislation, who would otherwise be excluded from demonstrating their achievement of the standards being assessed.

The needs of learners of all ages, disability, family status, gender, race, marital status, sexual orientation, religious beliefs or members of the travelling community will be catered for as far as practicable.

A Centre may implement any of the following assessment procedures for a Candidate with a disability without having to request permission from FETAC:

- ▶ oral or audio evidence
- ▶ modified presentation of assignments/examination papers e.g. enlargements
- ▶ scribes/readers
- ▶ sign language interpreters
- ▶ rest periods
- ▶ adaptive equipment/software
- ▶ the use of assistive technology
- ▶ extra time.

Special accommodations will be implemented in a fair and impartial manner and will in no way advantage or disadvantage the Candidate. Special Accommodations will only be provided where doing so will not compromise the integrity of the award. If a special accommodation is required, the learner should inform the tutor or Principal Director when they are accepted to a course, in order that sufficient time may be allowed to plan the accommodation required. If during the course of study, the learner suffers a change in circumstance and come to require a special accommodation, the centre will attempt to put that accommodation in place should the time allow. Similarly, learners should inform the Tutor or Principal Director as soon as possible.

Special accommodations will be agreed on a case by case history.

Centre's will be responsible for the implementation of special requirements and for any costs incurred. The appropriate implementation of these procedures will ensure that all Candidates will be assessed on an equal basis.

B6.5 Consistency of marking between assessors

This procedure describes how South Tipperary VEC is committed to marking learner assessments in a fair and consistent manner.

- On appointment each new tutor will be obliged to attend induction which will include details of assessment procedures.
- Guidelines will be given to the Internal Assessors detailing how to devise assessment material, generate and apply outline solutions and marking schemes.
- Issues relating to marking of material will be allocated time at staff meetings at appropriate times.
- In order to establish marking standards across a number of Internal Assessors, the process of Cross Moderation will be used where practicable. Cross moderation can take place within or between centres
- After each External Examiner period, any discrepancies between the Internal Assessor's marking and the External Examiner's moderating will be examined and highlighted within the centre. Appropriate action will be taken in response.

B6.6 Consistency of marking with national standards

This procedure describes how South Tipperary VEC ensures that assessments are marked in accordance with the national standard for the award.

- On successful appointment each new tutor will be obliged to attend induction which will include details of FETAC procedures.
- External Examiners report will be available to all assessors.
- Further training will be provided for the Internal Assessor where discrepancies are highlighted.

B6.8 Feedback to learners

This procedure describes how South Tipperary VEC aims to provide learners with timely and constructive feedback on their assessments which informs their participation on the programme

- Candidates may seek feedback on assessment(s) throughout a programme of study
- The feedback will be aimed at assisting candidates in the development of their ideas. It may include comments, suggestions for improvements, identifying gaps yet will be informative in nature.
- Please note that the candidate results entered on the Module Results Sheets are subject to approval by FETAC and should **not** be given to candidates as final results.

B6.9 Learner Appeals

This procedure describes how South Tipperary VEC facilitates learners in the event of an assessment appeal

- Each Centre will ensure there is no delay in issuing results to Candidates once they arrive in the Centre, especially when this may occur during the holiday period.
- Results will be issued to candidates within 10 working days of receipt of the results by the centre
- Once results for candidates are issued to centres by FETAC, a candidate can bring to the attention of the Programme Coordinator or an Internal Assessor a result s/he considers to be unfair or incorrect. This initial approach by the Candidate to the Programme Coordinator or Internal Assessor will be recorded on the Candidates file. Candidates may appeal their result through the centre, in the timeframe laid down by FETAC. The dates for an appeal will be made available for all candidates in the agreement the candidate signs at the beginning of a Programme of Study (see B6.2)
- If, following the issuing of results by FETAC, the Internal Assessor is of the opinion a result is not consistent with the work submitted by a candidate, the

Internal Assessor can also lodge an appeal through the Centre on a Candidate's behalf.

- Candidates will be made aware that they can appeal a result on condition that their work had not been altered in any way since the original assessment (see B6.3)

B6.10 Return of Certification Data

This procedure describes how South Tipperary VEC endeavours to submit accurate data to FETAC for certification purposes

- Candidate details including Date of Birth, PPSN, First Name and Surname will be entered onto FETAC online system.
- List of candidates to be entered for assessment for each module will be obtained from relevant tutor and entered on FETAC online system.
- Personal details and modules for each candidate will be printed, checked by the candidate and any inaccuracies highlighted before signing.

B6.11 Corrective Action

This procedure seeks to ensure that South Tipperary VEC will implement a plan to deal with errors, omissions and/or deliberate acts by learners or tutors which could impact on the validity of the assessment process.

- On identification of an issue that calls into question the integrity of the assessment process this issue will be fully investigated and the following steps implemented:-
 - notify Centre Coordinator/ Principal who will take necessary action in line with centre appeals policy
 - The Centre Coordinator/ Principal will meet with appropriate party(s)
 - s/he will allow the party(s) respond
 - s/he will agree action
 - s/he will document action
 - s/he will notify FETAC if necessary

Appendices

FETAC, 'Quality Assuring Assessment, Guidelines for Providers', 2007, www.fetac.ie

For further information please contact:

Kaye Mullaney, BTEI Co-ordinator,

BTEI Ormonde Centre,

Prior Park, Clonmel, Co. Tipperary

Tel: 052 6176755 Fax: 052 61121030

Email: kmullaney@tippsouthvec.ie

Web: www.tippsouthvec.ie

**South Tipperary VEC has agreed its Quality Assurance
procedures with FETAC and is registered to offer programmes**

leading to FETAC Awards in the National Framework of Qualifications.



B7 Protection for Learners

Policy

South Tipperary VEC is not subject to Section 43 of the Qualifications Act but we will aim to provide alternative appropriate learning arrangements for the protection of learners in the event of a programme (of three months duration or more) ceasing unexpectedly. The FETAC policy on Protection of Learners has been distributed to all members of the QA working team.

**B8 Sub-Contracting/Procuring Programme Delivery
Policy**

South Tipperary VEC retains ultimate responsibility as primary provider for the quality of its programmes. To ensure this, formal contracting and monitoring procedures will be followed in the case of subcontracting.

South Tipperary VEC

Policy Title: B8 – Sub-contracting/Procuring Programme Delivery

Procedure Title: B8.1

Selection of a second provider

Version: 2.0

Date: September 2006

Purpose: This procedure describes how South Tipperary VEC ensures that second providers meet the criteria to deliver programmes as required.

Staff Involved: Centre Director/Principal; Programme managers

Method(s) used to carry out this procedure

Evidence generated by this procedure

Sub-contracted Provider has the knowledge and expertise to fulfil the requirements and can certify the course content.

Submission of programme outline from second provider

Use of approved second providers

Sub-contracting from list of agreed providers as advised by FETAC.

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review second providers are meeting criteria to deliver programmes

South Tipperary VEC			
Policy Title: B8 – Sub-contracting/Procuring Programme Delivery			
Procedure Title: B8.2	Contract Arrangements	Version: 2.0	Date: September 2006
Purpose: This procedure describes how South Tipperary VEC ensures that the quality of service provided by the second provider is specified.			
Staff Involved: Centre Director / Principal, Programme managers			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Signed agreement between South Tipperary VEC and second provider		Contract	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of contracts	

South Tipperary VEC			
Policy Title: B8 – Sub-contracting/Procuring Programme Delivery			
Procedure Title: B8.3	Reporting arrangements	Version: 2.0	Date: September 2006
Purpose: This procedure describes how South Tipperary VEC will receive from and give information to the second provider, as part of the contract.			
Staff Involved: Centre Director / Principal, Programme managers			
Method(s) used to carry out this procedure		Evidence generated by this procedure	
Agreed reporting procedures		Report from second provider to South Tipperary VEC Correspondence between South Tipperary VEC and the second provider Copy of contract	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
South Tipperary VEC FETAC Monitoring Team	Annually	Review of reporting procedures	

South Tipperary VEC

Policy Title: B8 – Sub-contracting/Procuring Programme Delivery

Procedure Title: B8.4

Monitoring Arrangements

Version: 2.0

September 2006

Purpose: This procedure describes how South Tipperary VEC aims to ensure monitoring of the quality of course delivery of the second provider.

Staff Involved: Centre Director / Principal, Programme managers

Method(s) used to carry out this procedure

Evidence generated by this procedure

Course outline agreed

Course outline

Student evaluation forms

Evaluation forms

Successful participation

Statement of results

Monitoring

Monitor (Job Title)

Frequency

Monitoring Method(s)

South Tipperary VEC
FETAC Monitoring Team

Annually

Review of evidence

B9 Self Evaluation of Programmes and Services

Policy

As a fundamental part of our quality assurance system South Tipperary VEC is committed to conducting a self evaluation at the end of one year after having our quality assurance system agreed and thereafter every five years. This will apply to all programmes across the service with the involvement of an internal team including learners and an external evaluator.

South Tipperary VEC

Policy Title: B9 – Self Evaluation of Programmes and Services

Procedure Title: B9.1; B9.2;
B9.3; B9.4; B9.5; B9.6

**Assignment of Responsibility; Frequency; Range;
Learner Involvement; External Evaluator; Methodology**

Version: 3.0

Date: July 2006

Purpose: This procedure demonstrates how South Tipperary VEC aims to self evaluate at regular intervals for the benefit of the service, the programmes, our current and future learners and our staff.

Staff Involved: Adult Education Officer; Centre director/principal; centre coordinators; programme managers; programme tutors; learners; external evaluator

Method(s) used to carry out this procedure	Evidence generated by this procedure
<i>Assignment of responsibility:</i> There will be a self-evaluation team formed of AEO, managers, coordinators, tutors, learners and an external evaluator. Each centre manager will have overall responsibility for their centre's self-evaluation.	Team meeting minutes
<i>Frequency:</i> At the end of one year after agreement of QA system and thereafter every 5 years	Records of process; evaluation forms
<i>Range:</i> We will endeavour to self evaluate by type of programme i.e. Adult Literacy; Community Education; BTEI; Youthreach; PLC's; VTOS and also by geographical location	Team meeting minutes
<i>Learner Involvement:</i> Learners views will be compiled from questionnaires. Learners will be involved on the team.	Copies of questionnaires

<i>External Evaluator:</i> An external evaluator will be appointed using the criteria suggested in the FETAC QA guidelines		Record of appointment; FETAC QA guidelines
<i>Methodology:</i> A team will be established as indicated above and apply the self evaluation checklist then compiling the agreed findings into an evaluation report		Evaluation report
Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
South Tipperary VEC FETAC Monitoring Team	Annually	Review of evidence

DRAFT