

FETAC Quality Assurance

Resources and
Templates for
Co-ordinators



**County Wicklow
VOCATIONAL
EDUCATION COMMITTEE
Coiste Gairmoideachas Chontae Chill Mhantáin**

County Wicklow Education Development Office 2007

Introduction

This document includes templates, forms and other resources which may be helpful to Co-ordinators in the implementation of FETAC procedures. These resources are intended as a support to the implementation of procedures rather than being requirements and in some cases, a range of examples and formats have been included. Please ensure that all documentation carries the County Wicklow VEC logo in addition to any school or centre logos.

The pack is divided into sections covering the relevant policy areas. Each policy section is divided into a statement of the procedure in question; the procedures as set out in our Quality Assurance Agreement and a set of templates related to those procedures. Please add to, and develop this pack as required to meet local needs.

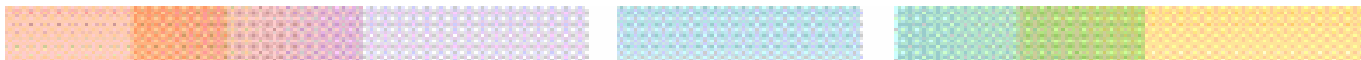
County Wicklow VEC wishes to acknowledge the support and involvement of staff in the preparation of these templates; County Wicklow VEC Quality Assurance Working Group for it's dedication; and the six centres which piloted the templates:

**Bray Institute of Further Education
Baltinglass Adult Learning Centre
Youthreach Wicklow
St. Kevin's PLC Dunlavin
Community Education Facilitator
Blessington Community Education Centre.**

Policy B1 Communications



**County Wicklow
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County Wicklow Education Development Office 2007

Policy B1 Communications

It is the policy of Co Wicklow VEC to promote and ensure regular and effective communications at all levels of the organisation. We are committed to providing accurate information and guidance about our programmes and services and to seek constructive feedback from our learners and other stakeholders where possible.

Procedures

B1.1 Communication with Learners

B1.2 Communication with Staff

B1.3 Communication with Stakeholders

Templates

B1.1 Meeting Agenda

B1.2 Minutes of Meeting

B1.3 Record of Course Meeting

B1.4 Student Reflection on Learning

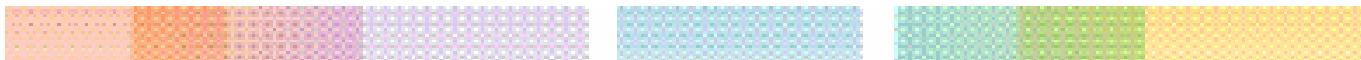
B1.5 Record of Student Contact

Policy B1 Communications

Procedures



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County Wicklow Education Development Office 2007

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B1.1 Communication with Learners

Version: V1.0

Purpose: The purpose of this procedure is to describe how staff and learners communicate concerning their experiences on the programme.

Staff Involved: Programme Tutors, Centre Managers, Administrative and Office Staff, Guidance Counsellors, Course Co-ordinators.

METHOD	WHO DOES IT	EVIDENCE GENERATED
<ul style="list-style-type: none"> Scheduled regular meetings 	<ul style="list-style-type: none"> Centre Managers Course Co-ordinators Programme Tutors 	<ul style="list-style-type: none"> Agendas and minutes of meetings
<ul style="list-style-type: none"> Student induction sessions 	<ul style="list-style-type: none"> Centre Managers Course Co-ordinators Programme Tutors 	<ul style="list-style-type: none"> Records of attendance
<ul style="list-style-type: none"> Student Council meetings 	<ul style="list-style-type: none"> Centre Managers Student Council Representatives 	<ul style="list-style-type: none"> Minutes of meetings
<ul style="list-style-type: none"> Notice boards Student Diaries/handbooks 	<ul style="list-style-type: none"> Centre Managers Course Co-ordinators Programme Tutors 	<ul style="list-style-type: none"> Handbook and diaries Notice boards visible Learning journals
<ul style="list-style-type: none"> Regular evaluation of programmes eg. NALA Evolving Quality Framework and Youthreach Quality Framework Initiative 	<ul style="list-style-type: none"> Centre Managers Course Co-ordinators Programme Tutors Students 	<ul style="list-style-type: none"> Evaluation sheets Evaluation reports
<ul style="list-style-type: none"> College/ Course prospectus, brochures 	<ul style="list-style-type: none"> Centre Managers Course Co-ordinators 	<ul style="list-style-type: none"> Brochures

MONITOR	FREQUENCY	METHOD
<ul style="list-style-type: none"> Centre Manager FETAC Quality Evaluator 	<ul style="list-style-type: none"> Annually Once every five years 	<ul style="list-style-type: none"> Review of procedures Action plan Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B1.2 Communication with Staff

Version: V1.0

Purpose: The purpose of this procedure is to describe how information is communicated amongst the staff.

Staff Involved: Programme Tutors, Centre Managers, Heads of Department, Course Co-ordinators, Administrative Staff, VEC Head Office Staff, Examination Secretary, FETAC Co-ordinators, Support Staff.

METHOD	WHO DOES IT	EVIDENCE GENERATED
<ul style="list-style-type: none"> • Regular staff meetings • Regular programme meetings • Regular heads of dept. meetings • Regular operational meetings 	<ul style="list-style-type: none"> • Centre Managers • Heads of Department • Course Co-ordinators • Programme Tutors 	<ul style="list-style-type: none"> • Agenda and minutes
<ul style="list-style-type: none"> • Notice boards • Internet notice board • Pigeon holes 	<ul style="list-style-type: none"> • Heads of Department • Course Co-ordinators • Administrative Staff 	<ul style="list-style-type: none"> • Notice boards visible • Folder or desktop • Pigeon holes in staff room
<ul style="list-style-type: none"> • Staff development days 	<ul style="list-style-type: none"> • Centre Managers • Programme Tutors • VEC Head Office Staff 	<ul style="list-style-type: none"> • Evaluation sheets • Evaluation reports
<ul style="list-style-type: none"> • Exam schedules/notices • FETAC in-services 	<ul style="list-style-type: none"> • Exam Secretary • FETAC Co-ordinators • Centre Managers • Specialists • Administrative Staff • All relevant staff 	<ul style="list-style-type: none"> • Exam entries • N3 sheets printed • Handouts • Memos
<ul style="list-style-type: none"> • Meetings of Quality Assurance Team 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Agenda, minutes and reports
<ul style="list-style-type: none"> • Staff Handbook 	<ul style="list-style-type: none"> • Co-ordinators • Staff 	<ul style="list-style-type: none"> • Handbook

MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Quality Evaluator	Annually Once every five years	Review of procedures action plan Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B1.3 Communication with Stakeholders

Version: V1.0

Purpose: The purpose of this procedure is to describe how information is communicated amongst centres and their stakeholders who have a current and potential interest in the work of the scheme.

Staff Involved: Senior Management Team, Programme Tutors, Centre Managers, Administrative and Office Staff, Public Relations Staff, Information Technology Staff/Webmaster, Heads of Departments, Course Co-ordinators, Board of Management Members, VEC Head Office Staff.

METHOD	WHO DOES IT	EVIDENCE
<ul style="list-style-type: none"> • Regular contact with • External agencies e.g. • FAS, Social Welfare, local employers, Irish Prison Service. 	Centre Managers Administration staff Programme Managers VEC Head Office Staff	Correspondence including email Work placements and supervisors reports
<ul style="list-style-type: none"> • Board of Management meetings 	Board Members	Minutes and reports
Regular communication between Co. Wicklow VEC Head Office and all centres	Centre Managers Administrative staff Programme Managers	Correspondence Phone calls Emails
Public relations	Centre Public Relations Staff.	Press releases Photographs Promotional materials Local Media reports Exhibition invitations Centre prospectus Annual reports
Open days	All Staff	Brochures, posters student applications
Website	I.T. Staff/Webmaster	Website
Presentation to external stakeholders	Centre Managers Heads of Department	Reports Presentations
Communication with funding agencies	Centre Managers	Reports DES statistical returns
Presentation of awards	All Staff	Awards ceremony Local press coverage
Local networks and committees	Centre Managers Heads of Department Course Co-ordinators Programme Tutors	Minutes of meetings Emails

MONITOR	FREQUENCY	METHOD
Centre Manager	Annually	Review of procedures action plan
FETAC Quality Evaluator	Once every five years	Review evidence

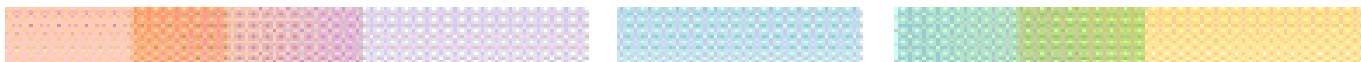
Policy B1

Communications

Templates and guidelines



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County Wicklow Education Development Office 2007

Good practice guidelines for planning and running meetings.

- Plan meeting dates in advance
- Set up a regular venues
- Inform required participants of the time, date and venue in good time
- Provide clarity about the purpose of the meeting by setting a clear agenda. Write agendas using action words.
- Review outstanding issues from two previous meetings.
- Start on time and prepared. End on time.
- Make sure that the venue is comfortable and accessible.
- All information/material required for the meetings should be available.
- Elect a chairperson or facilitator and decide on whether chair will be revolving or static. The chairperson or facilitator should remain neutral; keep the meeting on track; summarise; assign tasks and set completion criteria.
- The chair should provide for inclusion. An effective meeting should provide for the participation by all in attendance.
- Elect a secretary.
- Keep accurate minutes with action points and decisions clearly noted. Read these at the end of the meeting.
- Structure the approach to each item on the agenda as follows:
 - Present the facts relating to the issue
 - Allow for and encourage discussion
 - Make a decision – it's a good idea to keep a file of decisions in chronological order so that they can be tracked.
 - Set a time for implementing the decision and outline who will be responsible for its implementation
- Distribute minutes within 24 hours if possible.
- Set clear targets in advance of the next meeting
- Establish an outline agenda for the next meeting at the end of the current meeting.



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

1.1 Meeting Agenda

Date:	
Time:	
Venue:	
Agenda	<ol style="list-style-type: none">1.2.3.4.5.6. A.O.B.



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

1.2 Minutes of Meeting

Date	
Attended By	
Apologies	
<u>Agenda Item</u>	<u>Action Agreed</u>
	1. 2. 3. 4. 5. 6. A.O.B.
Location, time and date of next meeting:	
Minutes Signed Off By:	<hr/>



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

1.3 Record of Course/Programme Meeting

Date of Meeting	
Course/Programme	
Purpose of Meeting	
Present Also include apologies and not present	
Follow up from Previous Meetings (If any)	
Items Discussed	
Agreed Outcomes	
<u>Outcome</u>	<u>Person Responsible</u>
Record of Meeting Signed Off By	
Location, time and date of next meeting:	
Signature	_____
Date	_____



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

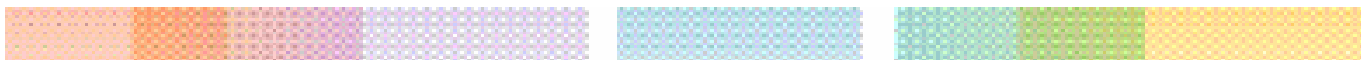
1.4 Record of student contact

Student Name:	
Date:	
Method (1-1; written; telephone conversation):	
Comments:	
Outcomes:	
Signed:	_____

Policy B3 Staff Recruitment, Induction and Development



**County Wicklow
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County Wicklow Education Development Office 2007

Policy B 3

Staff Recruitment, Induction and Development

It is the policy of Co. Wicklow VEC to attract, select, and appoint the best candidates through fair and transparent systems.

It aims to provide all employees with an equal opportunity to access continuous professional development in order to meet the needs of the VEC and the learners who access the programmes.

Procedures

B3.1 Staff Recruitment and Allocation

B3.1 (1) Staff Recruitment and Allocation (Non-substantial Posts)

B3.2 Staff Induction

B3.3 Staff Development

Templates

3.1 Staff Requisition Form

3.2 Staff Induction Checklist

3.3 In-service Attendance Sheet

3.4 In-service Evaluation

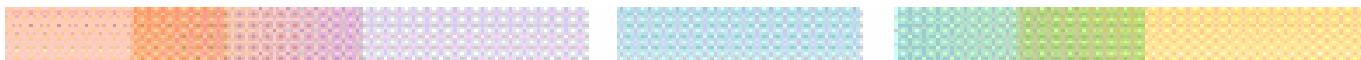
3.5 In-Service Report Form

Policy B3 Staff Recruitment, Induction and Development

Procedures



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County Wicklow Education Development Office 2007

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B3.1 Staff Recruitment and Allocation

Version: V1.0

Purpose: The purpose of this procedure is to ensure that Co. Wicklow VEC will provide an effective planning and recruitment system that is transparent and fair in order to appoint the best candidate to each post.

Staff Involved: Chief Executive Officer, Senior Management Team, Centre Managers, Administrative Recruitment Staff.

METHOD	WHO DOES IT	EVIDENCE
<p>Identification of the human resource needs through staff turnover, prospectus developments, centre dynamics, market forces and allocation:-</p> <ul style="list-style-type: none"> • Planning Personnel needs • Posts advertised • Application form provided • Job Description provided 	<p>Centre Managers Adult Education Officer Education Officer</p>	<p>Review market demand & plan programme of courses. Submit application for resource funding to AEO/EO. Department of Education & Science allocation. Formal detailed request for additional/replacement staff through the staff requisition form, which details the job/personal specification.* Copy of advertisement Copy of application form* Copy of job description* Short listing criteria* Interview timetable/list *and criteria*</p>
<p>Issue instruction for the recruitment of staff to the Human Resources Department</p>	<p>Senior Management Team Centre Managers Adult Education Officer Education Officer Human Resource Manager</p>	<p>Staff requisition form to be completed for all approved posts* Staff requisition form will document approval for the recruitment from APO/AEO/EO Job specification* Recruitment process outlined in detail in external recruitment procedure</p>
<p>Recruitment Process</p>	<p>Human Resource Manager Recruitment Administration Staff</p>	<p>Job advertisement. Interview panel and records of selection: administration process, recruitment stages completed for each post & documented.</p>
<p>Contact successful/unsuccessful</p>	<p>Human Resource Manager Centre Managers</p>	<p>Appointment of person. Copies of all correspondence</p>

applicants		with applicants
MONITOR	FREQUENCY	METHOD
HR Manager Adult Education Officer Education Officer FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

**Title: B3.1 (1) Staff Recruitment and Allocation
Non –Substantial Posts**

Version: V1.0

Purpose: The purpose of this procedure is to ensure that Co. Wicklow VEC will provide an effective planning and recruitment system that is transparent and fair in order to appoint the best candidate to each post.

This procedure is to specifically address emergency posts and posts that do not have substantial hours or longevity (less than 10 months). Such posts can be recruited, once approved, through local recruitment process.

This policy is specifically for the following or related:

- * **Short term posts** which do not exceed one academic year and that have not more than 170 hours in total.
- * **Adult Literacy Tutors**
- * **Pilot Community Projects**
- * **Not Pro Rata:** These posts must not have the potential to be pro rata to a Whole time Teacher or similar. Such posts must go through the main recruitment outlined in B3.1.

Staff Involved: Chief Executive Officer, Senior Management Team, Centre Managers, Administrative Recruitment Staff.

METHOD	WHO DOES IT	EVIDENCE
Identification of the human resource needs through staff turnover, prospectus developments, centre dynamics, market forces and allocation:- <ul style="list-style-type: none"> • Planning Personnel needs • Posts advertised locally • Application form provided • Job Description provided 	Centre Managers/ Program Managers/Adult Education Officer/ Education Officer	Staff requisition form must be completed for all posts
Issue instruction for the recruitment of staff to the Local Provider	Senior Management Team Centre Managers Adult Education Officer Education Officer Human Resource Manager	Staff Requisition form should clearly state all the details of the post, the recruitment process to be adopted (including advertisements, job specification) and why the

		<p>recruitment is more effective if processed at local level.</p> <p>The APO/AEO/EO will document their approval on the requisition form and local recruitment can commence</p>
Recruitment Process	Centre / Programme Managers	<p>Recruitment process outlined in detail in recruitment procedure.</p> <p>Local Job advertisement.</p> <p>Local Interview panel (3 person panel) records of selection and reference checks must be completed and issued back to Head office.</p>
Contact successful/unsuccessful applicants	Centre / Programme Managers	<p>The CEO must approve all appointments prior to any communication being made to candidates.</p> <p>All paper work to be sent to Head office for the successful candidate to be correctly put on employment systems</p>

MONITOR	FREQUENCY	METHOD
HR Manager Adult Education Officer Education Officer	Annually	Audit process applied
FETAC Audit Team	Once every five years	Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B3.2 Staff Induction

Version: V1.0

Purpose: The purpose of this procedure is to ensure that all new staff have access to induction into their new role.

Staff Involved: Chief Executive Officer, Senior Management Team, Centre Managers.

METHOD	WHO DOES IT	EVIDENCE
General VEC induction	Senior Management Team	Course programme & materials Employee handbook Course attendance sheets* Course evaluation sheets*
Centre based induction	Centre Manager Adult Education Officer Education Officer	Material issued Employee evaluation sheets* Copies of information provided Staff handbook Mentoring system

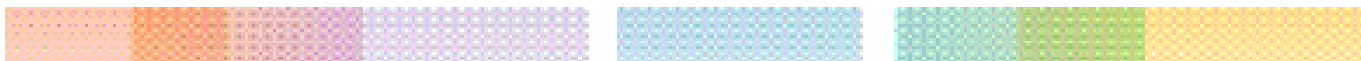
MONITOR	FREQUENCY	METHOD
HR Manager Adult Education Officer Education Officer	Annually	Audit process applied
FETAC Audit Team	Once every five years	Review evidence

Policy B3 Staff Recruitment, Induction and Development

Templates



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County Wicklow Education Development Office 2007



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

3.1 Staff Requisition Form

TEACHERS/TUTORS RECRUITMENT

THIS FORM SHOULD BE RETURNED TO HUMAN RESOURCES DEPARTMENT

FOR SCHOOL/CENTRE _____

JOB TITLE: _____

CORE SUBJECT 1: _____

CORE SUBJECT 2: _____

DESIRABLE SUBJECT: _____
This will not be advertised.

HOURS PER WEEK: _____ *This must be completed.*

DATE REQUIRED: _____

DATE CESSATION: _____

****YOU MUST INDICATE EXPENSE CODE HERE FOR ADVERTISING & PAY ****

ADDITION REPLACEMENT

IF REPLACEMENT - REPLACING WHO & WHY: _____

IF ADDITION WHY? _____
You MUST provide supporting documentation and justification for addition or for a new post and copy of the job description, pay and personal specification.

Attached YES No

Other relevant Information

Recruitment Recommended

Requested by:

Principal / Coordinator: _____ **Date:** _____

Approved:

APO/EO/AEO/CEO : _____ **Date:** _____

All Forms must be submitted by Thursday 5pm for the following week's advertisement

Human Resources – Office Use Only

HR Approved: _____ **APO** **SH**

ADDITIONAL INFORMATION: _____

ADVERTISING DATE: _____ **RECRUITMENT CODE** _____

IS THE REDEPLOYMENT OFFICE IN DES BEING MADE AWARE OF THIS POST?



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

3.2. Staff Induction Checklist

Name:	
	(Please tick when completed.)
Module Descriptor	
Subject/s	
Teacher Pack Date	<input type="checkbox"/> Teacher Handbook <input type="checkbox"/> Policy Documents <input type="checkbox"/> Timetable <input type="checkbox"/> Module Descriptor
VEC Induction Meeting	
Mentor Help with	<input type="checkbox"/> Writing scheme of work <input type="checkbox"/> Classroom management <input type="checkbox"/> Project setting <input type="checkbox"/> Project assessment
Teacher's Plan Received	
Meetings	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd



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3.3 In-service Attendance List

Title of in-service		
Date:		
	Name	Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

3.4 Evaluation for Individual Course/Workshop/Event

Title of in-service				
Date:				
1. Have you found this Course/Workshop/Event	Very helpful <input type="checkbox"/>	Helpful <input type="checkbox"/>	Not Very Helpful <input type="checkbox"/>	
2. Which session(s) did you find most useful? Why?				
3. Which session(s) did you consider least useful? Why?				
4. Do you need further information on or practice in, any aspect of the subject of the course/workshop/event? If 'yes' please give details:	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
5. Any additional comments or suggestions for future CPD activities?				
Name (optional):				
Date:				
Thank you for taking the time to fill in this form – it allows us to make improvements to In-service training.				



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

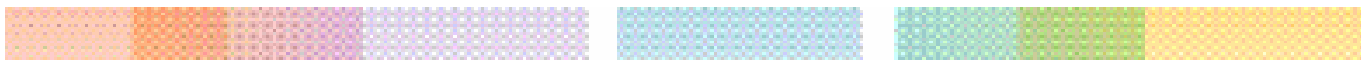
3.5 In-service Report Form

Title of in-service	
Provider	
Date(s)	
Attended by	
Key points of interest	

Policy B4 Access, Transfer and Progression



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County Wicklow Education Development Office 2007

B4 Access, Transfer and Progression

Co. Wicklow VEC aims to provide a quality further education service that is accessible to all and allows for the acquisition and development of skills and knowledge at all levels.

Co. Wicklow VEC provides accurate and up to date information on the programmes and services offered by Co. Wicklow VEC.

All centres will provide potential learners with detailed appropriate information on how to apply for programmes and on the selection and eligibility criteria used to make selection. All those seeking to enroll in programmes will be treated equally in accordance with existing legislation.

Co. Wicklow VEC provides necessary supports to enable learners to successfully participate in programmes. Co. Wicklow VEC provides a framework for all learners to progress through the stages of the National Framework or to transfer to programmes within the scheme where appropriate.

Co. Wicklow VEC acknowledges the validity of prior experiential learning.

Procedures

B4.1 Information Provision

B4.2 Learner Entry Arrangements

B4.3 Recognition of Prior Learning

B4.4 Facilitating Diversity

Templates

4.1 Application Form (Sample 1)

4.2 Application Form (Sample 2)

4.3 Application Form (Sample 3)

4.4 Student Profile

4.5 Record of attendance at meeting with Adult Guidance Officer/ Advocate

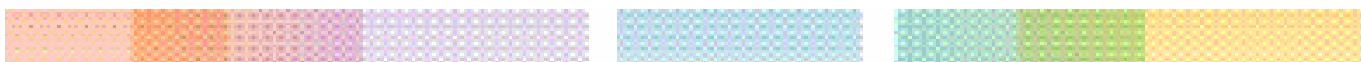
4.6 Tracking Report

Policy B4 Access, Transfer and Progression

Procedures



**County Wicklow
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County Wicklow Education Development Office 2007

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B4.1 Information Provision

Version: V1.0

Purpose: The purpose of this procedure is to ensure that information will be provided to prospective and existing learners in order to ensure equality and fairness.

Staff Involved: Centre Managers, Centre Staff, Guidance Service.

METHOD	WHO DOES IT	EVIDENCE
Regular advertising	Centre Manager Centre Staff	Promotional materials Brochures Handbooks Websites Mail shots
Open days Trade shows Careers fairs	Centre Manager Centre Staff	Attendance at fairs Advertisements in local papers, directories etc. Promotional literature Minutes of meetings Website
Networking with relevant community & voluntary agencies and local business and enterprise. Radio, TV & newspaper interviews Announcements at public events	Centre Manager Centre Staff Learners	Attendance records* Admission forms* Copies of advertisements in local papers, directories Promotional literature Minutes of meetings Website Copies of radio, TV Newspaper Interviews Copies of announcements at public events
Adult Guidance Service	Adult Guidance Officer Information Officer	Diary entries Minutes of recorded meetings Copies of interview notes

<p>Student handbook Career information sheets VEC Customer Service Charter</p> <p>Evaluation of promotional strategies</p>	<p>VEC Senior Management Team Centre Manager Centre Staff</p> <p>Centre Manager Centre Staff Learners</p>	<p>Guidance databases/records of appointments</p> <p>Handbooks Information sheets Customer charter</p> <p>Records of quality framework, quality assurance team meetings</p>
MONITOR	FREQUENCY	METHOD
<p>Centre Manager FETAC Audit Team</p>	<p>Annually Once every five years</p>	<p>Audit process applied Review Evidence</p>

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B4.2 Learner Entry Arrangements

Version: V1.0

Purpose: The purpose of this procedure is to ensure that arrangements are in place to ensure that there is a fair and consistent approach to how learners are selected and enrolled on programmes.

Staff Involved: Centre Managers, Centre Staff, Guidance Counsellor, Information Officer, Department of Education and Science,

METHOD	WHO DOES IT	EVIDENCE
Clear statement of entry requirements and selection procedure	Dept. of Education and Science Centre Managers	Student handbook Prospectus Information sheets Website
Guidance service	Guidance Counsellor Information Officer	Records of guidance meetings* Guidance database
Statement of appeals procedure	Centre Manager Centre Staff	Appeals document* Records of all appeals Details of supports & accommodations available
Open selection process	Centre Manager	Interview sheets Interview template Records of applications & interviews

MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B4.3 Recognition of Prior Learning

Version: V1.0

Purpose: The purpose of this procedure is to acknowledge prior learning.

Staff Involved: Senior Management Team, Centre Managers,
Course Co-ordinators.

METHOD	WHO DOES IT	EVIDENCE
Adhere to current FETAC guidelines on credits for other certification	Centre Manager Course Co-ordinators	Certificates Correspondence Records of RPL
Adhere to FETAC guidelines on RPL	Centre Manager Course Co-ordinators	Criteria for RPL based on FETAC requirements
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B4.4 Facilitating Diversity

Version: V1.0

Purpose: The purpose of this procedure is to ensure that arrangements are in place to facilitate the diversity of learners.

Staff Involved: Senior Management Team, Centre Managers, Centre Staff, Support Tutors, Disability Officer and Guidance Service.

METHOD	WHO DOES IT	EVIDENCE
Flexible timing of class where possible	Centre Manager Centre Staff	Timetables
Developing individual learning plans	Centre Manager Centre Staff	Individual learning plan*
Transport allowance where appropriate	Centre Manager Centre Staff	Records of payment
Access to crèche facilities or childcare support payments where possible	Centre Manager Centre Staff	Record of payments Crèche facilities
Student support service	Centre Manager Support Tutors Disability Officer Probation and Welfare Officer	Learner induction programme Records of learners attending support service* Interview records* Applications to Dept. of Education and Science on behalf of learners Laptop computers & assistive technology
ESOL support	Centre Manager	Specific programmes
Accessible premises	Centre Manager	Premises
Guidance Service	Guidance Counsellor Information Officer Programme Tutor	Guidance database and career planning notes
Special needs programme Integration of special needs	Centre Manager Centre Staff	Access audits Record of classes* Minutes of meetings with

learners		learners & disability service providers.
Accessing the services of disability agencies		Information provided by agencies
Adherence to published NALA guidelines		NALA guidelines on integrating learning disability
Accessible information		Visual, oral and level appropriate language
Survey of student background	Centre Manager	Survey reports
MONITOR	FREQUENCY	METHOD
Centre Manager	Annually	Audit process applied
FETAC Audit Team	Once every five years	Review Evidence

Policy B4

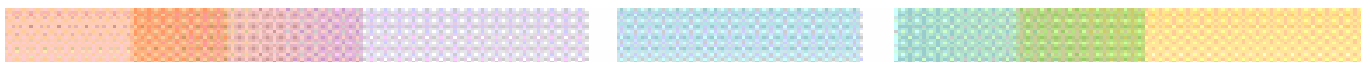
Access, Transfer and

Progression

Templates



County Wicklow
VOCATIONAL
EDUCATION COMMITTEE
Coiste Gairmoideachas Chontae Chill Mhantáin



County Wicklow Education Development Office 2007



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

4.1. Application Form (Sample 1)

PERSONAL DETAILS

First Name: _____ **Middle Initial:** _____
Surname: _____

Address:

Date of Birth: _____ / _____ / _____ *Original Birth Certificate must be supplied*

PPS No: _____

Start date: _____

Social Worker: _____

Phone:

Probation Officer: _____

Phone:

Family Details:

Health Details: _____
Card No: _____

Medical

In the case of serious illness a letter is required from the applicant's Doctor.

Reason for wishing to start course.

EDUCATION, TRAINING & WORK HISTORY

EDUCATION HISTORY

Last School Attended:

Date of Leaving: _____ *If the date of leaving is less than six months ago, a letter from the school Principal confirming the date must be submitted.*

Examinations Passed: _____

Date: _____

TRAINING HISTORY

WORK HISTORY

I hereby certify that the above information is accurate and true in all respects.

Signed: _____

Date: _____

(Signature of Applicant)

EMERGENCY CONTACT DETAILS

In the case of an emergency the following contact details are required.

Name:

Address:

Phone: _____

Mobile:

Relationship to Applicant:

PARENTAL/GUARDIAN CONSENT (where student under 18)

I give permission for _____ to:

1. Participate on the Programme
2. Participate fully in all the centre's activities
3. Participate on fieldtrips, school tours and other out of centre activities.

Please feel free to contact the Co-ordinator/Director if you wish to discuss his/her progress.

Signed: _____
 Date: _____
 (Parent/Guardian)

OFFICE USE ONLY

Please tick the programme of education the trainee is to follow.

Foundation FETAC Level One FETAC Junior Certificate Lone Parent Programme

Allowance Payable: _____ **Basic:** _____ **Bonus:** _____ **Meal:** _____
Travel: _____

I certify that the above named is eligible/ineligible for admission to the programme and confirm that I have seen the applicant's original Birth Certificate.

Recruited by: _____
Date: _____

Signature recruitment tutor

Place approved: _____
Date: _____
 Co-ordinator/Director

Youthreach is funded by the Department of Education and Science and the Department of Enterprise, Trade and Employment with the assistance of the European Social Fund, as part of the National Development Plan 2000-2006.





COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

4.2 Application Form (Sample 2)

Name:	
Address:	
Date of Birth:	
PPSN:	
Contact Phone Number(s):	
1. Do you understand what this programme is about?	
2. What do you hope to gain by participating on this programme?	
3. Are you prepared to commit to attending five mornings a week for forty weeks?	
4. Have you previously applied for a position on this course in the past?	
5. Have you any qualifications (Junior Cert. /FETAC)?	
6. What age were you when you left school?	
7. Do you have any medical condition that we should be aware of?	
8. Do you require childcare places? How many?	



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

4.3 Application Form (Sample)

Date:						
Name:						
Address:						
Date of Birth:						
PPSN:						
Contact Phone Number(s):						
Age Group: under 18	18-20	21-24	25-34	35-44	45-54	65+
Education Experience:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					
Education Attainment: NFE: <input type="checkbox"/>	Primary: <input type="checkbox"/>	Junior Cycle: <input type="checkbox"/>	Senior Cycle: <input type="checkbox"/>	Above: <input type="checkbox"/>		
Age at leaving school: <12: <input type="checkbox"/>	13-14: <input type="checkbox"/>	15-16: <input type="checkbox"/>	17-18: <input type="checkbox"/>	Above: <input type="checkbox"/>		
Employment Status:						
Employed: <input type="checkbox"/>	Occupation: _____					
Unemployed: <input type="checkbox"/>	Not in Labour Force: <input type="checkbox"/>					
Learner Goals:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					

Hobbies/Interests:

How did you hear of the service?

Preferred Tutor: Male Female No preference

Availability:

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

Interviewed by:

Learner Progression

Course	Start date	Tutor	Finishing date	FETAC Module(s) and result	Leaving Date	Progression
1:1						
Group						

Any other relevant information:



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

4.4 Student Profile

Please take a few minutes to complete this short questionnaire. It is designed to give your tutors an indication of your background and level of prior knowledge.

Name:	
Date of Birth:	
Year you completed Leaving Cert.:	
Please describe any other courses you have done:	
Briefly describe your hobbies and interests:	
Have you any other experience that may be relevant to the course:	
Please describe any additional supports you may need to do this course:	



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

4.5 Record of attendance at meetings with Adult Guidance Officer/Advocate

Name:	
Course being followed:	
Issues discussed:	
Outcomes:	
Date of next meeting:	
Signed (Guidance Officer/Advocate): Date:	



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

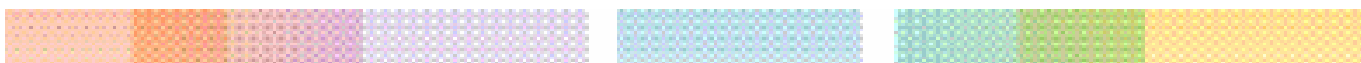
4.6 tracking Report

Learner Name	
PPSN	
Start date	
Finish date	
Modules completed	
Certification Achieved	
Employment	
Details of position obtained	
Start Date	
Further Education Course	
Details of course	
Start date	

Policy B5 Programme Delivery, Development and Review



**County Wicklow
VOCATIONAL
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Coiste Gairmoideachas Chontae Chill Mhantáin**



County Wicklow Education Development Office 2007

Policy B5

Programme Development, Delivery and Review

It is the policy of Co Wicklow VEC to design and develop educational programmes based on social, personal and economic needs at local and national level and under-pinned by the requirements of the Department of Education and Science.

These programmes will be delivered by the Adult and Further Education Service in a way that will meet the identified needs of the learners and will be evaluated and reviewed to ensure continuous improvement in order to meet national quality standards.

Procedures

B5.1 Needs Identification

B5.2 Programme Design

B5.3 Programme Approval

B5.4 Programme Planning

B5.5 Programme Delivery

B5.6 Learner Records

B5.7 Provision and Maintenance of Learning Facilities/Resources

B5.8 Health and Safety

B5.9 Programme Review

Templates

5.1 Course Action Plan (blank)

5.2 Sample Completed Course Action Plan – Database methods Level 5

5.3 Sample Course Action Plan – Communications Level 4

5.4 Lesson Plan (blank)

5.5 Sample Completed Lesson Plan Communications Level 3.

5.6 End of Year Evaluation by Tutor

5.7 Programme Review by Principal/Co-ordinator

5.8 Tutor Evaluation

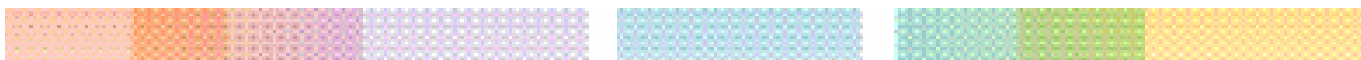
5.9 Hazard Identification and Risk Control Sheet.

Policy B5 Programme Delivery, Development and Review

Procedures



**County Wicklow
VOCATIONAL
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County Wicklow Education Development Office 2007

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.1 Needs Identification

Version: V1.0

Purpose: The purpose of this procedure is to ensure that Co. Wicklow VEC will identify the educational needs of potential learners in the community.

Staff Involved: Centre Managers, All Staff, Board of Management, Adult Education Officer, Community Education Facilitator, Student Council Representatives, Support Staff, VEC Head Office Staff.

METHOD	WHO DOES IT	EVIDENCE
Survey and interview of current students	Centre Managers All Staff	Data Survey results Interview sheets
Collation of enquiries from public	Board of Management Adult Education Officer Community Education Facilitator Student Council Reps Support Staff	Documentation of session/meeting minutes Correspondence
Use of data from Guidance Counsellors	All Staff	Reports on policy documents
Staff brainstorming re national trends	Centre manager Tutors Learners	Copies of all correspondence Agenda and minutes
Consultation with local stakeholders		Reports
Applying national education policy	All VEC Staff	
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.2 Programme Design

Version: V1.0

Purpose: The purpose of this procedure is to ensure that appropriate methodologies, assessment and analysis of needs strategies are developed having regard to the needs of the learners and the national standards required by validating bodies. It will also ensure that programme design is formulated with a focus on facilitating transfer and progression as set out in the national framework of qualifications.

Staff Involved: Senior Management Team, Centre Managers, Heads of Department, Programme Tutors

METHOD	WHO DOES IT	EVIDENCE
Consultation with teaching staff, guidance staff and stakeholders	Centre Managers Heads of Departments Programme Tutors VEC Head Office Staff Learners	Records of meetings
Analysis of Learner needs identified	Centre Managers Heads of Departments Programme Tutors Prison Education Service	Results of surveys Reports generated from data
Course content designed to meet needs identified and facilitate progression	Centre Managers Heads of Departments Programme Tutors	Evaluation sheets Learner tracking system Learning programmes
Planning of time frame (process) of introduction	Centre Managers Heads of Departments Programme Tutors Staff	Project plan
Analysis of resources required including human, financial and physical	Centre Manager Senior Management Team	Correspondence Reports Minutes of meetings Existing documentation

MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.3 Programme Approval

Version: V1.0

Purpose: The purpose of this procedure is to ensure that programmes are checked and receive approval from management prior to being submitted to FETAC for validation

Staff Involved: Senior Management Team, Centre Managers, Programme Managers.

METHOD	WHO DOES IT	EVIDENCE
<p>Presentation of draft programmes to Senior Management Team for approval</p> <p>Consultation if necessary with second providers and agreement on scope of each providers quality assurance procedures</p>	<p>Senior Management Team Centre manager</p> <p>Centre Manager Programme Managers</p>	<p>Draft document Minutes of management meetings. Minutes of quality assurance team meetings Budget allocation for programme delivery Feedback from subject matter experts</p> <p>Minutes of meetings Memoranda of agreement between 'first' and 'second' provider. Checklist against FETAC guidelines</p>
MONITOR	FREQUENCY	METHOD
<p>Centre Manager FETAC Audit Team</p>	<p>Annually Once every five years</p>	<p>Audit process applied Review evidence</p>

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.4 Programme Planning

Version: V1.0

Purpose: The purpose of this procedure is to ensure that programmes are translated into a plan with timetable / schedule for delivery

Staff Involved: Senior Management Team, Centre Managers,
Heads of Departments, Programme Co-ordinators

METHOD	WHO DOES IT	EVIDENCE
Time tabling including tutor, room and resource allocation	Centre Manager Programme Co-ordinators Department Head	Timetables Management reports
Draw up time frame for programmes with management	Senior Management Team Centre Manager	Minutes of meetings Timetables
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.5 Programme Delivery

Version: V1.0

Purpose: The purpose of this procedure is to ensure that teachers/tutors have sufficient knowledge and skills to deliver the programme and that the centre team have time to reflect and review the effectiveness of their work

Staff Involved: Centre Managers, Programme Managers, QA Team, Programme Tutors, Adult Education Officer, Education Officer, Human Resources Manager,

METHOD	WHO DOES IT	EVIDENCE
Consultation with staff team to identify appropriately skilled personnel to deliver programme	Centre Manager Staff Adult Education Officer Education Officer	Minutes of staff meetings
Liaise with HR to recruit suitable teachers	Centre Manager Human Resources Staff	Correspondence, email, CV
Consultation with Heads of Department	Programme Manager	Minutes of meetings Meeting notes
Training for teachers, Induction for new staff	Adult Education Officer Education Officer Centre Manager Human Resources Staff Programme Manager	Records of training completed
Connect with secondary provider regarding qualifications required for QA purposes	Centre Manager	Correspondence
Regular programme evaluation/review meetings	Centre Manager Programme Managers	Minutes of meetings Learner questionnaires and feedback
Self evaluation by teachers	Centre Manager Programme Tutors	Minutes of meetings Records of feedback Programme changes made
Seek to provide a panel of possible substitute teachers	Centre Manager	In response to learner feedback File of CVs
Cross-moderation at centre	Centre Manager Programme Manager	

and county level	Programme Tutors QA Team	Records of cross moderation
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.6 Learner Records

Version: V1.0

Purpose: The purpose of this procedure is to ensure that an administration system is devised for the maintenance of statutory records concerning attendance, participation, progression and certification.

Staff Involved: Centre Managers, Programme Manager, Staff Team, Administration Staff

METHOD	WHO DOES IT	EVIDENCE
Maintain learner data for current and past learners	Centre Managers Programme Managers	Registration records Roll books Student files Records of progress Learner follow-up records QA minutes Evaluation reports
Identification of learner support needs	Staff Team	Records of support needs identified and addressed
Certification records	Centre Manager Administration Staff	Assessment results
Summary reports by programme	Centre Managers Programme Managers	DES statistical return Reports
Meetings of staff team	Centre Manager	Agenda and minutes of meeting
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.7 Provision and Maintenance of Learning Facilities/Resources

Version: V1.0

Purpose: The purpose of this procedure is to ensure that necessary physical resources and facilities are available to learners and staff.

Staff Involved: Centre Managers, Staff,

METHOD	WHO DOES IT	EVIDENCE
Annual review of facilities required to deliver each programme including IT, library equipment, special needs requirements, ESOL support	Centre Managers Staff Learners	Learner evaluation sheets Staff evaluation sheets Programme evaluation reports Minutes of staff meetings Physical adaptations to premises and facilities access Budget allocation of resources Checklist of facilities Records of learners achievements Provision made to meet identified needs
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.8 Health and Safety

Version: V1.0

Purpose: The purpose of this procedure is to ensure that the physical premises are accessible and safe for Learners, Staff and Visitors and create an awareness of Health and Safety issues in the Learning Environment.

Staff Involved: Senior Management Team, Centre Managers, Safety Officer, Staff Representatives, Human Resources Staff

METHOD	WHO DOES IT	EVIDENCE
Appointment of safety officer	Centre Manager	Officer appointed
Production of safety statement	Co. Wicklow VEC Safety Officer	Safety statement Log of staff who have read it. Audit records Hazard checklists
Meetings of safety committee		Minutes of safety committee
Staff training and induction	Staff Representatives	Staff training records
Regular fire drills	Centre Manager Human Resources Staff	Records of fire drills
Evacuation procedures	Safety Officer Safety Officer	Records of evacuation Drills Certification Budget allocation
Maintenance of Standards	Safety Officer	Incident report book
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B5.9 Programme Review

Version: V1.0

Purpose: The purpose of this procedure is to ensure that programmes meet learner needs and maintain their relevance.

Staff Involved: Senior Management Team, Centre Managers, Administration Staff, Programme Managers

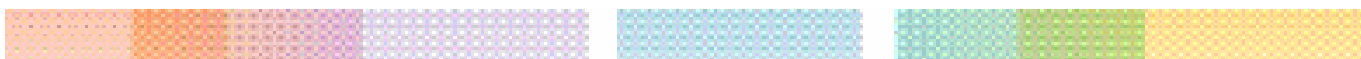
METHOD	WHO DOES IT	EVIDENCE
Surveys of Learners, staff, employers and other stakeholders	Centre Manager Administration Staff Programme Managers	Reports Evaluation sheets/reports completed surveys minutes of meetings
Review of exam results Analysis of learners needs and interests	Centre Manager Administration Staff Programme Managers	Statistical reports of learner achievements Reports of external examining monitoring reports. Qualitative data Minutes of QA team meetings
Undertake programme monitoring and evaluation	Centre Managers Programme Mangers (in consultation with learners)	Programme review reports Programme improvement plan
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

Policy B5 Programme Delivery, Development and Review

Templates



**County Wicklow
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Coiste Gairmoideachas Chontae Chill Mhantáin**



County Wicklow Education Development Office 2007



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.1 Course Action Plan

Tutor:	
Title of Module:	
Class Group:	

Number of Session:	Total Contact Hours:
---------------------------	-----------------------------

Month/ Term	Topics	Assignments	Deadlines	SLOs covered	Completed (Please tick)
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>
					Yes <input type="checkbox"/> No <input type="checkbox"/>

Version No: _____
 Review by: _____
 Date of Review: _____



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.2 Sample Completed Course Action Plan – Database Methods Level 5

Tutor:	
Title of Module:	Database Methods Level 5
Class Group:	

Number of Session:	Total Contact Hours:
---------------------------	-----------------------------

Month/ Term	Topics to be covered	Assignments	Deadlines for Assignments	SLOs to be covered	Completed (Please tick)
Term 1 Sept – Dec	Unit 1 Basic Concepts	Revision test	December	1.1 – 1.18	Yes <input type="checkbox"/> No <input type="checkbox"/>
Term 2 January - March	Unit 2 Database design, implementation and organisation	Group presentations	Group presentations early March	2.1 – 2.20	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Unit 3 Additional	Individual assignments	Individual assignments	3.1 – 3.10	Yes <input type="checkbox"/>

	database operations	(50% weighting)	late April		No <input type="checkbox"/>
Term 3 April - May	Revision, practice tests	Final exam (50% weighting)	May		Yes <input type="checkbox"/> No <input type="checkbox"/>



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.3 Sample Completed Course Action Plan – Communications Level 4

Tutor:	
Title of Module:	Communications: Level 4
Class Group:	

Number of Session:	Total Contact Hours:
---------------------------	-----------------------------

Month/Term	Topics to be covered	Collection of work	Deadlines	SLOs to be covered	Completed (Please tick)
Sept - Dec	Unit 1 Learning to learn	Learning Journal	Sept	1.1, 1.2 and 1.3	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Unit 2 Non verbal and visual communication	Posters/ cards/ images/ photos	Mid November	2.1, 2.2, 2.3 and 2.4	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Unit 3 Personal interaction	Oral presentation	Late December	3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7	Yes <input type="checkbox"/> No <input type="checkbox"/>
January – March	Unit 4 Reading	4 Comprehension Book review Newspaper article (fact and opinion)	March	4.2, 4.3, 4.4 and 4.5	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Unit 5 Writing	2 letters		5.1, 5.2,	Yes <input type="checkbox"/>

		Short report Essay CV 2 of the following: minutes, agenda, memo, forms, instructions, directions		5.3 and 5.4	No <input type="checkbox"/>
April - May	Unit 6 Media Awareness	Compare and contrast newspaper articles	April	6.1, 6.2, 6.3 and 6.4	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Unit 7 Communications Technology	Essay Practical use of technology	May	7.1 and 7.2	Yes <input type="checkbox"/> No <input type="checkbox"/>



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.4 Lesson Plan

Title of Module and Level:	
Number of Proposed Sessions:	Session No.:
Objective:	

Topic(s)	Teaching Strategies and Learning Activities	Resources	SLOs	Assignments/ Portfolio

Version No: _____
Review by: _____
Date of Review: _____



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.5 Sample Completed Lesson Plan

Title of Module and Level:	Communications Level 3
Number of Proposed Sessions: 30	Session No.: 12
Objective:	To be aware of and follow the rules of writing a formal letter

Topic(s)	Teaching Strategies and Learning Activities	Resources	SLOs	Assignments/ Portfolio
Letter-writing Formal and informal letters	Brainstorm on contents of a formal letter Discussion on differences between formal/informal letters Give some vocabulary Ask to list differences in pairs with worksheet Give sample letter with blanks and ask to fill blanks using phrases from worksheet Distribute formal letter of complaint Homework: to write a letter of complaint using different scenario	Sample formal letters, e.g. letters of complaint, letters of application (Some samples could be taken from authentic sources e.g. newspaper) Worksheet with formal and informal phrases	SLO 5.2 Write personal and formal correspondence	One of two letters to be submitted



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.6 End of Year Evaluation by Tutor

Tutor's Name:	
Date:	
1. What do you enjoy as tutor?	
2. What did you find difficult?	
3. What in-service topics would you like in the coming year?	
4. Can you identify any gaps in our resources?	
5. Have you any suggestions as to how we might improve the service for:	(a) The tutor (b) The student



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.7 Programme Review by Principal/Co-ordinator

1. The Principal/Co-ordinator

1.1 Aims and Objectives of the Programme	(Briefly describe the aims and objectives of your programme.)
1.2 Programme Content	

Course Title	Content	Certification	Level

1.3 Copies of Course and Tutor Timetables	(Insert or attach)
1.4 Extracurricular and cultural activities	(Briefly describe extracurricular/cultural activities undertaken)

2. The Staff Team

2.1 Staff Members and Curriculum Areas	
---	--

Name	Curriculum Area

2.2 Other VEC Support Staff and Support Staff from other Agencies e.g. AEGI, LES	
---	--

Name	Role	Agency

2.3 Staff Communications and Support	<p>(Indicate the communications and support structures e.g.)</p> <ul style="list-style-type: none"> • Induction • Team meetings • Network • National meeting of Co-ordinators • Staff development and training
---	---

3. The Students

3.1 Student Profile	(Describe the student body under the following headings :) <ul style="list-style-type: none"> • Numbers of enrolments • Brief profile of students e.g. gender, age groups, S.W. status, education levels • Recruitment and referral
----------------------------	--

3.2 Retention	(Enter details for students progressing to Year 2)	
Course	Number	

3.3 Progression	(Enter details for students finishing Year 1/Year 2)	
Course:		
Destination of Students	Number	
PLC		
3 rd Level		
Employment		
Training		
Original Status		
*Other		
* Please give details		

Please copy this table and complete it in respect of each course offered.

3.4 Student Drop-out	In the case of students who left during the year, indicate the reasons why e.g. employment, family reasons, health reasons and what, if any, follow-up action was taken
3.5 Student Support	Indicate supports provided to students e.g. assistance with medical card application, referral to guidance/counselling services

4. Evaluation

4.1 Identify how the course was evaluated	<ul style="list-style-type: none"> • Student questionnaires, group discussions • Tutor questionnaires, team meetings/course review meetings • Co-ordinator questionnaire • Outcomes of any planning days • Feedback from others where appropriate e.g. work experience supervisors
4.2 Summarise the evaluation findings (include any relevant quotations)	
4.3 Summarise successes and	

challenges	
-------------------	--

5. The Future

Indicate any plans for the next round of programmes including any recommendations relating to:	<ul style="list-style-type: none">• Programme content including extra-curricular activities/celebrations• Teaching and learning methods• Learning environment• Teaching and learning resources• Assessment and accreditation• Staff support e.g. training needs• Publicity and marketing• Partnerships and/or networking with other agencies• Other issues e.g. childcare, Health and Safety
---	--



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.8 Learner Evaluation (Sample a)

Statement	Agree	Disagree	Unsure
1. I felt welcomed into the centre			
2. There is a nice atmosphere in the centre			
3. The centre is kept clean and tidy			
4. The centre is well organised			
5. I am proud to say I attend the centre			
6. I have been informed of the policies and rules in the centre			
7. I understand what the rules mean			
8. I feel everybody is treated the same			
9. If I break the rules the consequences are fair			
10. Everybody is treated equally regardless of race, gender, culture, religion etc.			
11. I know I can tell a staff member if I am being bullied either verbally or physically			
12. I know that bullying will be dealt with by staff			
13. The subjects I am studying will help me get a job			
14. I feel I am achieving my educational goals			
15. The centre provides a variety of courses			
16. I was given an official introduction to the centre			
17. I feel I have a say in what happens in the centre			
18. I am aware of the qualifications I can receive			
19. There are adequate childcare facilities available for me			

20. I have access to guidance if I need it			
21. I have access to social and health education such as drug awareness, fitness, nutrition etc.			

22. I have access to supported work experience			
23. I will be supported when I finish my course to make the right decisions about my future			

Signed (Optional)	
Date	

Thank you for taking the time to complete this questionnaire



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.9 Learner Evaluation (Sample b)

Student Name (Optional)	
Class	
Date	
1. Are you happy with the course?	
2. Are you having any difficulties and if so in what area?	
3. Have you a proposed solution?	
4. Are the classes	(a) Correct length of time (b) Too long (c) Too short
5. Are there any communications difficulties?	(Please tick) <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain
6. Where did you hear about your course?	<input type="checkbox"/> Newspaper <input type="checkbox"/> Church Newsletter <input type="checkbox"/> A Friend <input type="checkbox"/> Brochure <input type="checkbox"/> Other (please specify)
7. Overall, are you having a positive experience?	(Please tick) <input type="checkbox"/> Yes <input type="checkbox"/> No State why
8. Were you happy with our general facilities?	(Please tick) <input type="checkbox"/> Yes <input type="checkbox"/> No If no, please state why
9. Do you feel there was enough support given to you during your time?	

10. What changes, if any, would you make?

Thank you for taking the time to fill this in. We appreciate forms being returned so that we can make changes if necessary for the future.



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.10 Learner Evaluation (Sample c)

Please tick the relevant responses. All responses will be treated in confidence.

How do you rate the following?

	Very Good	Good	Fair	Poor
1. The information you received before you enrolled on the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The information you received during the first four weeks of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The combination of subjects/modules offered to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are there other subjects/modules you would have liked to be offered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Which teaching/learning methods did you find most useful and why e.g. tutor input, project work, group work, videos, audiotapes, class discussions, debates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How do you rate the guidance, counselling or support you received during the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How do you rate the extra-curricular activities E.g. educational tours, leisure activities, arranged for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

students?				
8. Explain what changes you would make to the course to add to its interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How do you rate the resources and facilities listed below for students in this centre?				
Locker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crèche	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. What other resources/facilities would you like to have (had) available to you?				
11. Do you think that participating in this program/course has helped or will help you in any of the following ways?				

	A lot	A little	Not at all
--	-------	----------	------------

(a) To increase my employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) To increase my chances of gaining other education/training opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) To interact with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) To make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) To increase my self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(f) To develop new skills			
---------------------------	--	--	--

12. In your opinion, what are the three most important benefits of being a student on this course?	
13. In your opinion, what are the three most important difficulties of being a student on this course?	
14. Do you have any suggestions for improving the course?	

Thank you for your co-operation.



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.11 Learner Course Evaluation (Sample)

Course Title	
Below is a series of statements.	Please respond by circling the number you feel most reflects your opinion.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The course fulfilled the objectives set out in the brochure	5	4	3	2	1
The course satisfied my own needs and expectations	5	4	3	2	1
The content was presented at a level which could readily be understood	5	4	3	2	1
There was opportunity for group work	5	4	3	2	1
There was opportunity for individual participation	5	4	3	2	1
The material presented had practical relevance	5	4	3	2	1
The course content built on prior learning and experience	5	4	3	2	1
I feel I contributed to class discussion	5	4	3	2	1
Course handouts and texts helped reinforce	5	4	3	2	1

learning					
There was a variety of teaching methods	5	4	3	2	1
The teaching methods used helped me learn more effectively	5	4	3	2	1
Assessment facilitated critical reflection	5	4	3	2	1
The teacher knew his/her subject thoroughly	5	4	3	2	1
The teacher achieved a good rapport with the class	5	4	3	2	1
There was opportunity for feedback and evaluation	5	4	3	2	1

Additional Comments

Which aspects of the course worked well?	
How could the course be improved?	
Would you recommend this course to others? If not please outline your reasons	
Any other comments	
Signature: (Optional)	

Thank you for taking time to complete this form. This form is an integral part of the evaluation and review process



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.12 Student reflection on learning

Evaluate your own learning:

Name	
-------------	--

Some questions which might help

1. What have I learned?	
2. What things have I done that I am pleased with?	
3. What challenges did I take up?	
4. How I am using this learning?	
5. What did I enjoy?	
5. What questions have I that I did not ask?	



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.13 Tutor Evaluation

1. Please comment on the following:	<ul style="list-style-type: none"> • Time allocated to your subject
	<ul style="list-style-type: none"> • Accreditation of the course
	<ul style="list-style-type: none"> • Timetabled location of your subject(s)
	<ul style="list-style-type: none"> • Resources available for your use
2. What issues arose around student attendance?	
3. Any other issues?	
4. How could facilities be improved for your work?	
5. What supports do you think should be provided for tutors?	
6. Are there changes you would recommend in general?	
7. Were there any issues apparent to you that were not addressed last year?	
8. As a tutor, do you have any specific comments on your conditions of work?	



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

5.14 Hazard Identification, Risk Assessment and Control Sheet

Assessor:				
Area/Activity/workshop:				
Date of Assessment:				
Hazard Description	Risk Assessed	Control Measure(s)	Who/When	Date Completed
Signed:				
Date:				

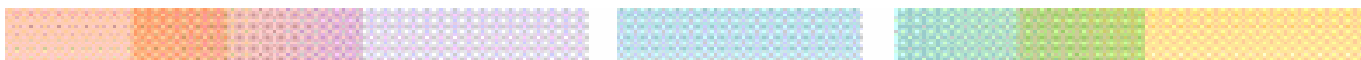
Policy B

Fair and Consistent

Assessment of Learners



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County Wicklow Education Development Office 2007

Policy B6

Fair and Consistent Assessment of Learners

It is the policy of Co Wicklow VEC to promote and support a learning environment where the process of assessment for learners is transparent, fair and consistent, valid, reliable and reflects good practice and adheres to legislative requirements. Co. Wicklow VEC aims to ensure the assessment system is understood and implemented by staff and learners of Co Wicklow VEC.

In order to be fair to our learners Co. Wicklow VEC:

- defines and communicates how assessments are planned for each programme of study.
- defines what is expected of the learners
- defines the rights of the learners in this process.

Procedures

B6.1 Co-ordinated Planning of Assessment

B6.2 Information to Learners

B6.3 Security of Assessment related processes & materials

B6.4 Reasonable Accommodations

B6.5 Consistency of Marking Between Assessors

B6.6 Assessment Performed by External Parties

B6.7 Consistency of Marking with National Standards

- B6.8 Feedback to Learners
- B6.9 Learner Appeals
- B6.10 Return of Certification Data
- B6.11 Corrective Action

Templates

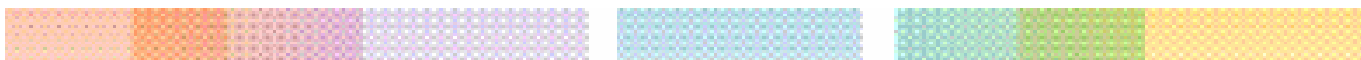
- 6.1 Blank Assignment Brief
- 6.2 List of Assessment Techniques and Weightings
- 6.3 Module Entry Form
- 6.4 Module entries –list of students entered
- 6.5 Examination attendance roll
- 6.6 Sample Receipt for Acceptance of Work
- 6.7 Assessment Feedback Form (1)
- 6.8 Assessment Feedback Form (2)
- 6.9 Personal Circumstances Form

Policy B Fair and Consistent Assessment of Learners

Procedures



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CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B6.1 Co-ordinated Planning of Assessment

Version: V1.0

Purpose: The purpose of this procedure is to ensure that the assessments associated with a programme of study will be planned by all the staff involved, before commencement of the delivery of the programme, assessment will also be integrated and co-ordinated across a programme of study, where possible, to ensure that learners are given the opportunity to maximise the value of their assessments.

Staff Involved: Centre Manager, Course Co-ordinator, Tutors

METHOD	WHO DOES IT	EVIDENCE
Range of appropriate assessment techniques and methods chosen for each Programme	Centre Manager Course Co-ordinator Tutors	List of assessment techniques List of alternative assessment methods suitable for programme content and in order to facilitate candidates with special needs e.g. examinations completed orally.
Assessment planning meetings for staff	Centre Manager Course Co-ordinator Tutors	Agendas and minutes of meetings Assessment plan and schedule for each programme All assessment materials written in level-appropriate language Assignment briefs Examination papers Outline solutions Marking schemes Common assignments
Cross-curricular integration	Staff	

MONITOR	FREQUENCY	METHOD
Centre Manager Course Co-ordinator	Annually	Review evidence
FETAC Audit Team	Once every five years	Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B6.2 Information to Learners

Version: V1.0

Purpose: The purpose of this procedure is to ensure that learners will access information on all aspects of assessment, in a manner that will ensure that they have adequate, accurate information on their responsibilities, the assessment methods, access to assessment schedule, appeals mechanisms and other relevant assessment information.

Staff Involved: Centre Manager, Course Co-ordinators, Tutors.

METHOD	WHO DOES IT	EVIDENCE
Learner contract or handbook in level-appropriate language, to include learner role and responsibility in the assessment process, learner rights in relation to assessment and learner appeals mechanism	Centre Manager Learner Tutors	Signed learner contract demonstrating that the learner understands the contract and agrees to the terms, prior to the commencement of the programme. FETAC video FETAC module descriptor Learner handbook Assessment briefs and criteria
Learner provisional results issued	Centre Manager Course Co-ordinator Tutor	Learner provisional results sheets
Learner feedback system	Course Co-ordinator Tutor	Notes on learner feedback sessions (formative assessment feedback)
Procedures for internal and external appeals mechanisms and authentication process	Centre Manager Internal Verifier External Verifier Tutors	Copy of detailed procedures, written in level-appropriate language Copy of internal and external appeals information issued to learners Schedules and deadlines for appeals procedures
Special accommodations for learners with special needs	Centre Manager Tutors	Information available in appropriate format for learners

MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Review evidence Audit process applied

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B6.3 Security of Assessment related processes & materials

Version: V1.0

Purpose: The purpose of this procedure is to ensure that a mechanism is in place to safeguard the security and integrity of all assessment material until the deadline for appealing FETAC results has expired.

Staff Involved: Centre Manager, Course Co-ordinators, Tutors,

METHOD	WHO DOES IT	EVIDENCE
Copies of briefs, examination papers, outline solutions, marking schemes securely stored	Centre Managers Course Co-ordinators, Tutors	Secure storage facilities prior to issuing to learners
Recording of attendance at examinations and submission of assessment material	Course Co-ordinators, Tutor	Examination attendance roll Record of assessments submitted. Receipt for all work submitted
Secure storage facilities for assessment materials	Centre Manager Course Co-ordinators,	Designated secure storage area Log book
Procedures for internal and external appeals mechanisms	Centre Manager Course Co-ordinators, Tutor	Copy of detailed procedures, written in level-appropriate language issued to staff and learners
Candidates attest to the fact that it is their own original work	Centre Manager Course Co-ordinators, Tutors	Learner declaration form Correspondence with learners
Policy on assessment materials and portfolios post the assessment and appeals process	Learners Centre Manager	Learner handbook Written explanation and signed waiver forms for learners wishing to waive their right to appeal

MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually – on completion of course Once every five years	Review evidence Audit process applied

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B6.4 Reasonable Accommodations

Version: V1.0

Purpose: The purpose of this procedure is to ensure that candidates who have special requirements are facilitated in order to allow them to fully and fairly participate in assessment in a way that is impartial and reasonable. Special arrangements will be put in place to cater for the needs of these candidates

Staff Involved: Senior Management Team, Centre Manager, Special Needs Co-ordinator, Staff Team

METHOD	WHO DOES IT	EVIDENCE
Assessment of needs of special needs learners	Senior Management Team Centre Manager Special Needs Co-ordinator Tutors	Learner report
Adaptation of assessment methods for special needs learners, without compromising the integrity of the assessment.	Tutors	List of alternative formats for assessment available to staff and learners e.g. Assessment briefs available in audio tape format, availability examinations in oral format for special needs learners Guidelines document
Agreed guidelines for internal assessors on assessment for learners with special needs	Centre Manager Special Needs Co-ordinator	Guidelines document
Agreed guidelines for external assessors on the provisions made for learners with special needs	Centre Manager Special Needs Co-ordinator	Guidelines document

MONITOR	FREQUENCY	METHOD
Centre Manager	Annually	Questionnaires Review evidence
Special Needs Co-ordinator	Once every five years	Audit process applied
FETAC Audit Team		

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: **B6.5 Consistency of Marking Between Assessors**
B6.6 Assessment Performed by External Parties
B6.7 Consistency of Marking with National Standards

Version: V1.0

Purpose: The purpose of this procedure is to ensure accurate & consistent marking between internal assessors and external partners and to ensure that marking is in accordance with national standards.

Staff Involved: Senior Management Team, Centre Managers, NCVA Support Service, FETAC Co-ordinators, Subject Tutors, Internal Verifiers, External Verifiers.

METHOD	WHO DOES IT	EVIDENCE
Induction seminar for new FETAC tutors	SFE Support Service FETAC Co-ordinators VEC Staff	Guidelines on the assessment process (internal assessor Handbook/guidelines) Content of seminar Attendance sheets
Seminars on devising assessment	SFE Support Service FETAC Co-ordinators VEC Staff	Guidelines on assessment Assessment seminar content Attendance records Minutes of assessment planning meetings
Cross moderation Training	SFE Support Service FETAC Co-ordinators VEC Staff	Cross moderation training content Cross moderation attendance records
In house cross moderation sessions.	Trained table moderators Co-ordinators Tutors	Attendance records Marking sheets Revised rank order list (as a result of the process)
Internal verification system	Co-ordinators	Record of internal verification system having being applied

Internal appeals mechanism for learners	Subject Matter Expert (in-house) Tutors	Information to learners on internal appeals mechanism
External (FETAC) appeals process	Centre Manager Course Co-ordinators Subject Matter Expert (in-house) Tutors Centre Manager FETAC Co-ordinator Co-ordinators Internal Verifiers External Verifiers VEC Education Staff	When final results are issued to learners they will also be provided with information on the FETAC appeals process. Record of request for an appeal Result of the appeal issued to the learner
MONITOR	FREQUENCY	METHOD
Centre Manager	Annually	Review evidence
FETAC Co-ordinator	Annually	Centre report forms as a result of external examining process
FETAC Audit Team	Once every five years	Audit process applied

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B6.8 Feedback to Learners

Version: V1.0

Purpose: The purpose of this procedure is to ensure in the process of completing assessments such as assignments, projects, skills demonstrations, learner records or collections of work, candidates will get feedback from the internal assessor in an informative and timely fashion so as to allow the candidates maximise their chances of success in these and subsequent assessments.

Staff Involved: Centre Manager, Tutors.

METHOD	WHO DOES IT	EVIDENCE
Scheduled class meeting where appropriate	Centre Manager Tutors Learners	Notice and record of meeting - general feedback provided
Scheduled one-to-one meetings between tutors and learners where appropriate	Centre Managers Tutors Learners	Notice and record of feedback provided, based on participation and assessment to-date.
Evaluation	Centre Managers Tutors, Learners	Evaluation form
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Review evidence Audit process applied

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B6.9 Learner Appeals

Version: V1.0

Purpose: The purpose of this procedure is to ensure Learners will be facilitated that they are entitled to appeal any result that they deem to be unfair and unrepresentative of the work they submitted for assessment

Staff Involved: Course Co-ordinator, Tutors, Centre Managers, Subject Matter Experts (In-house),

METHOD	WHO DOES IT	EVIDENCE
Learners are informed of their right to appeal	Centre Manager Course Co-ordinator Tutors	Learner handbook Course induction session Notice
Internal appeals mechanism for learners	Centre Manager Co-ordinators Subject Matter Expert (in-house) Tutors	Information to learners on internal appeals mechanism Record of procedure Log of events Log of results
External (FETAC) appeals process	Centre Manager FETAC Co-ordinator	When final results are issued to learners they will also be provided with information on the FETAC appeals process. Record of request for an appeal Result of the appeal issued to the learner
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Review evidence Audit process applied

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B6.10 Return of Certification Data

Version: V1.0

Purpose: The purpose of this procedure is to ensure data submitted to FETAC for certification will be checked for any errors or omissions and as far as possible, the information will be accurate, correct and reliable

Staff Involved: FETAC Co-ordinator, Tutor and Centre Manager

METHOD	WHO DOES IT	EVIDENCE
The FETAC co-ordinator will check that the correct module titles and codes are used and check accuracy of name, PPS number, date of birth, and any other required certification data	FETAC Co-ordinator	Completed results form (online entry process)
MONITOR	FREQUENCY	METHOD
FETAC Co-ordinator FETAC Audit Team	Annually Once every five years	Review evidence Audit process applied

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B6.11 Corrective Action

Version: V1.0

Purpose: The purpose of this procedure is to ensure that, should any error, omission or action impacting on the validity of the assessment process be identified, action(s) will be taken to rectify the situation

Staff Involved: FETAC Co-ordinator, Internal Assessors, Centre Managers

METHOD	WHO DOES IT	EVIDENCE
Internal assessor will bring to the attention of the FETAC Co-ordinator any errors, omissions or actions that call into question the validity of the assessment process	FETAC Co-ordinators Internal Assessors	Issues Errors omissions log FETAC report
Highlighted issues will be fully investigated and rectified	FETAC Co-ordinators	Report on the assessment process
Any errors, omissions or actions that affect the validity of the assessment process will be immediately communicated to FETAC.	FETAC Co-ordinators Centre Managers	A logbook will be kept by the FETAC Co-ordinator identifying any issues arising
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Co-ordinator	At each assessment opportunity – currently available twice a year	Review evidence
FETAC Audit Team	Once every five years	Audit process applied

Policy B

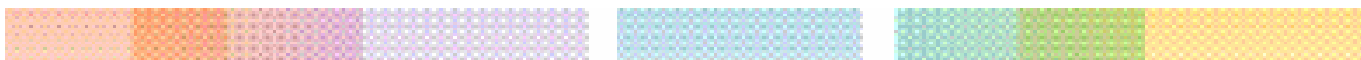
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6.1. Blank Assignment Brief

Module Title:	
Module Code:	
Level:	
Assessment Technique:	
Weighting:	
Title:	
Guidelines:	
Assessment Criteria:	
Date of issue:	
Submission Date:	
Student confirmation:	I. _____ confirm that this is my own original work.
Signed:	
Date:	



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

6.2 Assessment Techniques and Weightings

To be completed by each teacher/tutor and kept on file

Module Name	Assessment Technique	Weighting %	Brief completed	Examination Paper	Assessment Planned and completed

Name: _____

Date: _____



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

6.3 Module Entry Form

Name:	
Date of Birth:	
PPSN:	
Medical Card:	
Expiry Date:	
List of modules to be completed:	
History - List of modules completed in the past:	
Other details: Other centres or schools attended/previous examination numbers:	
Student signature:	



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

6.6 Sample Receipt for Acceptance of Work

Module Title and Code:	
Unit :	
Date:	
Time:	
Candidate Name (Block capitals please)	Candidate Signature
Assessment Title:	
Assessment Description (Skill Demonstrated; Nature of Assignment; Nature of Project)	
Tutor Name:	
Deadline Date:	
Date received:	
Received by:	
Signed (Teacher):	
Date:	
Signed (Student):	
Date:	
Centre/School/College Stamp:	
* One copy to be retained at centre/school and one to be issued to student.	



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6.7. Assessment Feedback Form (1)

Student Name:	
Module Title:	
Tutor:	
Assignment Title:	
Feedback:	
Suggestions for Improvement:	
Timescale for Resubmission (where appropriate):	



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

6.8. Assessment Feedback Form (2)

Student Name:	
Module Title:	
Tutor:	
Assignment Title:	
Assessment Criteria:	
Tutor Feedback on Assessment Criteria	
Student has successfully achieved assessment criteria for this project (Signed)	

Grading Criteria:
PASS
To pass this assignment you must:

MERIT:
To gain a merit you must:

DISTINCTION:
To gain a distinction you must:

Tutor Comments:

Student Comments:

**Cross-moderator's
Comments**

**Internal Verifier's
Comments:**

Date:



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

6.9. Personal Circumstances Form

Student Name:	
Course:	
Module:	
Teacher:	
Assessment/Examination for which deferral/second sitting requested:	
Reason:	
Student Signature:	
Date:	

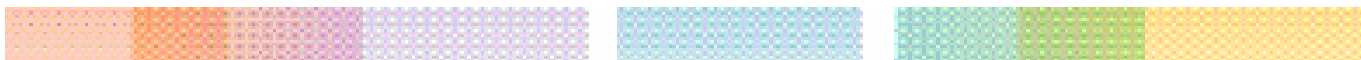
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Policy B9

Self Evaluation of Programmes and Service

It is the policy of Co. Wicklow VEC to encourage and facilitate the on-going self- evaluation of the programmes and services it offers, by both providers and learners. Co. Wicklow VEC recognises and is committed to the invaluable and positive role of self -evaluation in the development and delivery of a continually enhanced service to our learners.

To be effective this self-evaluation should:

- involve all stakeholders including learners
- encourage a positive approach
- aim to use the findings to enhance the delivery of programmes
- should when sampling be wide-ranging and inclusive of all programmes of study and associated services, assessors and locations
- produce quantitative/qualitative data which gives an overview of the programme or activity

- be fair and impartial and focus on the processes and activities rather than the individual
- focus on improvement by generating action plans and implementing them

To ensure that Co. Wicklow VEC meet their responsibilities in the self-evaluation of programmes and services we provide clear and defined procedural guidelines.

Procedures

B9.1 Assignment of Responsibility

B9.2 Frequency

B9.3 Range

B9.4 Learner Involvement

B9.5 Selection of External Evaluator

B9.6 Methodology

Templates

9.1 FETAC Self-Evaluation Checklist

9.2 County Wicklow VEC Self-evaluation student questionnaire

9.3 Individual Course Evaluation Sheet

9.4 Course Evaluation Sheet

9.5 Student Module Evaluation

9.6 Programme Evaluation Report

9.7 programme Improvement Plan

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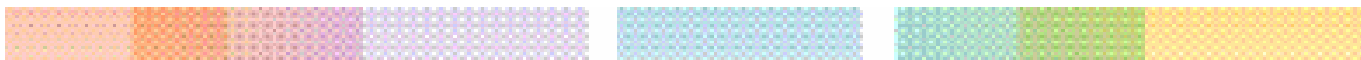
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CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B9.1 Assignment of Responsibility

Version: V1.0

Purpose: The purpose of this procedure is to ensure that responsibility will be assigned to an individual(s) to ensure an effective and fair evaluation is carried out. This role will be supported by management and accorded with additional resources as may be required to fulfill the role in a timely and professional manner.

Staff Involved: Senior Management Team, Centre Managers, Heads of Department, Course Co-ordinators, VEC Head Office Staff.

METHOD	WHO DOES IT	EVIDENCE
Course planning meetings to decide who takes on responsibility and its timetabling and to ensure that enough resources are available to carry these out	Senior Management Team Centre Management Heads of Department Course Coordinators	Minutes of meetings Action plan Resource planning
Appointment of self-evaluation Co-ordinator	Senior Management Team Centre Management Heads of Department Course Co-ordinators	Name of evaluator Minutes of meeting Action plan
Facilitation Hours Staff upskilling	Senior Management Team Centre Manager	Training records
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B9.2 Frequency

Version: V1.0

Purpose: The purpose of this procedure is to ensure that a suitable timeframe is identified and frequency for the self- evaluation of programmes and services is established that ensures a thorough and effective evaluation but is realistic in terms of resources required to deliver this on time and as required.

Staff Involved: Senior Management Team, Centre Managers, Heads of Department, Course Co-ordinators, Programme Tutors, Self-evaluation Co-ordinators

METHOD	WHO DOES IT	EVIDENCE
Annual programme review	Senior Management Team Centre Management Heads of Department Course Co-ordinators Programme Tutors	Minutes of review Action plan
Timetabling of review	Self evaluation Co-ordinator	Timetable
MONITOR	FREQUENCY	METHOD
Centre Manager Self evaluation Co-ordinator	Annually (On going review) End of programme review	Audit process applied
FETAC Audit Team	Once every five years	Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B9.3 Range

Version: V1.0

Purpose: The purpose of this procedure is to ensure that the range and scope of the self-evaluation procedure is agreed. In some cases programmes may be grouped for this review or may be reviewed separately.

Staff Involved: Senior Management Team, Centre Manager, All Staff

METHOD	WHO DOES IT	EVIDENCE
<p>Quality Assurance Steering Committee meeting to determine the scope and frequency of self-evaluation.</p> <p>Centre Management meeting to co-ordinate and implement self-evaluation</p>	<p>Quality Assurance Steering Committee V.E.C.</p> <p>Centre Management All Staff</p>	<p>Minutes of meeting Review Action plan</p> <p>Minutes of meeting Review Action plan</p>
MONITOR	FREQUENCY	METHOD
<p>Centre Manager</p> <p>FETAC Audit Team</p>	<p>Annually</p> <p>Once every five years</p>	<p>Audit process applied</p> <p>Review evidence</p>

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B9.4 Learner Involvement

Version: V1.0

Purpose: The purpose of this procedure is to ensure the involvement of learners by deciding on the most effective ways of achieving learner feedback from both individuals and groups of learners and at what stage in programme this will be achieved.

Staff Involved: Centre Management, Heads of Department, Course Co-ordinators, Programme Tutors, Student Representatives, All Staff.

METHOD	WHO DOES IT	EVIDENCE
Staff meetings	Centre Management Heads of Department Course Co-ordinators Programme Tutors	Minutes of meeting
Student Council meeting	Class Representatives	Minutes of meeting
Board of Management meetings	Student Representatives	Student representative report
Class meetings	Staff & Learners	Minutes and action plan Informal notes
Learner feedback form	Learners	Completed learner feedback forms+ or tape
Learner induction	Centre Manager	Attendance sheets Induction programme
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team External Evaluators	Annually Once every five years	Audit Process Applied Review evidence

CO. WICKLOW VOCATIONAL EDUCATION COMMITTEE

Title: B9.5 Selection of External Evaluator

Version: V1.0

Purpose: The purpose of this procedure is to ensure that the clearly defined criteria required in the effective choice of an independent external evaluator are applied. It also ensures that the professional experience of the external evaluator can contribute positively to the evaluation and review of the programme(s) being evaluated.

Staff Involved: Senior Management Team, Quality Assurance Steering Committee, Centre Management, Heads of Department, Course Co-ordinators, Course Tutors

METHOD	WHO DOES IT	EVIDENCE
List of professional qualities and relevant experience for evaluators of various programmes	Senior Management Team Quality Assurance Steering Committee Centre Management Heads of Department Course Co-ordinators Tutors	Selection criteria
Compile lists of suitably qualified evaluators	Senior Management Team	List of individuals
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

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Title: B9.6 Methodology

Version: V1.0

Purpose: The purpose of this procedure is to ensure that a range of defined methods are in place, which will ensure a clear, concise and open self-evaluation and which will be broad enough in its scope to allow adequate feedback which can be used in the continued improvement of programmes and services offered.

Staff Involved: Centre Managers, Heads of Department, Course Co-ordinators, Course Tutors, All Staff

METHOD	WHO DOES IT	EVIDENCE
Internal evaluation: Learner feedback forms (confidential)	Centre Managers Learners	Completed and summarized forms
Staff feedback forms	Staff	Report based on completed forms
Learner interviews	Staff Learners	Minutes of interviews
Programme meetings	Staff	Minutes & programme Evaluation forms
Stakeholder meetings	Centre Manager Staff Stakeholders	Minutes of meeting
Quantitative data review Strengths and weakness analysis	Centre Management Staff	Analysis forms Draft evaluation report
External evaluation	External evaluator(s)	Analysis of draft evaluation report
FETAC monitoring and evaluation	Centre manager FETAC evaluator	FETAC form Evaluating programme design and content, delivery, objectives, associated services and resourcing and assessment of learning
FETAC evaluation results conveyed to staff	Centre Manager Staff	Circulation of FETAC feedback report

Meeting on implementation of an improvement plan	Centre Manager Staff	Report on meeting on review of feedback and improvement plan Action plan developed
MONITOR	FREQUENCY	METHOD
Centre Manager FETAC Audit Team	Annually Once every five years	Audit process applied Review evidence

Policy B

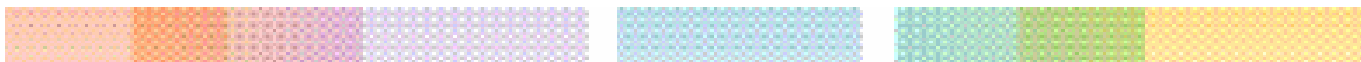
Fair and Consistent

Assessment of Learners

Templates



County Wicklow
VOCATIONAL
EDUCATION COMMITTEE
Coiste Gairmoideachas Chontae Chill Mhantáin



County Wicklow Education Development Office 2007



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

9.1. FETAC Self Evaluation Checklist

Grading Scale:

3 = Strength	There is plentiful evidence to indicate that achievement in this area is above average, This is an example of good practice which should be disseminated.
2 = Acceptable	There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength.
1 = For Improvement	There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:	Programme:
Evaluator(s):	Date:

Question	Comment/Evidence Type(s)	Grade
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Communications

Are learners able to give feedback on their individual and collective experiences? Are there any barriers to communication?		
Is information relevant to programmes and services consistently available to the staff involved in their delivery?		
Are staff able to		

contribute feedback and suggestions for the improvement of the programme(s) and associated services?		
Are communications media for supplying information to and receiving feedback from the local community, employers and other external agencies effective?		
	Communications: – Average Grade	

Question	Comment/Evidence Type(s)	Grade
-----------------	---------------------------------	--------------

Equality		
Is there an Equality Plan in place? Are staff trained to implement it?		
Is it known if any person has experienced discrimination in access to the programme or services? Is there a mechanism in place for this to be known by the provider?		
	Equality: – Average Grade	

Question	Comment/Evidence Type(s)	Grade
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Staff Recruitment and Development		
Are the staff involved in programme delivery well matched to their role and clear about their job specifications?		
Have new staff had access to an effective induction process?		
What percentage of staff have availed of staff development over the past two years?		
Are staff development issues regularly reviewed by management?		
	Staff Recruitment and Development – Average Grade	

Question	Comment/Evidence Type(s)	Grade
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Access, Transfer and Progression		
Do learners feel that they have adequate information about the programme and its associated services to enable them to successfully participate in it?		
Are the following available to prospective learners on entry to the programme(s)?		

Clear administration arrangements		
Statements of entry requirements and selection criteria		
Appeals mechanism?		
Have learners gained exemption from all or parts of a programme / assessment for an award on the basis of recognition of prior learning?		
Have current learner supports / programme adaptations been successful in addressing the needs of learners? Have additional supports been requested?		
	Access, Transfer and Progression: – Average Grade	

Question	Comment/Evidence Type(s)	Grade
-----------------	---------------------------------	--------------

Programme Development, Delivery and Review		
Does the need which led to the development of this programme still exist?		
Is there a document which sets out the programme structure, delivery and assessment methodologies? Is this available to learners and other interested parties?		
Have such programme documents been checked		

and approved by management as being in accordance with Mission, demand, assessment policy and resource availability?		
Are delivery styles used on the programme(s) appropriate to the needs of learners?		
Does the programme team meet to review programme delivery and other issues? Is the information acquired used effectively?		
Are timetables adhered to?		
Are up to date records of learner participation and progress readily available to staff and learners?		
Are the resources necessary for successful achievement by learners of the programme objectives allocated to and maintained on the programme(s)?		
What is the programme completion rate for this programme i.e. what percentage of those who began the programme have attained the target award?		
Are the requirements of Health & Safety legislation being complied with?		

Is there clarity as to who has the overall responsibility for delivery and assessment of programmes leading to FETAC awards?		
Has this programme been reviewed on a regular basis and the findings considered by management?		
	Programme Development, Delivery and Review – Average Grade	

Question	Comment/Evidence Type(s)	Grade
-----------------	---------------------------------	--------------

Fair and Consistent Assessment of Learners		
Are learners satisfied with the level of information and feedback they have received on their assessments?		
Are learners and staff satisfied with the security and integrity of assessment processes and materials?		
How successful has the reasonable accommodations procedure been in facilitating participation in assessment by those who otherwise, due to personal circumstances, may have been unable to do so? Is there data available on this?		

Are assessors consistent in their marking of learner assessments?		
Has the assessment carried out by external parties been fair, consistent and contributing to learner achievement?		
Are the standards being achieved by learners consistent with the national standards for the award(s) available on this programme?		
Has the process of returning data to FETAC for certification purposes been found to be accurate and reliable?		
Has the procedure for Corrective Action been used? Has it been effective in addressing non conformances in assessment practice?		
Has the process of returning data to FETAC for certification purposes been found to be accurate and reliable?		
Has the learner appeal system been effective in addressing concerns of individual learners regarding their assessments?		
	Fair and Consistent Assessment of Learners – Average Grade	



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9.2 Self-evaluation Questionnaire

<u>Section 1: General Information</u>	
1.1 Class/Programme of study	
1.2 Date	
1.3 Year of study: First Second Third Fourth Other (Please specify)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____
1.4 Age Range: 21-30 31-40 41-50 51-60 61+	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5 Please indicate the level of course you are participating on: FETAC Level 3: FETAC Level 4: FETAC Level 5: Junior Certificate: Leaving Certificate: ECDL: Other:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
List the modules or subjects you are studying:	_____ _____ _____ _____ _____ _____

<p>1.6 How did you hear about the centre? Through a friend or relative Adult Guidance Service Advertising Newspaper Other (please specify)</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____</p>
<p>1.7 Are you a dispersed mode VTOS Student? (i.e.: studying in a location other than the main VTOS centre?)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Section 2: Atmosphere and environment

<p>2.1 Which of the following terms best describes the atmosphere in the centre?</p>	<p><input type="checkbox"/> Friendly <input type="checkbox"/> Open <input type="checkbox"/> Supportive <input type="checkbox"/> Non-threatening <input type="checkbox"/> Helpful <input type="checkbox"/> Unhelpful <input type="checkbox"/> Stressful <input type="checkbox"/> Tense <input type="checkbox"/> Inflexible <input type="checkbox"/> Other _____</p>
<p>2.2 How do you feel you were treated by staff in the centre?</p>	<p>_____ _____ _____</p>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very accessible	Accessible	Inaccessible
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Can you describe a situation where you sought help in the centre, and what the outcome was?</p>	<hr/>		
	<hr/>		
	<hr/>		
	<hr/>		

<p>2.6 Rate the following facilities:</p> <p>Crèche</p> <p>Adult Guidance Offices</p> <p>Classrooms</p> <p>Canteen</p> <p>Library</p> <p>Computer Access</p> <p>Course materials</p>	Excellent	Very Good	Good	Poor
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Please make further comments on facilities if you wish:</p>	<hr/>			
	<hr/>			
	<hr/>			
	<hr/>			
<p>Can you suggest how we might improve the facilities?</p>	<hr/>			
	<hr/>			
	<hr/>			
	<hr/>			

Section 3: Course content/choices

**3.1 Do you feel you were given enough information about the programme to make an informed choice when choosing courses?
Explain**

(Please tick) Yes No

Name the certification you will achieve on completion of your course:

**3.2 Did you participate in an Open Day at this Centre?
Did you participate in induction?**

(Please tick) Yes No

(Please tick) Yes No

Please describe how the above affected your participation and decision-making:

3.3 How relevant is/was the course content to your needs and expectations?

Highly relevant

Relevant

Not relevant

3.4 Do you intend to continue with your studies?

(Please tick) Yes No

If yes, where do you plan to continue studies?

What are you going to study?

	<hr/> <hr/> <hr/>
<p>3.5 Are you satisfied that you have gained enough knowledge from your course to progress to Further Education or to the work place? Please explain:</p>	<p>(Please tick) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/>
<p>3.6 Did you receive enough information to make an informed career choice:</p> <p>a. Before starting the course</p> <p>b. During the course</p> <p>Please give more details:</p>	<p>(Please tick) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(Please tick) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <hr/> <hr/> <hr/>

Section 4: Teaching Methods

<p>4.1 How would you rate the teaching methods used in the centre?</p>	<p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Very Good</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Poor</p>
<p>4.2 Which of the following teaching methods have you experienced?</p>	<p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Group discussion</p> <p><input type="checkbox"/> TV/DVD/Video</p> <p><input type="checkbox"/> Peer support</p> <p><input type="checkbox"/> 1-1</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Project work</p>

<p>List any other methods you have experienced that are not listed above:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Role play <input type="checkbox"/> Games <input type="checkbox"/> Experiential Learning <input type="checkbox"/> Demonstration <input type="checkbox"/> Drill and practice <input type="checkbox"/> Use of Internet for research <hr/> <hr/> <hr/>
<p>4.3 Give some examples of how you learned best during the course:</p>	<hr/> <hr/> <hr/>
<p>4.4 Do you feel you have changed in any way as a learner since starting this course?</p> <p>Describe how you have changed as you have progressed through your studies:</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4.5 How did you feel in class?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome <input type="checkbox"/> Comfortable <input type="checkbox"/> Confident <input type="checkbox"/> Free to express own opinions <input type="checkbox"/> Unwelcome <input type="checkbox"/> Uncomfortable <input type="checkbox"/> Restricted <input type="checkbox"/> Stressed

Section 5: Student supports

5.1 Did you avail of any of the following supports? (Please tick)

Childcare

Yes No N/a

Adult Guidance

Yes No N/a

Training Bonus

Yes No N/a

Travel Allowance

Yes No N/a

Meal allowance

Yes No N/a

Personal Counselling

Yes No N/a

Learning Support

Yes No N/a

Support with books, materials and examination fees

Yes No N/a

If you answered 'yes' to any of the above, please describe how it affected your learning:

5.2 Can you suggest any ways in which we can improve our service to learners?

Signed (Optional):

Date:

Thank you for taking the time to fill in this questionnaire. We appreciate forms being returned so that we can make changes if necessary for the future.



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9.3 Individual Course Evaluation

Module	Date	What did you learn?	Tutor		General comment or suggestions
Computer Skills			Attentive	<input type="checkbox"/>	
			Explains subject well	<input type="checkbox"/>	
			Committed	<input type="checkbox"/>	
Cookery			Attentive	<input type="checkbox"/>	
			Explains subject well	<input type="checkbox"/>	
			Committed	<input type="checkbox"/>	
Communications /Literacy/ Numeracy			Attentive	<input type="checkbox"/>	
			Explains subject well	<input type="checkbox"/>	
			Committed	<input type="checkbox"/>	
Personal Development			Attentive	<input type="checkbox"/>	
			Explains subject well	<input type="checkbox"/>	
			Committed	<input type="checkbox"/>	
Sewing and Craft			Attentive	<input type="checkbox"/>	
			Explains subject well	<input type="checkbox"/>	
			Committed	<input type="checkbox"/>	
Work Orientation			Attentive	<input type="checkbox"/>	
			Explains subject well	<input type="checkbox"/>	
			Committed	<input type="checkbox"/>	
Signed (Optional):					
Date:					



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9.4 Course Evaluation

Course Title				
Module Code				
How would you rate the following? Please tick.				
	Excellent	Good	Fair	Poor
Course content				
Course resources and equipment				
Facilities				
Premises				
Teaching methods				
Approachability of tutor(s)				
Friendliness				
Course handouts/modules				
Course exercises/assessments				
Support				
Motivations from tutor(s)				
Feedback/interest from tutors				

Signed (Optional)	
Date	

Thank you for taking the time to complete this evaluation sheet.



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9.5 Student Module Evaluation

Student Name:

Student Group:

What parts of this module / unit did you enjoy?

Why did you enjoy them?

What parts of this Module / unit did you least enjoy?

What prevented you from enjoying them?

Which of these teaching methods did you find most useful for this module / unit?

- | | | | |
|----------------------|--------------------------|------------------------|--------------------------|
| Whole Class teaching | <input type="checkbox"/> | Research Projects | <input type="checkbox"/> |
| Tape work | <input type="checkbox"/> | Collage | <input type="checkbox"/> |
| Role Play | <input type="checkbox"/> | Games | <input type="checkbox"/> |
| Puzzles | <input type="checkbox"/> | Worksheets | <input type="checkbox"/> |
| Demonstration | <input type="checkbox"/> | Field trips | <input type="checkbox"/> |
| Map work | <input type="checkbox"/> | Team teaching | <input type="checkbox"/> |
| Interviews | <input type="checkbox"/> | Visiting speakers | <input type="checkbox"/> |
| Library work | <input type="checkbox"/> | Survey / Questionnaire | <input type="checkbox"/> |
| Photographs | <input type="checkbox"/> | Textbook work | <input type="checkbox"/> |
| Quizzes | <input type="checkbox"/> | | |



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9.6 Programme Evaluation Report

Provider Name:			
Provider No.			
Address			
Phone / Fax / email / website			
Manager / Principal / Director Name			
Report Date			
Programme Title			
Report Author(s)			
External Evaluator	Name	Job Details	
Timeframe covered by Evaluation	From (mm/yyyy)		To (mm/yyyy)

 Manager / Principal / Director Date

 External Evaluator Date

Programme Summary

Enter a brief outline of the programme, to include its aims, objectives, learner profile and target award(s).

Programme Statistics

Number of Learners who started in period:	
Number of Learners who achieved an award in period:	

Evaluation Methodology

Enter a description of how the evaluation was conducted and what sources of information were used. In particular, explain how the views of learners were included and how the external evaluator was involved.

Executive Summary

Enter in the table the grades for this programme as assigned on the evaluation checklist.

Grading Scale:

- 3 = Strength** There is plentiful evidence to indicate that achievement in this area is above average. This is an area where practice should be disseminated elsewhere.
- 2 = Acceptable** There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength.
- 1 = For improvement** There is little or no evidence that achievement in this area meets what is expected. Improvement is needed.

Policy Areas	Average Grade
Communications	
Equality	
Staff recruitment and Development	
Access, Transfer and Progression	
Programme Development, Delivery and Review	
Fair and Consistent Assessment of Learners	
Protection for Learners	
Sub-contracting/Procuring Programme Delivery	

List the main strengths and areas for improvement found in relation to this programme. They should be bullet-listed in descending order of priority.

Strengths

Areas for Improvement

List the main recommendations made in relation to this programme.

Recommendations

Detailed Findings

Programme Design and Content

To consider: (these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist)

How has the design and content of the programme met the needs of the learners in terms of access, transfer and progression and achievement of awards. Have learners been completing the programme or dropping out? Is there sufficient information available on which to base decisions regarding demand, content, learner needs, etc? Is the demand for the programme from learners, employers, other providers still evident? Are all the requirements for the award being met? Is the design and content of the programme accommodating of learner diversity?

Strengths

Areas for Improvement

Recommendations

Programme Delivery

To consider: (these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist).

Are delivery methods appropriate to learner needs? Have adaptations been identified? Are learner supports adequate? Are learners kept informed of their own progress? Are the teaching and learning materials adequate for the purpose? Are timetables/schedules being adhered to? Are learners encouraged to take responsibility for their own learning? How well are the needs of the learners with diverse needs being addressed? Are staff confident and content in their roles? Is staff development keeping pace with the demands on staff? Is the programme being reviewed on a regular basis and are staff facilitated to contribute to the review?

Strengths

Areas for Improvement

Recommendations

Assessment of Learning

To consider: (these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist).

Is the administration of assessment and learner registration happening effectively? Are assessment strategies appropriate to learner needs and programme design? Is assessment fair to learners and consistent as carried out by assessors? Are the reports of external verifiers/monitors/examiners reviewed and acted upon? Is the standard achieved by learners consistent with national standards? Are reasonable accommodations available to students with disabilities? Are exemptions from assessment given where a learner has evidence of prior achievement? Are records of assessment maintained securely?

Strengths

Areas for Improvement

Recommendations

Associated Services and Resourcing

To consider: (these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist).

Are the resources available to allow staff to deliver the programme effectively? Do learners have access to the materials and facilities essential for successful participation in the programme> is there sufficient access for staff and learners to reference materials and IT resources as appropriate? Are facilities safe and well maintained? Is access to services available to all learner groups?

Strengths

Areas for Improvement

Recommendations

Attainment of Programme Objectives

***To consider:** (these are prompts only. Other questions should also be considered as highlighted by the evaluation checklist).*

Are the objectives of the programme being reached? Are the objectives clearly enough defined? Are learners leaving the programme early? Are the reasons for early drop out known and understood? Are attainment levels comparable across all learner groups? Is the demand for this programme still evident?

Strengths

Areas for Improvement

Recommendations



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

9.7 Programme Improvement Plan

Provider Name	
Provider No.	
Manager/Principal/Director Name	
Programme Title	

Recommendation from Self-Evaluation Report	Action Agreed	By Whom	By When
Programme Design and Content			
Programme Delivery			
Assessment of Learning			
Associated Services and Resourcing			
Attainment of Programme Objectives			

Signed	<hr/>
Date	<hr/>



COUNTY WICKLOW VOCATIONAL EDUCATION COMMITTEE

Frequently used acronyms

ABE	Adult Basic Education
ADM	Area Development Management
AEO	Adult Education Officer
AFEF	Adult and Further Education Forum
ALCES	Adult Literacy and Community Education Scheme
ALDF	Adult Literacy Development Fund
ALO	Adult Literacy Organiser
BTEA	Back to Education Allowance
BTEI	Back to Education Initiative
CC	Community College
CDB	County Development Board
CDU	Curriculum Development Unit
CE	Community Employment
CEC	Community Education Centre
CEF	Community Education Facilitator
CEO	Chief Executive Officer
CWVEC	County Wicklow Vocational Education Committee
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Science
EDO	Education Development Officer
EO	Education Officer
EPIT	Education Plan Implementation Team
FAS	Foras Aiseanna Saothair
FEC	Further Education Centre
FEDU	Further Education Development Unit
FETAC	Further Education and Training Awards Council
FRC	Family Resource Centre
FRC	Family Resource Centre
HETAC	Higher Education and Training Awards Council
HSE	Health Services Executive
ICT	Information and Communications Technology
IT	Information Technology
ITABE	Intensive tuition in Adult Basic Education
JCSP	Junior Certificate Schools Programme
LC	Leaving Certificate
LCAP	Leaving Cert Applied Programme
LCVP	Leaving Certificate Vocational Programme
LDSIP	Local Development Social Inclusion Plan
NDP	National Development Plan
OSF	Organisational Services Forum
RAPID	Revitalising Areas through Planning, Infrastructure and Development
SCP	School Completion Programme
SFE	Supporting Further Education (Further Education Support Service)

SIM	Social Inclusion Measures
SLSF	Second Level Service Forum
SPIDAS	Special Incentive for Disadvantaged Students
VEC	Vocational Education Committee
VSSU	Vocational Services Support Unit
VTOS	Vocational Training Opportunities Scheme
YPFSF	Young Peoples Facilities and Services Fund

Useful Websites

Aontas	www.aontas.ie
County Wicklow VEC	www.countywicklowvec.ie
FAS	www.fas.ie
FETAC	www.fetac.ie
Government Departments	www.irlgov.ie
HETAC	www.hetac.ie
Irish Vocational Education Association	www.ivea.ie
National Adult Literacy Agency	www.nala.ie
National Qualifications Authority of Ireland	www.nfq.ie
School Development Planning	www.sdpi.ie
Senior Traveller Training Centre	www.sttc.ie
Further Education Support Service	www.sfe.ie
Youthreach	www.youthreach.ie
Youthreach Quality Framework Initiative	www.youthreach.ie/qualityframework/index.htm