



QUALITY ASSURANCE MANUAL

COLÁISTE NA LIFE

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E. & O.E.



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Table of Contents

DISCLAIMER	2
INTRODUCTION	6
MISSION STATEMENT	7
Vision	7
Equality Statement	7
LEARNER CHARTER	7
ORGANISATIONAL CONTEXT	8
STRATEGIC PLAN	8
Market Niche.....	8
1 GOVERNANCE AND MANAGEMENT OF QUALITY	9
1.1 Governance Structure	9
1.2 Corporate Governance	9
1.3 Separation of Academic and Commercial Decision-making	9
1.4 Terms of Reference of Boards and Committees	10
1.4.1 Board of Directors	10
1.4.2 Senior Management Team	11
1.4.3 Academic Committee	12
1.4.4 Appeals Committee.....	13
1.4.5 Operations Committee.....	14
1.4.6 Disciplinary Committee	15
1.4.7 Quality Assurance Committee	16
1.5 Learner Representation	17
1.6 Membership of Governance Units	18
1.7 Organisation Chart	19
1.7.1 Roles and Responsibilities	20
1.8 Policy for Risk Management	27
1.8.1 Risk Management Procedure.....	28
1.9 Liffey College’s Quality Assurance System	28
1.9.1 Quality Assurance Management and Maintenance.....	29
1.9.2 Quality Culture	31
1.9.3 Key Tenets of Liffey College’s Quality Assurance	33
2 DOCUMENTED APPROACHES TO QUALITY ASSURANCE	35
2.1 Policy for Quality Assurance Framework	35
2.1.1 Procedure for Development of Quality Assurance Policies and Procedures	36
2.2 Policy for Ongoing Quality Assurance Monitoring and Review	37
2.2.1 Procedure for Ongoing Monitoring and QA Review	38
3 PROGRAMMES OF EDUCATION AND TRAINING	39
3.1 Policy for Programme Development and Approval	39
3.1.1 Procedure for Programme Development and Approval	40
3.2 Policy for Programme Monitoring and Review	45
3.2.1 Procedure for Programme Monitoring and Review.....	45

3.3	Policy for Learner Access, Transfer and Progression	48
3.3.1	Procedure for Learner Access, Transfer and Progression	50
4	STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT	53
4.1	Policy for Staff Recruitment.....	53
4.1.1	Procedure for Staff Recruitment and Allocation	54
4.1.2	Procedure for Staff Induction.....	55
4.2	Policy for Staff Development.....	56
4.2.1	Procedure for Staff Development	57
5	TEACHING AND LEARNING	59
5.1	Policy for Teaching and Learning	59
5.1.1	Policies and Procedures Supporting the Teaching and Learning Policy	60
5.2	Ethos that Promotes Learning	60
	61
5.3	Learning Environments	61
5.3.1	Physical premises, equipment and facilities	61
5.3.2	Online Learning (Temporarily: In Adaptation to Times of Emergency).....	61
6	ASSESSMENT OF LEARNERS	63
6.1	Policy for Assessment of Learners.....	63
6.1.1	Procedure for Coordinated Planning and Assessments	64
6.1.2	Procedure for Assessment Information for Learners.....	67
6.1.3	Procedure for Security of Assessment-related Process and Material.....	68
6.1.4	Procedure for Reasonable Accommodation	69
6.1.5	Procedure for Marking Consistency	71
6.1.6	Procedure for Internal Verification	72
6.1.7	Procedure for External Authentication	73
6.1.8	Procedure for Learner Appeals	75
6.1.9	Procedure for Results Approval	76
6.2	Assessment by Third Parties	78
6.3	Learner Feedback.....	78
6.4	Corrective Action	79
7	SUPPORTS FOR LEARNERS	80
7.1	Policy for Learner Support.....	80
7.2	Policy for Complaints and Grievances	84
7.2.1	Procedure for Complaints and Grievances	85
8	INFORMATION AND DATA MANAGEMENT	87
8.1	Policy for Information and Data Management	87
8.2	Information Systems	87
8.3	Learner Records	87
8.4	Management Information System	88
8.5	Information for Further Planning.....	88
8.6	Completion Rates.....	88
8.7	Records, Maintenance and Retention	88
8.8	Data Protection and Freedom of Information	89
9	INFORMATION PROVISION AND COMMUNICATION.....	90

9.1	Policy for Information Provision and Communication.....	90
10	OTHER STAKEHOLDERS INVOLVED IN EDUCATION AND TRAINING	93
10.1	Policy for Other Stakeholders Involved in Education and Training	93
10.2	The Broader Education and Training Community	93
10.3	Partnerships and Second Providers.....	93
10.4	Policy for the Recruitment of Independent External Advisors, Examiners and Authenticators	93
10.4.1	Procedure for Recruitment and Allocation of Independent External Advisors, Examiners and Authenticators .	95
10.4.2	Procedure for the Induction of Independent External Advisors, Examiners and Authenticators	96
11	SELF-EVALUATION, MONITORING AND REVIEW OF PROGRAMMES AND SERVICES	98
11.1	Policy for Self-Evaluation, Monitoring and Review of Programmes and Services	98
11.1.1	Procedure for Self-Evaluation, Monitoring and Review of Programmes and Services	99
11.2	Learner and Staff feedback.....	101

INTRODUCTION

This document outlines the Quality Assurance (QA) arrangements in place at Liffey College. It identifies the committees and positions established and also describes the policies and procedures to manage the quality function of the College for effective corporate and academic governance.

The document has been developed within Liffey College's context both as an Irish state-accredited further education provider and a private limited company, in line with the requirements of the Core Statutory Quality Assurance Guidelines 2016 (QQI), Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI) and relevant accreditation bodies.

This Quality Manual contains academic and professional policies and procedures encompassing the following areas:

1. Governance and Management of Quality
2. Documented Approach to Quality Assurance
3. Programmes of Education and Training
4. Staff Recruitment, Management and Development
5. Teaching and Learning
6. Assessment of Learners
7. Supports for Learners
8. Information and Data Management
9. Information Provision and Communication
10. Other Stakeholders Involved in Education and Training
11. Self-Evaluation, Monitoring and Review of Programmes and Services

MISSION STATEMENT

Liffey College is committed to excellence in contributing to the vitality of communities through integrity, leadership and service. Our college enhances learner academic and personal development by creating conditions that inspire learners to devote time and energy to educationally purposeful, motivating, and challenging activities both inside and outside the classroom as required.

Liffey College also builds the strength of the economy through professional and innovative education programmes and services that prepare and equip people for successful living, life-long learning, and work in a global knowledge-based economy.

Vision

Liffey College will be distinguished as an educational institution through excellence that provides developmentally appropriate and supportive opportunities while challenging our learners to become Responsible, Resourceful and Reflective and fulfil the college mission to lead productive and fulfilling lives.

Equality Statement

Liffey College is fully committed to providing a harmonious working and learning environment in which staff and learners are able to maximise their full potential and to contribute to the success of the college, irrespective of their gender, race, disability, sexual orientation, religious belief, marital status, or membership of the travelling community.

LEARNER CHARTER

Liffey College is committed to excellence in contributing to the vitality of communities through integrity, leadership and service. The College enhances student learning and personal development by creating conditions that motivate and inspire learners to devote time and energy to educationally purposeful activities both inside and outside the classroom. Liffey College also builds the strength of the economy through professional and innovative education programmes and services that equip people for successful living, lifelong learning, and work in a global knowledge-based economy. Liffey College endeavours to be distinguished as an educational institution through excellence that provides developmentally appropriate and supportive opportunities by challenging our learners to become Responsible, Resourceful, and Reflective and fulfil the college mission to lead productive and fulfilling lives.

The establishment and maintenance of such an environment requires engagement and commitment from each member of the College. A Learner Charter is in place which is underpinned by Liffey College's policies and procedures and sets out expectations for both learners and the College, across the range of service provision by the College and learners' experience in a professional capacity. The College and its learners will have a mutually dependent and beneficial relationship that requires both parties involved to be familiar with the Charter in order to meet set expectations.

ORGANISATIONAL CONTEXT

Liffey College is a private educational institution established in 2009. The College emphasises the importance of individual attention and support in achieving academic and career goals. Programmes, facilities and services are learner-centred and designed to include all aspects of education and development. Liffey College's team consists of well-qualified and skilled staff supported by a well-developed business framework with commitment to continuous development, enhancement and innovation in offering a quality service.

Leadership is inherent at both operational and academic levels through the interaction of governance structures so that all areas of operation align with the organisational goals. The College's mission, vision, roles, responsibilities and values are well communicated. Appropriate structures with separation of operational and academic functions are in place to efficiently realise commitments to all stakeholders.

Liffey College offers General English and Certificate in Training and Development courses. Delivery of General English includes face-to-face classroom-based delivery and sometimes online learning as circumstances require (such as in times of COVID).

STRATEGIC PLAN

The long-term plan is to develop the standard and quality of the programmes designed and delivered in the College. Within the 2022/2023 academic year it is intended to develop a quality assurance system which will raise the standard of the education and programmes offered. In tandem with this objective, Liffey College has submitted its Quality Assurance Procedures to required accreditation bodies for approval. Thereafter Liffey College will support the ongoing maintenance and development of an approved quality system while ensuring a process of continuous improvement that provides enhanced learning for learners. It is believed that this strategic decision will help strengthen Liffey College's relationship with all its stakeholders and will also assist in identifying new opportunities for individuals and the organisation in terms of value quality programmes. Parallel with seeking agreement from accreditation bodies on its Quality Assurance Procedures the College plans to develop and submit further full-time and part-time Level 5/6 programmes for approval.

Market Niche

The education market is a competitive market made up of a mixture of state recognised and private colleges/institutes offering a wide range and variety of programmes. Liffey College's focus will solely be on the adult education market.

1 GOVERNANCE AND MANAGEMENT OF QUALITY

1.1 Governance Structure

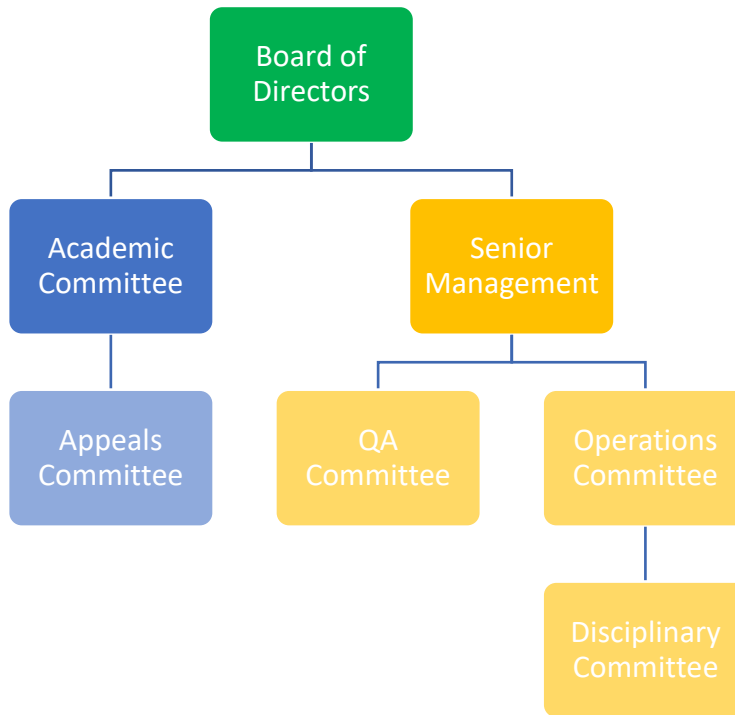


Figure 1: Liffey College’s Governance Structure

1.2 Corporate Governance

The College has developed its governance and management structure (See Figure 1) in line with the requirements and principles specified in QQI’s core Statutory Quality Assurance Guidelines and QQI’s Sector Specific Independent/Private Statutory Quality Assurance Guidelines:

Besides the Board of Directors and the Senior Management Team, committees have been set up with associated roles and responsibilities as outlined below which includes staff, learners and external representations.

Indispensable functions are in place to ensure separation of academic and commercial decision making, risk management, integrity of academic processes and standards in addition to both internal and external evaluation.

1.3 Separation of Academic and Commercial Decision-making

- Distinct committees have been established with specific terms of reference (as outlined below) to ensure separate management of financial activities from teaching and learning activities.
- The Academic Committee is in place and has full independent authority to obviate any conflict of academic and commercial interests.
- All activities will only be undertaken by committees if they are compliant with the quality guidelines.
- The owner of Liffey College shall not be part of the Academic Committee.
- External members must disclose conflicts of interest, if any.
- Members of the Academic Committee must have no significant financial interest in the organisation.

1.4 Terms of Reference of Boards and Committees

1.4.1 Board of Directors

Liffey College is a private limited company incorporated in Ireland. The Board of Directors has the most prominent role in governance. It is responsible for the overall accountability of Liffey College’s governance while ensuring that the rights of all stakeholders are upheld.

The Board ensures the overall stability of the College both on a financial and organisational standing for a sustainable business and formally delegates all authority for academic decision-making to the Academic Committee. The scope and nature of academic decision-making (See Academic Committee) are approved by the Board.

The Board is chaired by an independent non-executive member to ensure that the College’s strategic plans and actions are independently informed in line with the College’s mission and vision.

Role	To provide strategic direction and to monitor the activities and effectiveness of the College management.
Responsibilities	<ul style="list-style-type: none"> • Determine and uphold the mission, vision and values of the College • Oversee and approve strategic development and planning such as acquisitions, business expansion, capital investment, business risk management and mitigation • Oversee financial governance and budgetary decision-making • Ensure compliance to legal, statutory, regulatory and stakeholder obligations • Devolve responsibilities to management • Delegate authority for academic decision-making to the Academic Committee • Accord final approval of new programmes to be submitted for validation
Membership	<ol style="list-style-type: none"> 1. Company Director (Executive Director) 2. QA Director (Company Secretary) 3. 1 Independent Extern (Chair/Non-executive Director)
Quorum	All 3
Meetings	<ul style="list-style-type: none"> • Twice year or as appropriate for business and commercial decisions • Face-to-face or by electronic means • Decisions to be made practicably by consensus/otherwise by majority vote
Key Information Sources	<ul style="list-style-type: none"> • Reports from senior management and committees • Internal and external audits

1.4.2 Senior Management Team

This team brings together staff in senior academic, commercial and compliance positions to ensure well-coordinated leadership guidance to both the academic and managerial functions of the College.

Role	To oversee the day-to-day management of the College and complement the work of the Academic Committee.
Responsibilities	<ul style="list-style-type: none"> • Develop and implement the College’s strategic plan • Ensure implementation of recommendations from the Academic Committee • Oversee operational management and quality of the College • Producing the annual business plan including finance, budgets and operations • Manage and review business performance and matters referred by the Academic Committee • Ratify new programme proposals following approval by the Academic Committee prior to submission to accreditation bodies • Ensure compliance of the College’s policies and procedures with legal regulations and guidelines of awarding bodies and other relevant authorities • Risk identification, management and mitigation
Membership	<ol style="list-style-type: none"> 1. Centre Director (Chair) 2. Academic Coordinator 3. QA Director 4. Operations Director 5. Marketing and Sales Director
Quorum	Minimum of 3
Meetings	<ul style="list-style-type: none"> • Formally once a month and informally as required • Face-to-face or by electronic means • Decisions to be made practicably by consensus/otherwise by vote in which the committee Chair casts the deciding vote
Reports to	Board of Directors
Key Information Sources	<ul style="list-style-type: none"> • Reports from QA and Operations Committees • Internal and external audits • Business performance indicators

1.4.3 Academic Committee

There is a clear demarcation between the academic and commercial aspects of the College as denoted by the organisation and governance structure. Academic decision-making processes in relation to the provision of education and training programmes are learner-centred and are therefore kept independent of commercial considerations or influence of the business owners. The Academic Committee has the sole responsibility for the approval of programmes and reviews as well as recommendation and implementation of academic policies. Following decisions made by the Academic Committee, the Board of Directors is formally updated on actions to be taken as required by the Board, other committees or staff members.

The committee comprises of appropriately qualified and experienced staff. The committee is chaired by an independent and appropriately qualified person with extensive experience in the education sector.

Role	To oversee Liffey College’s academic standards including Programme Monitoring and Review and Programme Development and Delivery.
Responsibilities	<ul style="list-style-type: none"> • Provide regular ongoing systematic monitoring and review of programmes • Programme design and development • Approve new programme(s) • Ensure compliance of academic policies in line with the College’s strategic plan • Approve design, developments and amendments to academic-related QA policies and procedures • Review of academic feedback from stakeholders • Review of reports/correspondence from externs • Take appropriate actions following reviews, feedbacks and reports • Review and management of risks associated with academic affairs and implement mitigation • Provide for and oversee academic supports of learners • Manage Appeals Committee activities • Make recommendations to the Board on academic planning, staff development and resource requirements
Membership	<ol style="list-style-type: none"> 1. 1 External member (Chair) 2. Academic Coordinator 3. Director of Studies 4. Assistant Director of Studies 5. QA Director 6. 2 Selected tutors 7. 2 Learner representatives
Quorum	Minimum of 5
Meetings	<ul style="list-style-type: none"> • Formal meetings three times a year with informal meetings as required • Face-to-face or by electronic means • Decisions to be made practicably by consensus/otherwise by vote in which the committee Chair casts the deciding vote

Reports to	Board of Directors via Academic Committee reports encompassing all aspects of the committee’s functions and responsibilities
Key Information Sources	<ul style="list-style-type: none"> • Internal and external audits • Verification and Authentication reports • Quality reports • Accreditation bodies • Programme reviews • Learner, Tutor and external feedback • Benchmarking

1.4.4 Appeals Committee

The Appeals Committee is a sub-committee of the Academic Committee that is convened by the Academic Coordinator in the event of an appeal filed against any academic matter involving learner progression, examination, assessment grades and awards.

Role	To ascertain fairness in following appropriate procedures in relation to the academic matter raised.
Responsibilities	<ul style="list-style-type: none"> • Review appeals as per the appeals procedure (Section 6.1.8) relating to learner progression, examination, assessment grades and awards • Consider the outcome of appeals following thorough investigation • Accept/reject appeal and determine appropriate actions to follow • Recommend actions to Academic Committee
Membership	<ul style="list-style-type: none"> • Academic Coordinator (Chair) • 2 other members of the Academic Committee independent of the matter being appealed • 1 nominated staff member by invitation to act as Secretary • The learner concerned and their own representative may also attend
Quorum	Minimum of 3
Meetings	<ul style="list-style-type: none"> • As required • Face-to-face or by electronic means • Decisions to be made practicably by consensus/otherwise by vote in which the committee Chair casts the deciding vote
Reports to	Academic Committee
Key Information Sources	<ul style="list-style-type: none"> • Appeal application with legitimate grounds to appeal the College’s decision • Supporting evidence

1.4.5 Operations Committee

The Operations Committee brings together staff with administrative duties ensuring a well-coordinated and clear strategic direction. Areas overseen by the Operations Committee include:

- reception
- learners' welfare and services
- HR
- sales and marketing
- health and safety
- library and computer lab services

Role	To oversee day-to-day management, commercial and legal compliance.
Responsibilities	<ul style="list-style-type: none"> • Implement the College's strategic plan • Manage the operational aspects of the College • Review marketing, sales and communication activities • Management and allocation of budgets and resources to ensure quality delivery of service to learners • Consider HR requirements including advertising, managing applications, job descriptions and job contracts, staff recruitment, interviewing applicants, inductions, communications and CPDs • Provide general learner services and welfare assistance • Communicate and assist learners with non-academic matters • Manage admissions, registrations, certifications • Review risks associated with administrative aspects of the College
Membership	<ol style="list-style-type: none"> 1. Operations Director (Chair) 2. Centre Director 3. Marketing and Sales Director 4. 2 Learner representatives
Quorum	Minimum of 3
Meetings	<ul style="list-style-type: none"> • Formal meetings three times a year with informal meetings on an ongoing basis • Face-to-face or by electronic means • Decisions to be made practicably by consensus/otherwise by vote in which the committee Chair casts the deciding vote
Reports to	Senior Management Team
Key Information Sources	<ul style="list-style-type: none"> • Business performance indicators • Quality reports • Internal and external audits • Feedback analysis

1.4.6 Disciplinary Committee

Liffey College strives to maintain social and professional standards where learners and staff are treated with respect at all times. Learners who are found to be in breach of any of the College's regulations or code of conduct such as plagiarism, cheating, disorderly conduct, etc., may be asked to present themselves to the Disciplinary Committee.

Role	To process cases of compromised social and/or professional standards in relation to learners' complaints and/or misconduct (See Complaints Process – Section 7.2.1).
Responsibilities	<ul style="list-style-type: none"> • Investigate case • Consider presented evidence • Determine whether a breach has occurred • Apply appropriate penalty • Process report
Membership	<ol style="list-style-type: none"> 1. Centre Director (Chair) 2. 2 other internal members as required 3. 1 nominated staff member to act as Secretary 4. The learner concerned and their own representative may also attend
Quorum	Minimum of 3
Meetings	<ul style="list-style-type: none"> • As required • Face-to-face or by electronic means • Decisions to be made practicably by consensus/otherwise by vote in which the committee Chair casts the deciding vote
Reports to	Operations Committee
Key Information Sources	<ul style="list-style-type: none"> • Complaints • Relevant evidence

1.4.7 Quality Assurance Committee

The aim of the Quality Assurance Committee is to foster a quality culture throughout the college while promoting research and innovation, scholarship and professional development.

Role	To ensure an effective and fit-for-purpose quality assurance system of the College.
Responsibilities	<ul style="list-style-type: none"> • Development and update of policies and procedures in line with legislation, accreditation bodies and other relevant authorities • Oversee the QA system, ensuring monitoring and providing QA reports • Review and analyse the outcomes of policy procedures and processes • Lead implementation of the college’s policies, system, procedures and strategies • Monitor the effectiveness and compliance of all quality assurance procedures through the various committees • Monitor quality improvement plan for the college • Make amendments as required to the quality assurance system and/or specific policies while monitoring and/or after reviews • Circulate changes to QA documentation for implementation
Membership	<ol style="list-style-type: none"> 1. 1 External Member (Chair) 2. Quality Assurance Director 3. Academic Coordinator 4. Operations Director 5. 1/2 Learner Representative(s) 6. 1/2 Tutor(s)
Quorum	Minimum of 3
Meetings	<ul style="list-style-type: none"> • Twice a year • Face-to-face or by electronic means • Decisions to be made practicably by consensus/otherwise by vote in which the committee Chair casts the deciding vote
Reports to	Senior Management Team
Key Information Sources	<ul style="list-style-type: none"> • Accreditation bodies • Learner feedback • Tutor evaluations • Reviews and reports • Internal and external audits

1.5 Learner Representation

Learner representation is integrated in governance and decision-making at Liffey College. Learner representatives form part of the Academic Committee, Operations Committee and Quality Committee.

Learner representatives selection involves different stages:

1. Learners who are interested in acting as representatives on behalf of the learner community at Liffey College nominate themselves to their tutors.
2. Classmates vote for 1 learner representative per class.
3. Tutors provide the names of elected learner representatives to the Director of Studies.
4. The Director of Studies select 2 learner representatives by draw.

All feedback information from learners on both the academic and the administrative aspects of the College's functions is reviewed and evaluated. The data gathered as feedback is formally discussed at various levels at meetings of the Academic, Operations and QA Committees. These are thoroughly reviewed at Senior Management meetings before being reported to the Board of Directors.

In addition to feedback, learners (and staff) have opportunities to provide suggestions and raise any matter of concern as per the complaints procedure.

1.6 Membership of Governance Units

GOVERNANCE UNIT	BOARD OF DIRECTORS	SENIOR MANAGEMENT	ACADEMIC COMMITTEE	APPEALS COMMITTEE *	QA COMMITTEE	OPERATIONS COMMITTEE	DISCIPLINARY COMMITTEE *
FREQUENCY	2 X per year	Monthly	3 X per year	Ad Hoc	2 X per year	3 X per year	Ad Hoc
Centre Director	✓	✓				✓	✓
QA Director	✓	✓	✓		✓		
Operations Director		✓			✓	✓	
Sales & Marketing Director		✓				✓	
Academic Coordinator		✓	✓	✓	✓		
Director of Studies			✓				
Assistant Director of Studies			✓				
Tutors			✓		✓		
Externs	✓		✓		✓		
Learner Reps			✓		✓	✓	

* Members as required (See Tables under Terms of Reference of Boards and Committees)

1.7 Organisation Chart

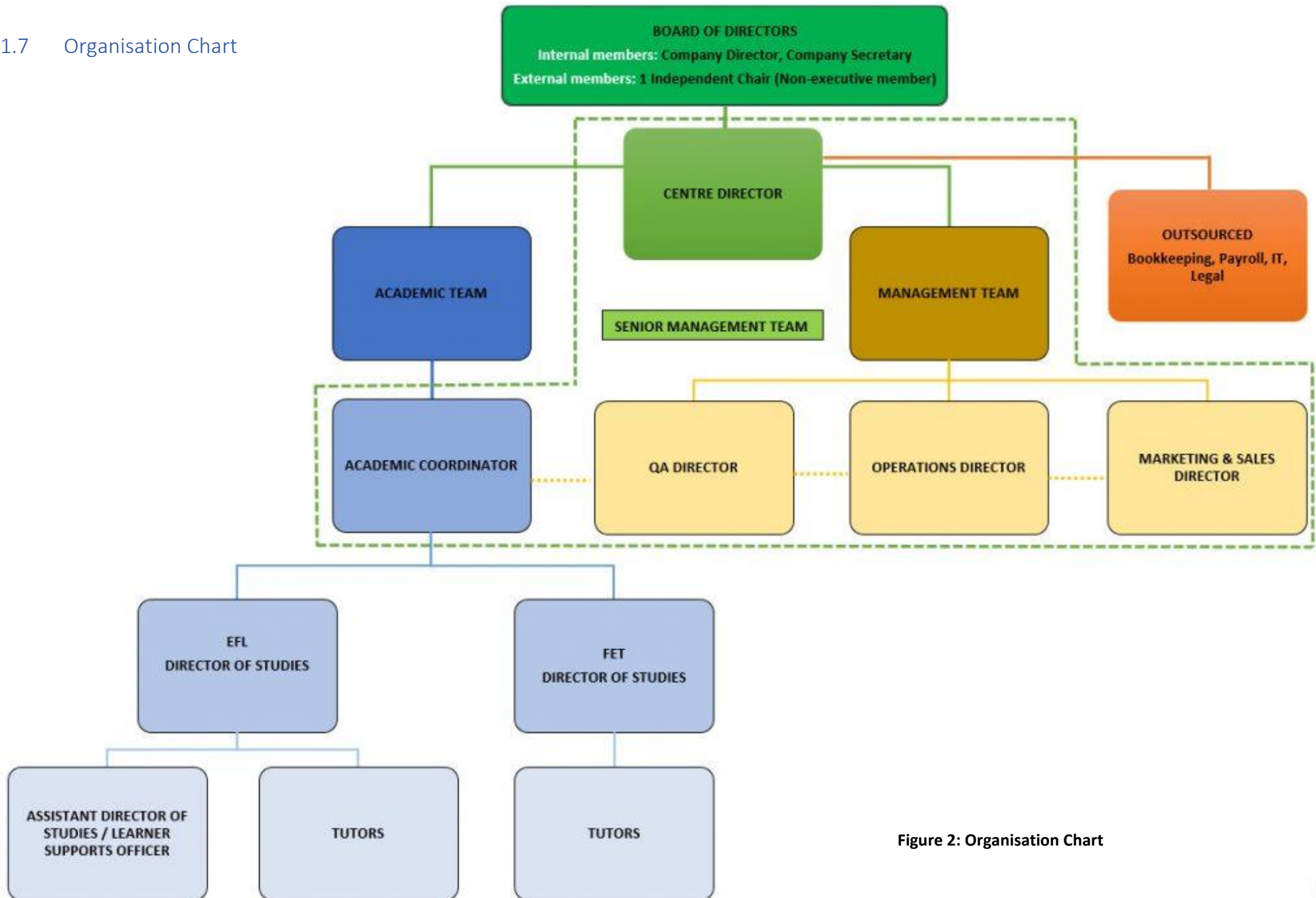


Figure 2: Organisation Chart

The organisation structure outlines the key functional areas within the College and also determines the reporting lines and relationships of positions. Demarcation of the academic and commercial decision making is a fundamental feature in the structure where academia has full independent authority. Key functional areas include:

1. The Board of Directors - responsible for overseeing the business strategy and functions while ensuring a sustainable business.
2. The Senior Management - oversight of the day-to-day management and development of the College.
3. The Academia - concerned with the design, development and delivery of English as a Foreign Language (EFL) and Further Education (FE) and training programmes as well as learner supports and programme evaluation.
4. The Management encompassing:
 - Quality Assurance which is responsible for the monitoring, maintenance and review of the college's processes in alignment with QA policies while identifying opportunities for further improvement.
 - Operations comprises of the daily running of business procedures and functions such as routine clerical work, special tasks, resources (including HR), ensuring provision of learner welfare and services, health and safety, etc.
 - Marketing and Sales includes market research, promotion and sales of courses, learner guidance and support on requirements through the application process.

1.7.1 Roles and Responsibilities

CENTRE DIRECTOR	
Role	To oversee strategic planning, control and direct the College's activities.
Responsibilities	<ul style="list-style-type: none"> • Overall responsibility for the executive management of the College on a daily basis • Ultimate accountability for all departments • Coordinating risk management function • Ensuring compliance with statutory and legal requirements (e.g. health and safety, GDPR, human resources, insurance etc.) • Supervising financial planning and management • Ensuring effective implementation of corporate governance, policies and procedures • Oversight of marketing and sales, public relations and communication systems • Oversight of book-keeping, IT and payroll • Reviewing academic management by the Academic Committee and Academic Coordinator • Managing, establishing and maintaining external relations, strategic collaborations, partnerships and other relations • Overseeing the appropriate selection, recruitment and induction of non-academic staff • Providing direct line management to the Academic Coordinator, QA Director, Operations Director and Marketing & Sales Director
Reporting to	Board of Directors

QA DIRECTOR	
Role	Responsible for the development, implementation, monitoring and review of QA procedures.
Responsibilities	<ul style="list-style-type: none"> • Administration and recording of QA documentation to ensure that all regulations are being followed in line with relevant legislation • Development of both academic and administrative QA structures of the college in line with requirements and procedures • Monitoring implementation and effectiveness of policies and procedures • Ensuring compliance with policies and procedures of committees • Liaising with and manage administration regarding accreditation bodies, new programme validations and assist in programmatic reviews • Oversight and review of all documentation pertaining to accreditation bodies • Leading the self-evaluation process of the institution • Reviewing the college's QA manual and its update as required • Assisting in the development and delivery of training and induction for all staff • Ensuring communication of QA information to all staff and learners • Assisting the Academic Committee in the development and management of efficient processes for collecting, reporting and acting upon learner and tutor feedback
Reporting to	Centre Director

OPERATIONS DIRECTOR	
Role	Responsible for commercial activities and legal compliance of the College
Responsibilities	<ul style="list-style-type: none"> • Ensuring organisational effectiveness through daily administrative, HR, Health and Safety and other operational functions • Assisting the Centre Director in developing key strategic partnerships • Liaising with top management while assisting in the development, implementation and management of strategic organisational plans for operational activity • Ensuring adequate distribution and availability of resources and equipment for efficient running of the College • Adhering to all relevant legislation and regulations to the Operations department including, labour, health and safety, GDPR, etc. • Assisting the Centre Director in risk identification • Planning and directing operations to improve productivity and efficiency • Reviewing financial statements and data and managing operational budgets • Maintaining accurate staff records, including staff payroll and working rota • Organising placement of administrative staff • Establishing work schedules, goals and objectives for administrative staff • Dealing with routine staff and learner queries relating to the operational aspects of the College • Keeping records appropriately and provide reports as may be required by the wider team and management

	<ul style="list-style-type: none"> Ensuring welfare of both staff and learners through dissemination of information on services offered by the College in this respect and/or providing assistance and advice as required
Reporting to	Centre Director

MARKETING & SALES DIRECTOR	
Role	Use of marketing/sales techniques as well as effective management of the college's marketing resources and activities, in line with relevant legislation and regulations.
Responsibilities	<ul style="list-style-type: none"> Monitoring and analysing market trends including competitors' offers and services Responsible for marketing and sales of the College and its programmes Developing strategies to communicate with target markets Managing production and update the College's brochure/prospectuses, website, all related social media and other promotional materials Ensuring that learners' needs are met whilst maximising the financial wellbeing of the college Assisting learners with applications, registration and College letters Producing reports to monitor results Participating in marketing related activities, conferences and sales meetings Informing prospective learners of the College's facilities and services
Reporting to	Centre Director

ACADEMIC COORDINATOR	
Role	Leadership in managing the academic policies, regulations, and procedures to ensure that all learners are supervised in a safe learning environment that meets the approved curricula and mission of the college.
Responsibilities	<ul style="list-style-type: none"> Leading the educational department in terms of teaching, learning, curriculum and programmes Holding ultimate responsibility for the management of all teaching staff Overseeing the development and management of innovations as appropriate to the College for effective teaching and learning Ensuring continuous improvement of academic systems and processes Oversee planning and scheduling extracurricular activities Identifying staff development needs to meet the requirements for teaching standard Overseeing continuous professional development plans Overseeing academic staff observation and appraisals Assisting the QA Director in developing effective procedures for collecting and acting upon learner and tutor feedback and reporting to the Academic Committee Ensuring adequate learner supports Ensuring adherence to all regulations and standards as prescribed by all regulating bodies Overseeing the appropriate selection, recruitment and induction of new academic staff

	<ul style="list-style-type: none"> • Representing the College at relevant event at academic conferences and events • Providing direct line management to the Director of Studies • Coordinating risks associated with academic aspects of the College to Senior Management Team
Reporting to	Centre Director

DIRECTOR OF STUDIES	
Role	Responsible for the implementation and administration of the academic programme, including the management of the teaching team, delivery of the curriculum and their performance.
Responsibilities	<ul style="list-style-type: none"> • Contributing to general academic planning, management and continuous programme development and improvement of curriculum • Ensuring that programme delivery adheres to QA policies and procedures • Carrying ongoing review of assessment to ensure fit-for-purpose and compliance with relevant policies, procedures and standards including learner placements, allocations, assessments and achievements • Monitoring and maintaining appropriate procedures and programme standards as set out in accreditation bodies' guidelines • Monitoring learner progress, recording and reporting learner achievement to the Academic Committee • Participating in new teacher and learner induction • Responsible for appropriate selection, recruitment and induction of new academic staff • Provide general assistance and support to academic staff in lesson planning and delivery • Managing placement testing for learners • Carrying out Continuous Professional Development for academic staff • Undertaking tutor observations & appraisals • Ensuring open communications among academic staff and learners • Organising rota for teachers • Running teaching staff meetings • Providing direct line management to the Assistant Director of Studies and Tutors
Reporting to	Academic Coordinator

ASSISTANT DIRECTOR OF STUDIES/LEARNER SUPPORT OFFICER	
Role	Assist the DoS in the management of academic affairs while also providing support and guidance to learners on a daily basis
Responsibilities	<ul style="list-style-type: none"> • Responsible for programme coordination and learner support activities • Assisting the DoS in reviewing student feedback and developing action plans • Assist in placement testing for learners • Coordinating and delivering learner induction • Managing attendance records • Responding to learner needs and requirements • Logging and reporting of learner complaints

	<ul style="list-style-type: none"> • Dealing with student queries, complaints, problems and issues relating to their course of study • Developing and maintaining learner support services of the College including study assistance, career guidance and counselling • Providing referrals to professional health, welfare and counselling services to learners as appropriate • Raising awareness of the many services available to learners and teachers • Ensuring all learner supports comply with QA guidelines, statutory and legal codes of practice • Coordinate and manage final and internal examinations • Coordinating and developing the College's social programme and activities
Reporting to	Director of Studies and Academic Coordinator

TUTORS	
Role	Substantial responsibility in the delivery and assessment of programmes.
Responsibilities	<ul style="list-style-type: none"> • Contributing to the development, planning and implementation of curriculum. • Planning, preparing and delivering lessons to a range of classes and age groups in accordance with Liffey college's/accreditation bodies/INIS requirements and regulations • Maintaining up-to-date records and files on the College's Management System • Preparing and submitting detailed lesson plans • Marking and providing appropriate feedback on oral and written work • Entering test scores in the college's management system and/or any other data entry where required • Devising, writing and producing materials for in-class use, including audio and visual resources • Participating in college-wide social, cultural and educational activities • Planning and taking learners out on regular field trips/excursions (where required) • Attending and contributing to training sessions and scheduled meetings as necessary • Attending and contributing to continuous professional development sessions • Maintaining accurate records, including weekly records of work • Effectively managing the classroom and ensuring that learners respect the school rules and the college code of conduct • Monitoring appropriate academic standards and relevant QA measures • Engaging learners as per the requirements of the syllabus and supporting learners throughout programmes • Contributing to programme reviews • Working as part of a team with the Academic Committee • Assisting in development of policies and procedures • Providing additional academic support to learners where appropriate • Adhering to QA policies and procedures at all times • Acting professionally and ethically
Reporting to	Director of Studies

EXTERNAL CHAIR OF THE BOARD OF DIRECTORS (See Appendix A for Job Description)	
Role	To provide an expert, independent and external voice on relevant matters at the level of the Board within the College as a non-executive Director.
Responsibilities	<ul style="list-style-type: none"> • Independently evaluating the performance of the College in terms of meeting goals and objectives • Helping with formulating and overseeing the corporate strategy through constructive criticism and a broader view of internal and external factors/change affecting the College • Sharing responsibilities of developing strategic frameworks and controls for accessing and regulating risks to ensure robust and secure risk management systems • Working in collaboration with other Board members to ensure sufficient financial and human resources are available to meet the College’s objectives • Ensuring that activities across all areas are delivered in line with the statutory and legal requirement, promote equality and diversity and are in adherence to the QA • Ensuring enhancement of quality through continuous development of implementation strategies and highlighting and encouraging good practice • Carrying out reviews to ensure protection of the interests of all existing and future stakeholders • Producing reports and providing feedbacks on an ongoing basis • Making external connections and represent the College to help in achieving mission and objectives
Reporting to	Board of Directors

EXTERNAL MEMBER OF THE ACADEMIC COMMITTEE (See Appendix A for Job Description)	
Role	To provide an independent, external perspective on academic matters of the College and challenge the existing plans for continuous improvement.
Responsibilities	<ul style="list-style-type: none"> • Collaborating with Academic Committee members in reviewing development of programmes and other academic activities and recommend for approval or rejection of such proposals • Identify areas for improvement and making recommendations relating to academic excellence and enhancement • Ensuring that all activities are delivered in line with the statutory and legal requirement and are in adherence to the QA and relevant accreditation body guidelines • Ensuring enhancement of quality through continuous development of implementation strategies and highlighting and encouraging good practice • Carrying out reviews to ensure protection of the interests of all existing and future stakeholders • Producing reports and providing feedbacks on an ongoing basis
Reporting to	Academic Committee

EXTERNAL MEMBER OF THE QUALITY COMMITTEE (See Appendix A for Job Description)	
Role	To provide an expert, independent and external voice on relevant matters at the level of the QA Committee within the College.
Responsibilities	<ul style="list-style-type: none"> • Independently check and verify that all activities are delivered in line with the statutory and legal requirement and are in adherence to the QA and accreditation body guidelines • Ensuring enhancement of quality through continuous development of implementation strategies and highlighting and encouraging good practice • Ensuring that self-evaluation at all levels is systematic and rigorous and supported with reliable evidence • Identify areas for improvement • Carry out reviews to ensure protection of the interests of all existing and future stakeholders • Producing reports and providing feedbacks on an ongoing basis
Reporting to	Quality Committee

LEARNER REPRESENTATIVES	
Role	To inform and provide learners' perspective to the relevant committees.
Responsibilities	<ul style="list-style-type: none"> • Attend meetings as requested • Learner representatives may not attend meetings where a conflict of interest lies within the topic of discussion at a particular meeting
Reporting to	Academic Committee, QA Committee, Operations Committee

1.8 Policy for Risk Management

Risk management encompasses the continuous process of identification, assessment, response and review of challenges and threats.

LIFFEY COLLEGE	
Policy Area	Governance and Management of Quality
Policy Title	Risk Management Policy
Version: 3	Date: July 2021
<p>Purpose This policy outlines the risk management structure and processes in place within the College which aims to support informed decision making. The Risk Management policy applies to academic, operational, reputational, financial and strategic functions.</p>	
<p>Policy Statement Liffey College is committed to ensuring good risk management throughout the organisation as a whole. It is acknowledged that although it is not possible to eliminate risk, it can be managed and mitigated in a conscious and structured manner rather than ignored.</p> <p>The risk management process supports the overall governance of the College.</p> <p>The policy and procedures in place provide for a systematic approach in identifying, assessing and mitigating potential risks, while ensuring that risk is reviewed on a regular basis and effective decision making is taken to mitigate the identified risk. A risk register (See Appendix B) is maintained where identified risks and hazards are recorded and evaluated. Those responsible for each risk area are identified as well as the potential mitigation strategy and actions required. This also informs the internal audit process.</p>	
Responsible	Evidence
<ul style="list-style-type: none"> • The Board of Directors has overall responsibility for risk management • Responsibilities may be devolved to the Senior Management Team and Academic Committee where immediate action is required 	<ul style="list-style-type: none"> • The risk management process is documented in a Risk Register (See Appendix B) • Board of Directors, Senior Management Team and other committee meeting minutes (as required) • Institutional review reports
Monitoring	Frequency
<p>Risks are identified across every area of the College, particularly the 5 key areas including:</p> <ol style="list-style-type: none"> 1. Academic – academic standards, procedures, learner performance 2. Operational – day-to-day operations 3. Reputational – public perception and standing of the College 4. Financial – budgetary stability of the College 5. Strategic – the overall strategic direction of the College <p>Risks are assessed in terms of impact:</p>	<ul style="list-style-type: none"> • Updated on a regular basis • Comprehensively reviewed by the Senior Management Team and the Board of Directors annually

<ul style="list-style-type: none"> • Low – risk having relatively little impact • Moderate – risk having medium impact potential • High – risk having significant impact potential <p>Risks are also assessed in terms of likelihood:</p> <ul style="list-style-type: none"> • Low – estimated probability of occurrence less than 30% • Moderate – estimated probability of occurrence between 30% to 70% • Low – estimated probability of occurrence greater than 70% 	
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1.8.1 Risk Management Procedure

Risk evaluation is on the agenda of the various units of the College including management, academic as well as administration, facilitating a wide overview of potential risks within the College and encouraging engagement of its stakeholders in the recommendation of risk mitigation actions:

- The Board of Directors has the ultimate oversight of business risk management and mitigation
- The Board devolves risk management and mitigation responsibilities to the Senior Management as well as the Academic Committee when immediate action is required.
- Academic Staff and learners report to the Academic Committee whereas Administrative Staff report to the Senior Management Team.
- The issue of risk is embedded within the College’s culture where key stakeholders provide input to address the key procedures including the assessment, review and agreed actions to be taken.

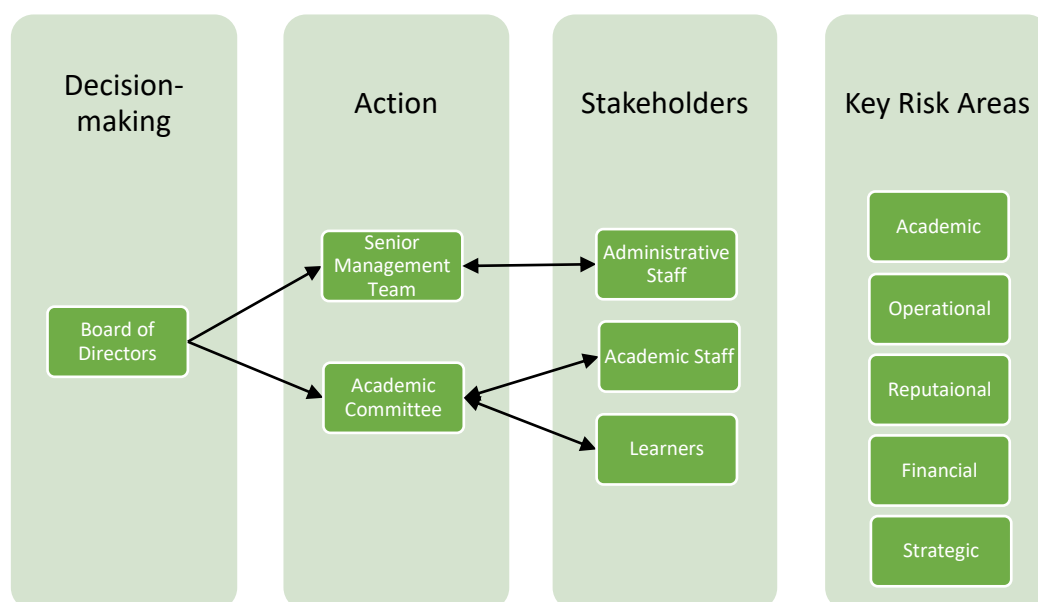


Figure 3: Risk Management Summary

1.9 Liffey College’s Quality Assurance System

Liffey College has a coherent Quality Assurance Framework for the provision and maintenance of a system of education and training of standards to support the development and delivery of quality services for its range of stakeholders. The objectives of the QA system are:

- to enhance transparency and allow continuous improvement of services
- to operate in a context-dependent manner with respect to the scale and scope of the college's provision
- commitment to efficient governance, strategic planning and allocation of resources
- clear and coherent systems of communication
- understanding and responsibility of the QA system by all staff
- fulfilment of stakeholders' needs, requirements and expectations
- evaluation of outcomes and immediate follow up actions

1.9.1 Quality Assurance Management and Maintenance

Liffey College is conscious of its responsibility to promote a quality assurance ethos and to develop quality assurance procedures which can be implemented in the daily operations of the College. The College undertakes to ensure that a formal quality assurance procedure is implemented, promoted and maintained.

The QA framework which encompasses 11 main policy areas, is informed by the QQI's Core Statutory Quality Assurance Guidelines (April 2016), the Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI) and the requirements of relevant accreditation bodies. As Liffey College is accredited by other awarding bodies, requirements and best practices of these partners have also been considered and integrated into the current QA framework. These quality assurance policies and procedures have been developed in a generic way to be applied in the contexts of dealing with various awarding bodies and are implemented in order to provide transparency of policy and process while monitoring and reviewing their effectiveness in enhancing all programmes and services offered by the college.

The QA Committee is responsible for overseeing the implementation of the QA procedures including the monitoring and review process. Policies and procedures may be drawn and proposed by staff; however, they should ultimately be signed off by the QA Committee. The QA manual is to be reviewed regularly at least once every year. Updates will be published in the form of a report outlining changes made as a result of the review process.

1.9.1.1 Staff Responsibility

Management and staff are required to take personal responsibility for quality at Liffey College. Each member of Liffey College staff will be required to become personally familiar with the quality policy and procedures as outlined in this document. To ensure staff take ownership of the quality process and procedures, a period of Induction will take place for all new staff members. Regular updates as and when necessary will also be provided to existing staff to ensure compliance and continuous improvement. The QA is accessible to all staff via the College Management System.

1.9.1.2 Communications Policy

Liffey College offer two-way communication at all times to learners, staff and stakeholders. This policy plays a central part of Liffey College's mission to offer open and transparent communication in all its forms. Staff also play a fundamental role in quality enhancement. In this respect, staff recruitment focuses on hiring people with the necessary individual skills and competencies, who must meet the required quality assurance standards. Furthermore, new recruits are required to attend an induction where requirements of the respective roles and QA policies and procedures, clear lines of communication and governance structures are outlined and discussed.

1.9.1.3 Self-Evaluation and Monitoring Processes (See Section 11)

Risk Management

Risk assessments are undertaken by the Board of Directors as part of a SWOT analysis in order to ensure compliance with all legal requirements in delivering training and education services accordingly. A risk register (See Appendix B) is maintained where identified risks and hazards are recorded and evaluated. Precautional approaches and appropriate risk mitigation measures are put in place.

Self-Evaluation

Quality standard areas of the College including Organisational Management, Personnel and Development, Learning Environment and Programmes are assessed through a Centre Evaluation Process to ensure compliance with the quality framework.

Self-evaluation is carried out on the following basis:

- the ability of the college to provide quality services to its learners
- the college's internal QA procedures
- the system of review to monitor the effectiveness of these procedures

Reviews and actions are documented. Necessary actions identified and agreed with specific timelines for completion and evaluation. Staff and other stakeholders are engaged in the process to ensure consideration of diverse perspectives with regard to improved quality standards. A Self-Evaluation Report is then produced detailing findings and recommendations for future improvement.

Self-Monitoring

Liffey College is committed to monitoring, evaluating and improving, on an ongoing basis, the quality of programmes and services it offers to learners in order to ensure its effectiveness. Self-monitoring is a vital feature of the QA system that is carried out both formally and informally in a methodical and consistent way. This process takes place at least once every 6 months and is carried out by the Quality Assurance Committee. Areas that require attention with regard to quality are identified and considered on the basis of certain measures of quality (such as learner feedback, staff evaluation, certification data, market demands, etc.) that are relevant to the particular area being monitored. Inefficient procedures are then amended, replaced or reinforced. On the other hand, where areas of good practice are noted, similar procedures may then be diffused more widely within the college if deemed appropriate. Monitoring reports are produced by the Quality Assurance Committee who will ensure publication of the report and audit on an annual basis.

Internal Quality Assurance

Internal QA audits are done annually in order to test the effectiveness of Liffey College's policies and procedures and to identify opportunities for further improvement. The Academic Committee meet to analyse QA findings following self-monitoring processes to:

- monitor and review current processes and procedures, together with their alignment with QA policies;
- check that staff are following the system by seeking evidence of any variation in expected outputs;
- discuss any operational constraints
- assess effectiveness of the overall process and ensure that it is meeting stakeholders' expectations and Liffey college's commitment to quality provision

Clear decision-making and follow-up actions are noted.

Implementation of Programme Monitoring Reports, annual Self-evaluation forms and also a five-year institutional review, will ensure expectations and demands from staff, learners and other stakeholders are met.

1.9.1.4 Outside Interests

Liffey College will work with all relevant awarding bodies and stakeholders to ensure the effectiveness of its quality assured policy procedures. Sustainable developments and innovations adopted by other educational

providers and new researches are studied and areas of best practices and innovative approaches suitable to Liffey College are identified in order to set new standards and objectives that may help to upgrade the overall quality of service and enhance performance.

1.9.2 Quality Culture

A quality culture is embedded within the college with quality assurance procedures covering both academic and organisational activities. The QA framework is based on the Quality Cycle (Figure 4 below). These procedures are dynamic and are subject to enhancement, improvement and modification in the light of experience and practice on an ongoing basis. All such procedures either new or modified must be channelled through the document controller who for the present is the Quality Assurance (QA) Director.



Figure 4: The Quality Cycle

The achievement of excellent quality programmes is a complex process involving the entire community of staff and learners at Liffey College. The active co-operation of staff members acting as a team is necessary to promote a quality culture and the support and encouragement of the College’s stakeholders helps to foster the goal of quality. The physical environment, well equipped classrooms, library, other facilities,

information technology, and learner support services also contribute materially towards achieving academic excellence. Liffey College recognises that ownership of quality systems and working practices must be shared among those directly involved. An indispensable element of quality is the desire to continually review work practices and procedures and so ensure that the aims and objectives of academic and training programmes are optimised with respect to the mission, vision and strategy of the College. In the final analysis however, quality assurance is dependent on learners and staff members working in unison towards the highest possible standards under the guidance of the Centre Director and with the support and encouragement of stakeholders and external agencies.

1.9.3 Key Tenets of Liffey College's Quality Assurance

1.9.3.1 Management

The College's Quality Assurance Procedures Manual details all the Quality Assurance Procedures which facilitate a systematic approach to enhance quality arising from active involvement of relevant stakeholders and showing clear lines of authority where responsibility for quality lies. Senior management within the College have a particular responsibility to promote, foster and maintain a quality culture.

1.9.3.2 Communications

Liffey College strives to achieve high quality in all its activities concerned with the provision of education and training. This is achieved by an effective communication system throughout the organisation to ensure clarity and transparency in all matters relating to the adherence and implementation of the College's QAP. Liffey College will work and communicate with all relevant stakeholders to ensure the effectiveness of our quality assured procedures.

1.9.3.3 Transparency

Liffey College ensures that all relevant information is accessible to stakeholders. Information on programmes is accessible to learners and employees (example: syllabi). Assessment requirements are made available in hard copy and electronically. Transparency is accomplished by using the College's website and/or College's management system to publish minutes, policy documents and procedures on an ongoing basis.

1.9.3.4 Teaching and Learner Support

Liffey College is committed to providing a stimulating learning and academic experience. Learners are exposed to different learning modes, lectures, tutorials, seminars and practicals.

1.9.3.5 Human Resources

Liffey College recognises equality and identifies staff as an important resource within the organisation. It is College policy at all times to have a sufficient number of highly qualified and committed staff to support its mission and vision. Liffey College aims to foster an ethos of commitment, endeavour and respect within its existing staff and teaching community. To consistently improve the quality of education provided, the College encourages and facilitates staff training through a staff development plan.

1.9.3.6 Programmes

Liffey College aims to provide a range of relevant full-time and part-time programmes of approved content and academic standard together with a systematic process for the monitoring, evaluation and continuous enhancement of these programmes. This is facilitated by placing quality criteria into new programmes, on-going monitoring of existing programmes and review of all Liffey College's programme regularly but at least annually.

1.9.3.7 Learning

The management structure, the size of the College and the nature of the education and training offered, all help to create a quality learning environment for learners. To facilitate opportunities for active learning Liffey College encourages the use of group and project work, reflective practice and the simulation of employment skills.

1.9.3.8 Learner Assessment

Liffey College is committed to have an assessment system which is fair, consistent and effective in measuring the extent to which learners achieve stated learning outcomes and that satisfies external national standards. This policy is a fundamental quality objective. It is Liffey College policy to ensure that learners are given sufficient information on assessment requirements (See section 9.1 Policy for Information Provision and Communication – Communication with Learners).

1.9.3.9 Learner Feedback

Liffey College strives to develop systematic methods for gathering learner feedback on its education and training programmes including provision of suitable supports. Fair and transparent systems for processing re-checks, reviews, complaints and appeals are in place.

1.9.3.10 Learner Admissions

The College has a diverse range of learners being admitted to new and existing programmes. Reasonable accommodation is made to facilitate a diverse range of learners and to satisfy equality requirements. Information on admission requirements adopted by Liffey College is outlined in programme submission documentation. Liffey College consistently responds to requests from the public sector and national and international companies in order to provide refresher programmes and CPD programmes for their staff (As per the timetable on the college management system).

1.9.3.11 College Environment

The College will strive to maintain and improve its premises, facilities and equipment to meet the needs of its existing and future learners. Liffey College provides a forum whereby learners and staff can make suggestions about possible changes to their teaching and learning environment so that their responses can be recorded, evaluated and acted upon.

1.9.3.12 Verifiable Data

The College generates data on critical quality indicators such as, enrolments, continuous assessment, feedback surveys, programme recommendations, examination results, periodic reviews, completion rates and extern examiners reports. The College collates, analyses and monitors these performance indicators. Minutes of Academic Committee and periodic reviews will augment this data.

1.9.3.13 Staff

All staff will be required to take personal responsibility for quality at Liffey College. Liffey College facilitates and encourages all staff to engage in promotion and maintenance of quality standards through ongoing training and inductions.

2 DOCUMENTED APPROACHES TO QUALITY ASSURANCE

2.1 Policy for Quality Assurance Framework

LIFFEY COLLEGE	
Policy Area	Documented Approach to Quality Assurance
Policy Title	Quality Assurance Framework Policy
Version: 3	Date: July 2021
<p>Purpose This policy sets down Liffey College’s QA system and related policies and procedures. This overarching policy is to ensure transparency of the College’s QA system while adhering to all relevant legislation and is therefore relevant to all staff, learners and relevant stakeholders of the College.</p>	
<p>Policy Statement Liffey College is committed to promoting a quality assurance ethos and to develop quality assurance procedures which can be implemented in the daily operations of the College. The College through its Quality Assurance Policies and Procedures has a coherent framework for the provision and maintenance of a quality system of education and training. The development, monitoring and review of the QA framework will be through consultation and engagement of staff, learners and other stakeholders and based on evidence and both internal and external expertise.</p> <p>Policies will be:</p> <ul style="list-style-type: none"> developed by the QA Committee which is composed of the QA Director, Operations Director, Academic Coordinator, nominated tutors, learner representatives and an extern to ensure relevance of both operational and academic domains as well as collaboration of all relevant stakeholders approved by the Senior Management Team and Academic Committee within the QA sphere undertaken by the person with responsibility for the specific area to which the policy applies accompanied by a clear statement of purpose alongside the responsible unit for its implementation, evidence in terms of resources supporting the implementation of policies and procedures, monitoring procedures and frequency <p>Procedures will be:</p> <ul style="list-style-type: none"> developed to assist the implementation of a policy by the QA Committee approved by the Senior Management Team, if relevant to operational sphere or the Academic Committee, if relevant to academic sphere or both if relevant to both academic and operational domains reviewed annually to ensure efficient and effective implementation 	
Responsible	Evidence
<ul style="list-style-type: none"> Senior Management Team Academic Committee Quality Assurance Committee All staff, external nominees on boards and committees and learners 	<ul style="list-style-type: none"> Learner feedback Tutor feedback Programmatic reviews Induction surveys Periodic QA reports Annual QA/self-evaluation reports Monitoring reports Institutional review reports

	<ul style="list-style-type: none"> • Informal recommendations
Monitoring Frequency	Recommendations arising from measurement and reviews are considered and implemented as required.

2.1.1 Procedure for Development of Quality Assurance Policies and Procedures

LIFFEY COLLEGE	
Policy Area	Documented Approach to Quality Assurance
Supporting Policy Title	Quality Assurance Framework Policy
Procedure Title	Development of Policies and Procedures
Version: 3	Date: July 2021
<p>Procedure</p> <p>Liffey College’s policies and procedures are subjected to rigorous and regular monitoring and review. All activities at every level, both academic and organisational are carried out as per the comprehensive QA framework procedures that covers 11 main policy areas:</p> <ol style="list-style-type: none"> 1. Governance and Management of Quality 2. Documented Approach to Quality Assurance 3. Programmes of Education and Training 4. Staff Recruitment, Management and Development 5. Teaching and Learning 6. Assessment of Learners 7. Supports for Learners 8. Information and Data Management 9. Public Information and Communication 10. Other Stakeholders involved in Education and Training 11. Self-Evaluation, Monitoring and Review of Programmes and Services <p>This coherent framework enables Liffey College to comply with statutory regulations and guidelines while allowing continuous monitoring and review for the enhancement of policies and procedures in order to meet quality standards.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Both the Senior Management Team and the Academic Committee are responsible for the approval of QA policies and procedures. • The QA Committee is responsible for the development, day-to-day management, implementation, monitoring and review of all QA policies and procedures. • The QA Director is responsible for the overall management of Liffey College’s QA framework including amending and updating policies and procedures as required. • All staff, external nominees on boards and committees and learners are responsible for implementation of the QA policies and procedures. <p>Process:</p> <ul style="list-style-type: none"> • The need for development/amendment of a policy or procedure is identified. • A QA Committee meeting is called to discuss the development/amendment of the policy or procedure. • A draft is prepared in line with the policy for Quality Assurance Framework (Section 2.1). This draft may be revised a number of times before settling on the final version. 	

- The final draft is submitted to the Senior Management Team and Academic Committee along with a report stating the reasons for the identified need, resource requirements, regulatory implications, description roles and responsibilities of those concerned and an execution plan.
- The draft along with the report is considered by the Senior Management Team and the Academic Committee and a decision is taken whether to approve, approve subject to recommended changes to be undertaken by the QA Committee or refuse approval.

2.2 Policy for Ongoing Quality Assurance Monitoring and Review

LIFFEY COLLEGE	
Policy Area	Documented Approach to Quality Assurance
Policy Title	Ongoing QA Review Policy
Version: 3	Date: July 2021
Purpose This policy sets out the framework for the development, monitoring and review of Liffey College's policies and procedures.	
Policy Statement Liffey College is committed to continuous monitoring and enhancement of the effectiveness of its policies and procedures for the provision of standards of quality service and compliance with changes in any statutory, legal or accreditation body requirements. The development, monitoring and review of the QA framework will be through consultation and engagement of staff, learners and other stakeholders and based on evidence and both internal and external expertise.	
Responsible	Evidence
<ul style="list-style-type: none"> • Senior Management Team • Academic Committee • Quality Assurance Committee • All staff, external nominees on boards and committees 	<ul style="list-style-type: none"> • Learner feedback • Tutor feedback • Programmatic reviews • Induction surveys • Periodic QA reports • Annual QA/self-evaluation reports • Monitoring reports • Validation reports • Informal recommendations
Monitoring Frequency	<ul style="list-style-type: none"> • Ongoing monitoring • Every area of the QA framework to be reviewed at least once every two years

2.2.1 Procedure for Ongoing Monitoring and QA Review

LIFFEY COLLEGE	
Policy Area	Documented Approach to Quality Assurance
Supporting Policy Title	Ongoing QA Review Policy
Procedure Title	Ongoing QA Review Procedure
Version: 3	Date: July 2021
<p>Procedure QA policies and procedures are reviewed in line with any change in statutory, legal or accreditation body requirements, validation, QA process and/or matters raised by stakeholders of the College.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The QA Committee is responsible for the development, day-to-day management, implementation, monitoring and review of all QA policies and procedures. • The QA Director is responsible for the overall management of Liffey College’s QA framework and will produce the QA review schedule through consultation with other members of the QA Committee for approval by the Senior Management Team and the Academic Committee. • All staff, external nominees on boards and committees may be involved in the monitoring and review process as related by their roles to gather feedback. • The schedule will be revised by the QA Committee if changes are proposed, otherwise, the QA Committee will implement the review schedule. <p>Process:</p> <ul style="list-style-type: none"> • The QA Director produces an outline of an internal quality review schedule. • The schedule is submitted to both the Senior Management Team and Academic Team for approval. • If changes are proposed, the QA committee will revise the schedule, otherwise the schedule is implemented as planned. • The QA Committee ensures that QA policies and procedures comply with relevant statutory, legal and accreditation body requirements. • Outcomes of validation, QA process and/or matters raised by stakeholders of the College are also considered. • Relevance of the QA policies and procedures with the College context is considered. • Consideration with regard to improvements and efficiency is also undertaken. 	

3 PROGRAMMES OF EDUCATION AND TRAINING

3.1 Policy for Programme Development and Approval

LIFFEY COLLEGE	
Policy Area	Programmes of Education and Training
Policy Title	Programme Development and Approval Policy
Version: 3	Date: July 2021
<p>Purpose This policy sets out the College’s approach to the development and approval of all programmes of education and training.</p>	
<p>Policy Statement Liffey College is committed to the development and delivery of well-structured programmes that are relevant to learners’ sustainable needs, the educational industry and market professions on demand while ensuring compliance with standards set out by the National Framework of Qualification. The College will ensure continuous monitoring and review of all programmes through the implementation of formal documented approaches as required.</p> <p>Liffey College will provide tailored, flexible, and comprehensive programmes and support in order to cater for the specific needs of its individual learners and organisations. The College is committed to providing quality education programmes in the most efficient and effective way to adults and young learners (18-years and over) within all sections of the community in order to enrich and develop their lives through progression towards success. Development of new programmes will be based on evidence of demands from the target market.</p> <p>In order to achieve this, Liffey College aims to:</p> <ul style="list-style-type: none"> • Provide resources in order to support its staff to develop, design, plan, and deliver programmes to meet the educational needs of learners. • Provide and maintain learning facilities and resources to ensure successful participation by learners. • Provide resources to comply with all regulatory and professional body requirements. • Provide appropriate training for staff to comply with all regulatory and professional body requirements. <p>The process for development of all new programmes will ensure a separation of roles and responsibilities between:</p> <ul style="list-style-type: none"> • those who design and develop the programmes and those who approve them. • academic decision-making and commercial/operational decision-making. 	
Responsible	Evidence
<ul style="list-style-type: none"> • Board of Directors • Management Team • Academic Committee • Academic Coordinator • QA Director 	<ul style="list-style-type: none"> • Programme descriptor • Time tables • Learner and Tutor feedback • Learner profiles • Proposals regarding new programme/s for application to Accreditation Body • Minutes of meeting

	<ul style="list-style-type: none"> • Programme reviews • Approval for programme development • External member report • Academic Committee report
Monitoring Frequency	<ul style="list-style-type: none"> • Review of evidence before commencement of each individual programme • Bi-annual

3.1.1 Procedure for Programme Development and Approval

LIFFEY COLLEGE	
Policy Area	Programmes of Education and Training
Supporting Policy Title	Programme Development and Approval Policy
Procedure Title	Programme Development and Approval Procedure
Version: 3	Date: July 2021
<p>Procedure</p> <p>A new programme may be proposed by an individual staff member or a group of staff members. New academic programmes must be presented to the Academic Committee for Outline Approval. However, the proposed programme must conform to certain criteria:</p> <ul style="list-style-type: none"> • Whether there are valid prospects for the programme, such as progression pathway, market demand, etc • Whether human resources are available for the programme to be developed and delivered or can be arranged • Whether development, delivery and maintenance of the programme is financially sustainable <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Academic Committee is responsible for: <ul style="list-style-type: none"> ➤ the approval of new programme proposals ➤ setting up a programme development team ➤ submitting all programme documentation prior to submission for validation (for accredited programmes) or commencement (for non-accredited programmes) for final approval by Board of Directors • The QA Director provides assistance in preparing all programme documentation prior to submission • The Academic Coordinator forwards recommendation for new programme requirements to the Senior Management Team • The Senior Management Team ratifies the new programme proposals prior to submission for approval to the Board of Directors • The Board of Directors approves the funding required for the new programme <p>Process:</p> <p>Needs Identification</p> <ul style="list-style-type: none"> • In order to identify, develop and research learner needs to provide the most relevant programmes and materials, research on ever changing needs of learners is carried out by the Academic Committee. 	

- Findings are documented annually and are also submitted to Liffey College Board of Directors. These findings will determine whether some programmes should be ceased, new programmes introduced or a review of existing programmes carried out resulting in changes.
- Needs analysis is carried out as follows:
 - Pre-arrival: through the application form
 - On arrival: by written and oral testing system (as required by programme)
 - In classroom/online: via regular discussion between tutors/learners and assessments both formal and informal
 - Outside classroom: Quality control checks and feedback forms
- All feedback forms (usually at the end of a session/module/programme – depending on the programme) are reviewed to identify concerns, issues or any room for improvement. An action plan is formulated if required and followed through.

New Programme Proposal

- New programme is proposed to the Academic Committee by staff member(s).
- The Academic Coordinator may informally discuss the new proposal with the Senior management Team prior to the Academic Committee granting approval to the proposal.
- If approval is granted to submit a proposal, an outline proposal document is prepared including:
 - The Mission statement of Liffey College reflected while adhering to relevant policies and procedures so that the individual learner is the centre of the process
 - An overview of the need for the programme in compliance with criteria of the accreditation body
 - A review of other similar programmes
 - An outline of the target group for the programme and the proposed entry requirements
 - Minimum programme/module learning outcomes/indicative syllabus
 - Teaching and learning methods
 - Module delivery duration
 - The applicable awards standards and awards specifications
 - The resources, including overheads, which the programme will require:
 - to be developed
 - be delivered
 - An assessment of the availability of those resources within the College and
 - whether additional resources are required
 - An assessment of the numbers which can be accommodated on the programme and
 - the numbers likely to apply over the first three years
 - A calculation of the fee which would need to be charged and an assessment as to whether that fee would be acceptable within the market
- The new programme proposal is submitted to the Senior Management Team for assessment and approve development of the next stage of the programme.
- Risk management policy is considered in assessing the viability of the new programme proposal.

- If the rationale and business case for the proposed programme is sound, the proposal is submitted to the Board of Directors for approval and liaises with the Academic Committee on the outcome.

Establishment of Programme Development Team

- If approval is granted, a suitably qualified programme development team will be appointed by the Academic Committee to prepare a programme submission on the basis of:
 - Relevant qualifications and experience
 - Adequate matter expertise
 - Required skills and ability to work within specific timelines
- External members may also be engaged if required.
- The QA Director provides assistance to the team to complete the programme documentation and associated materials in line with relevant QA policies and procedures.

Programme Design/Preparation of Programme Document

- The delivery, assessment and progression implications of this are considered at this stage and incorporated into the programme document.
- The programme team prepares a programme document outlining the following:
 - Programme title
 - Module overview
 - Entry requirements
 - Fair and transparent procedures for selection
 - Non-standard applicants
 - Policy on intake
 - Programme learning outcomes
 - Programme structure
 - Modules mandatory/elective
 - Curriculum hours duration and delivery
 - Module content
 - Learning outcomes for each module
 - Teaching methodology/delivery modes
 - Learner assessment methods for each module
 - Proposed assessment dates
 - Basic and recommended texts
 - Relationship to other programmes being provided
 - Resources required such as, lecturing staff, support staff, library facilities, IT facilities and accommodation
 - Procedures to access records of any prior learning to facilitate transfer and progression
 - Mode of delivery (Full-Time/Part-Time)
 - Awarding body
 - Level of programme including credits if applicable
 - Programme fee structure
 - Detailed timetable
 - Material to be covered in each session
 - Hours available for work experience (where applicable)
 - Correspondence with volunteering organisations (where applicable)

➤ Allocation of one-to-one sessions (where applicable)

Programme approval

- The completed programme documentation is submitted to the Academic Committee for review and subsequent approval.
- An independent academic expert may also be invited to review the proposed programme.
- If not approved, areas for improvement will be highlighted for the programme development team to work on, seeking advice from the Academic Committee as required for further development.
- Programme documentation will be submitted for validation subject to final approval from the Board of Directors.
- Arising from a formal validation, the College will implement any conditions or recommendation communicated, in advance of commencing a new programme.
- Implementation of the conditions and recommendations of the panel will be verified as part of an annual audit.

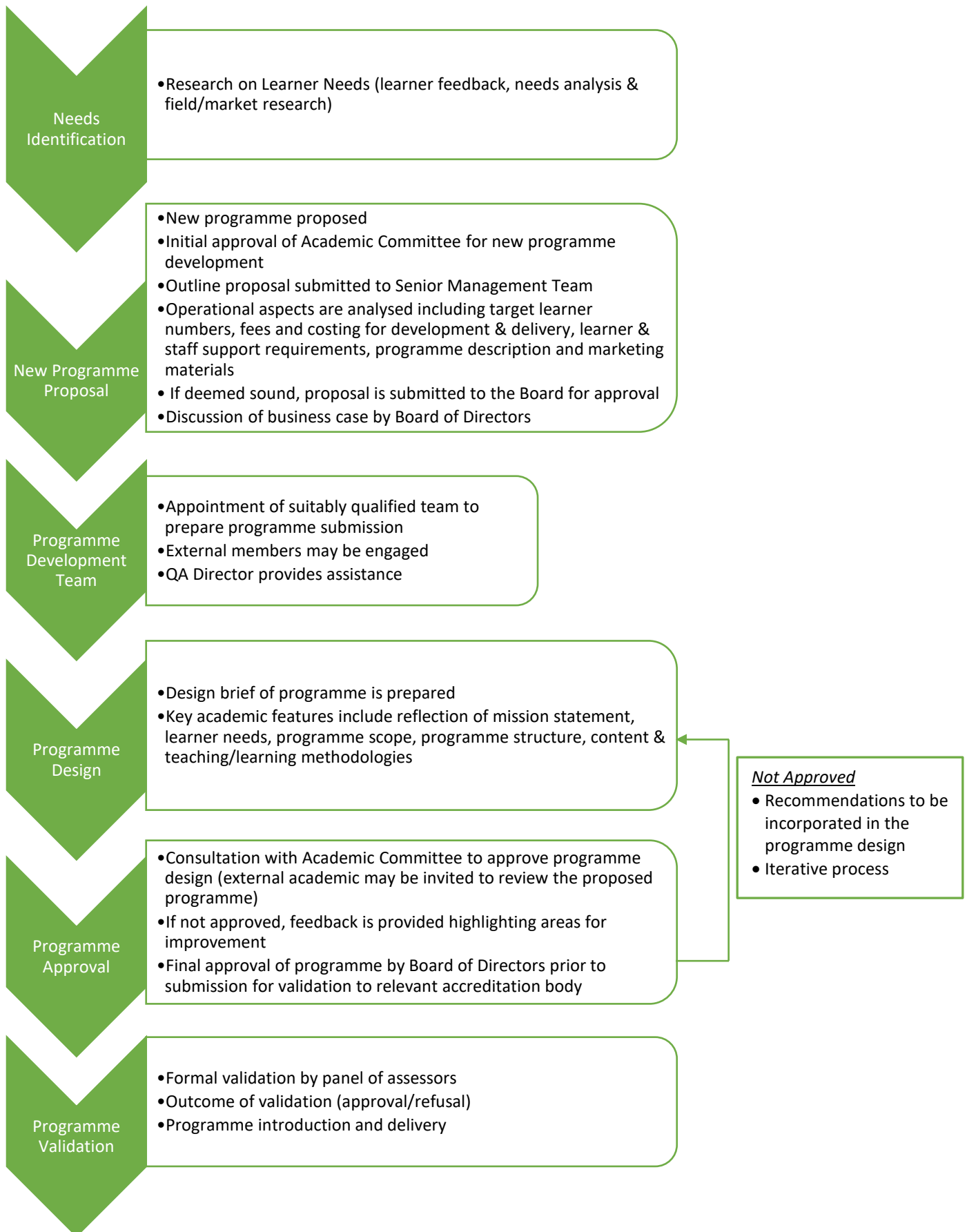


Figure 5: Iterative Process of Programme Development and Approval Summary

3.2 Policy for Programme Monitoring and Review

LIFFEY COLLEGE	
Policy Area	Programmes of Education and Training
Policy Title	Programme Monitoring and Review Policy
Version: 3	Date: July 2021
<p>Purpose This policy sets out the principles for programme monitoring and review in order to enhance the effectiveness of delivery methodologies, continued relevance of content and availability of adequate facilities and resources.</p>	
<p>Policy Statement Liffey College is committed to continuously monitor its programmes to ensure:</p> <ul style="list-style-type: none"> • Programmes remain current and reflect developing knowledge and the requirements of the economy and society. • Quality standards are being maintained and that the programmes remain relevant in terms of evolving knowledge, updated skills and competence level • Data pertaining to programme objectives are available to relevant tutors such that the extent to which these objectives are being met and can be measured. • The curriculum and associated assessment are congruent to both the learner and to the programme objectives. • Learning objectives are being met. • Programmes offer a valuable educational experience to the learner. • Compliance with all relevant requirements. <p>Programmes may require amendments after review by the Academic Committee. Minor amendments may be undertaken by the Director of Studies after approval from the Academic Coordinator. However, the policy and procedure for Programme Development and Approval must be followed for major updates such as changes in programme title, approved schedule, level, learning outcomes and/or modules.</p>	
Responsible	Evidence
<ul style="list-style-type: none"> • Academic Committee • Academic Coordinator • Director of Studies • Assistant Director of Studies • Tutors • QA Director • Board of Directors 	<ul style="list-style-type: none"> • Programme descriptor • Learner feedback • Tutor feedback • Academic Committee minutes of meeting • Programme reviews • Programme monitoring report • Requests for programme amendments
Monitoring Frequency	Bi-annual

3.2.1 Procedure for Programme Monitoring and Review

LIFFEY COLLEGE	
Policy Area	Programmes of Education and Training
Supporting Policy Title	Programme Monitoring and Review Policy
Procedure Title	Programme Monitoring and Review Procedure

Version: 3**Date:** July 2021**Procedure**

Liffey College is committed to the ongoing review of its programmes in order to enhance the effectiveness of its delivery methodologies, the continued relevance of content, and the availability of appropriate facilities and resources.

Responsibilities:

- Ongoing informal review of learner feedback is carried out by the Director of Studies in conjunction with the Assistant Director of Studies.
- The Academic Committee is responsible for programme monitoring and review, overseen by the Academic Coordinator.
- The Academic Coordinator is responsible for approving minor amendments to programmes.
- The Director of Studies requests for amendments and implements approved changes.
- The QA Director provides assistance to the Director of Studies to update all relevant documents pertaining to the changes done to the programmes reviewed.

Process:*Programme Review Planning*

- The Academic Coordinator prepares a programme review schedule in consultation with the Director of Studies and is submitted to the Academic Committee.
- The Assistant Director of Studies helps to gather resources to aid in monitoring/review and data analysis including:
 - Learner results
 - Completion rates
 - Learner feedback
 - Staff feedback
 - Programme descriptor
 - Evaluation reports

Programme Review Meeting

- The programme review meeting is conducted by the Academic Committee.
- The evidence gathered are analysed.
- Minutes of the meeting is recorded and a programme improvement plan is produced (if changes are required).

Programme Amendments

- Amendments to programmes may be proposed either through formal reviews by the Academic Committee or by informal interactions between the tutors involved and the Director of Studies at any time.
- The Director of Studies presents the proposed change(s) and the rationale to a programme to the Academic Coordinator.
- The proposed change is either approved, referred to the Academic Committee for further discussion or rejected by the Academic Committee.
- If the proposed change is rejected, then the process ends.
- If the proposed change is approved and implies minor amendments, then the Director of Studies takes responsibility for the implementation of the proposed amendments.

- If the proposed change is approved and implies major amendments, then the Academic Committee submit a request to the Senior Management Team for initiation of the process. The process that entails, follows the Policy and Procedure for the Development and Approval of Programmes.
- A programme monitoring/review report is produced by the Academic Committee following the process, outlining the requested changes, updates made, the reference in the programme descriptor and any changes to other associated documents.
- Information about all changes made are communicated to the relevant stakeholders.
- The QA Director provides assistance to the Director of Studies to update all relevant documents pertaining to the changes done to the programmes reviewed.

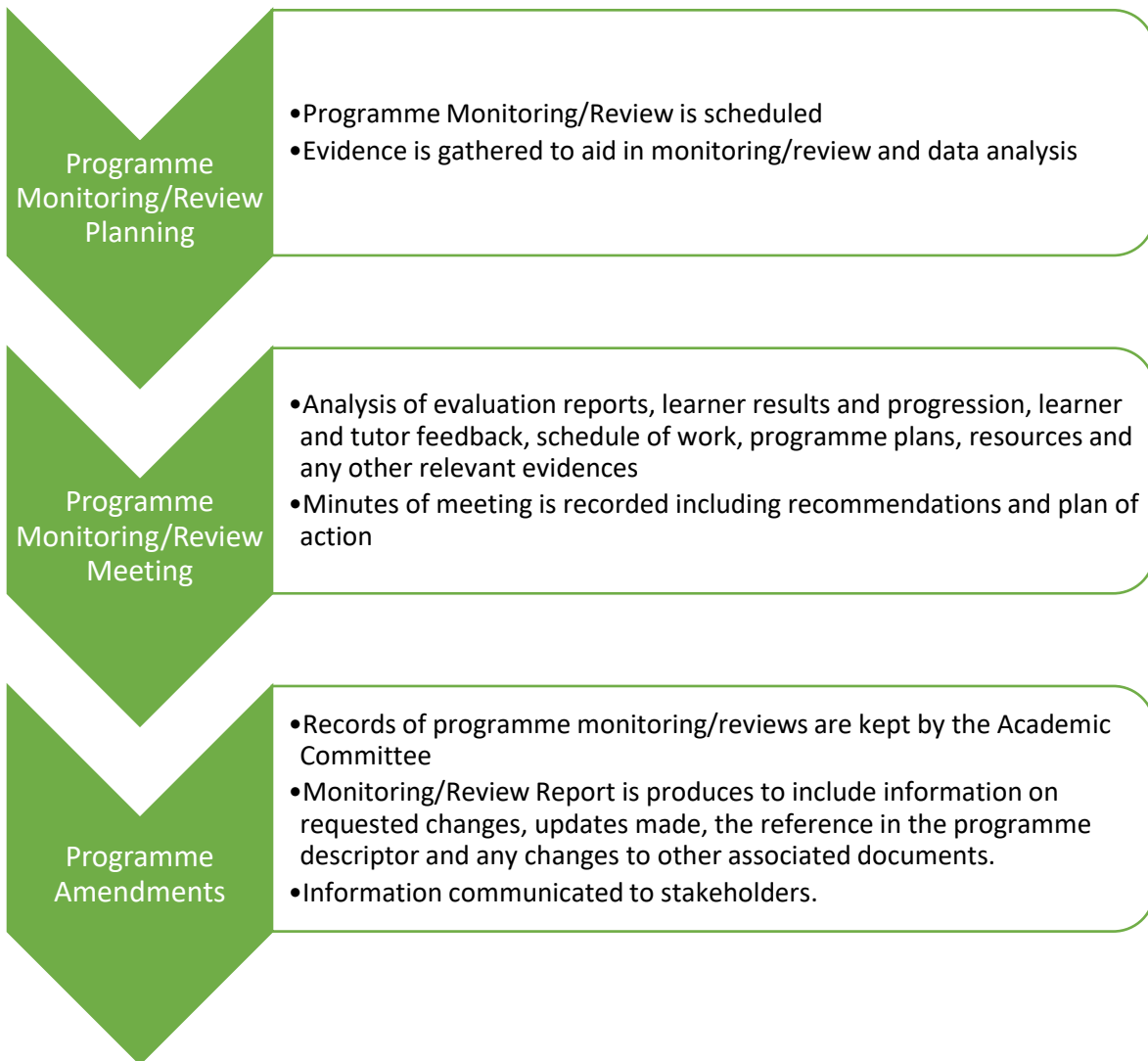


Figure 6: Summary of Programme Monitoring and Review Process

3.3 Policy for Learner Access, Transfer and Progression

LIFFEY COLLEGE	
Policy Area	Programmes of Education and Training
Policy Title	Learner Access, Transfer and Progression Policy
Version: 3	Date: July 2021
Purpose	
This policy is set out to ensure appropriate Learner Access, Transfer and Progression opportunities for applicants to Liffey College.	
Policy Statement	
Liffey College provides resources and support to facilitate access, transfer and progression for its learners. The College aims to facilitate the learners' entry by providing them with concrete information about programme choices on offer. The college is committed to undertaking procedures that will recognise prior learning (If applicable) for applicants who may not have the specified direct entry requirements attained through formal accredited information but through their involvement in training, education, employment and work-based learning. Liffey College will ensure that learners have comprehensive information regarding progression to higher level programmes on completion of their current programme.	
Liffey College will facilitate learners to participate successfully through:	
Information Provision	
Liffey College will provide learners with instructive information regarding all programmes of interest, pre, during and post programme to all current and prospective learners in order to enable them to make better choices.	
All promotional material, programme brochures and information material will be comprehensive, informative, and appropriate to the learner (including those produced in different languages by recruitment agents as provided by Liffey College). Advertisements contain full programme content including:	
<ul style="list-style-type: none"> • Award Available Accrediting Body • Duration and Structure of programme • Programme Content • Fees • Start and Finish Dates • Entry Requirements • Assessment • Opportunities for Progression • Location/s • Briefings/Inductions if relevant • Rules & Regulations • Student facilities 	
Other sources of information provision are online advertisement, publicity material, prospectus, website, social media and other promotional materials.	

The college website and learner handbook contain details of learner services, facilities, college policies and procedures including protection for learners' policy, transfer and progression options, learners' rights and responsibilities, grievance procedures, health and safety information. The learner charter is also available on the college website and displayed on the notice board.

Recruitment agents are carefully selected and reasonable efforts are made to ensure that agents are competent, well informed, reputable and conform to the (Statement of Standards for recruitment and retention of agencies – London Statement). Contracts are developed with recruitment agents which include a termination clause in case of breach of contract.

All information in relation to programmes is screened by the Academic Committee and approved by the Senior Management Team prior to publication and promotional materials along with learner queries, agent performance and contracts are reviewed annually to ensure that all information and promotion of policies and procedures are up to date with respect to relevant programmes.

Learner Entry Requirements

Liffey College will ensure that the learner selection criteria for programmes/programmes are transparent and fair and that potential learners are made aware of the process involved.

Accurate and relevant programme information are provided on the college website via programme/module descriptors with statement of entry requirements for every programme. Minimum entry requirements include academic and/or language proficiency prerequisites and/or any other as necessary.

Clear procedure for appeals application detailing the mechanism for learners who have been refused access/entry to programmes are also provided. Reasons for selection of learners as well as those not selected are contemplated during academic meetings and at evaluation.

Recognition of Prior Learning

Liffey College will incorporate a process of identifying, assessing and recognising prior learning/achievement with respect to all learners/potential learners (as applicable). The College will develop and implement an arrangement in respect of each of their programmes/programmes for accreditation and receipt of an award. Records of any prior learning according to relevant accreditation bodies' guidelines and copies of certificates are retained in learners' individual files as participant profile. The aim is to ensure that new learners have the potential and ability to achieve the learning outcomes of the programme.

Learner Progression

Liffey College provides detailed information on programmes, awards and progression pathways on the website and on programme descriptors. Facts and figures on progression and completion rates are kept on record per programme and are used to assist learners in considering further learning opportunities within a learner progression pathway. Contacts are made (where required) with other educational providers for possibilities of progression pathways for transfer after Liffey College's learners completes their programme of study with the college.

Responsible	Evidence
<ul style="list-style-type: none"> • Academic Committee • Academic coordinator 	<ul style="list-style-type: none"> • Academic Committee meetings minutes • External Examiner reports

<ul style="list-style-type: none"> • Director of Studies • QA Director • Marketing & Sales Director • Operations Director • Learner Support Officer 	<ul style="list-style-type: none"> • Learner feedback • Tutor feedback • Stakeholder feedback • Academic Committee report • Programmatic Review report
Monitoring Frequency	Annually

3.3.1 Procedure for Learner Access, Transfer and Progression

LIFFEY COLLEGE	
Policy Area	Programmes of Education and Training
Supporting Policy Title	Learner Access, Transfer and Progression Policy
Procedure Title	Learner Access, Transfer and Progression Procedure
Version: 3	Date: July 2021
<p>Procedure Liffey College strives to provide fair, equitable and consistent access, transfer and progression opportunities to all its learners.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Academic Committee is responsible for setting out the Access, Transfer and Progression opportunities outlined in the policy. • The ultimate responsibility for the implementation of the Access, Transfer and Progression policy and procedure lies with the Academic Coordinator. • The Director of Studies provides assistance to the Academic Coordinator in implementation. • The QA Director helps to monitor and maintain compliance with the relevant policies and procedures. • The Marketing & Sales Director is responsible for sales and learner admission. • The Operations Director attends to any issues arisen and ensures GDPR compliance when collating and storing application details and other documentation. • The Academic Coordinator and/or the Director of Studies respond to programme-specific queries. • The Learner Support Officer assist learners with any difficulties or issues faced prior to the commencement of their course. • The Academic Coordinator and/or the Director of Studies assesses applications. <p>Process:</p> <ul style="list-style-type: none"> • Instructive information regarding all programmes is readily available on the College’s website and other marketing materials and social/digital media platforms. • The prospective learner makes contact with Liffey College for application either via the Marketing & Sales Director or through an agent. • On receipt of the complete application, the applicant’s details are entered on the College’s Management System. • It is the learner’s responsibility to ensure factual and verifiable documentation and certification. • The Marketing & Sales Director also attends to applicants’ queries. However, general queries may also be delegated to the Operations Director or where any issue arises. • The Operations Director collates and stores all applications and supporting documents in compliance to GDPR. 	

- The applications are assessed in a fair, equal and consistent manner to determine the eligibility against the programme entry requirements.
- A process of identifying, assessing and recognising prior learning is also incorporated where prospective learners' achievements, knowledge and skills are acknowledged.
- If the application is successful, payment is requested from the applicant.
- An induction is conducted for every intake where learners are briefed on various facets of their College life encompassing, the College's facilities and services, QA policies and procedures, programme information, learner handbook, etc.
- The College ensures that learners have comprehensive information regarding progression to other courses upon completion of their current course.
- Detailed information on progression pathways is provided on the website and programme descriptors.
- Facts and figures that are kept are used to assist learners in considering further learning opportunities.
- Possibilities of progression pathways with other educational providers are also considered for transfer of Liffey College's learners after completion of their studies.

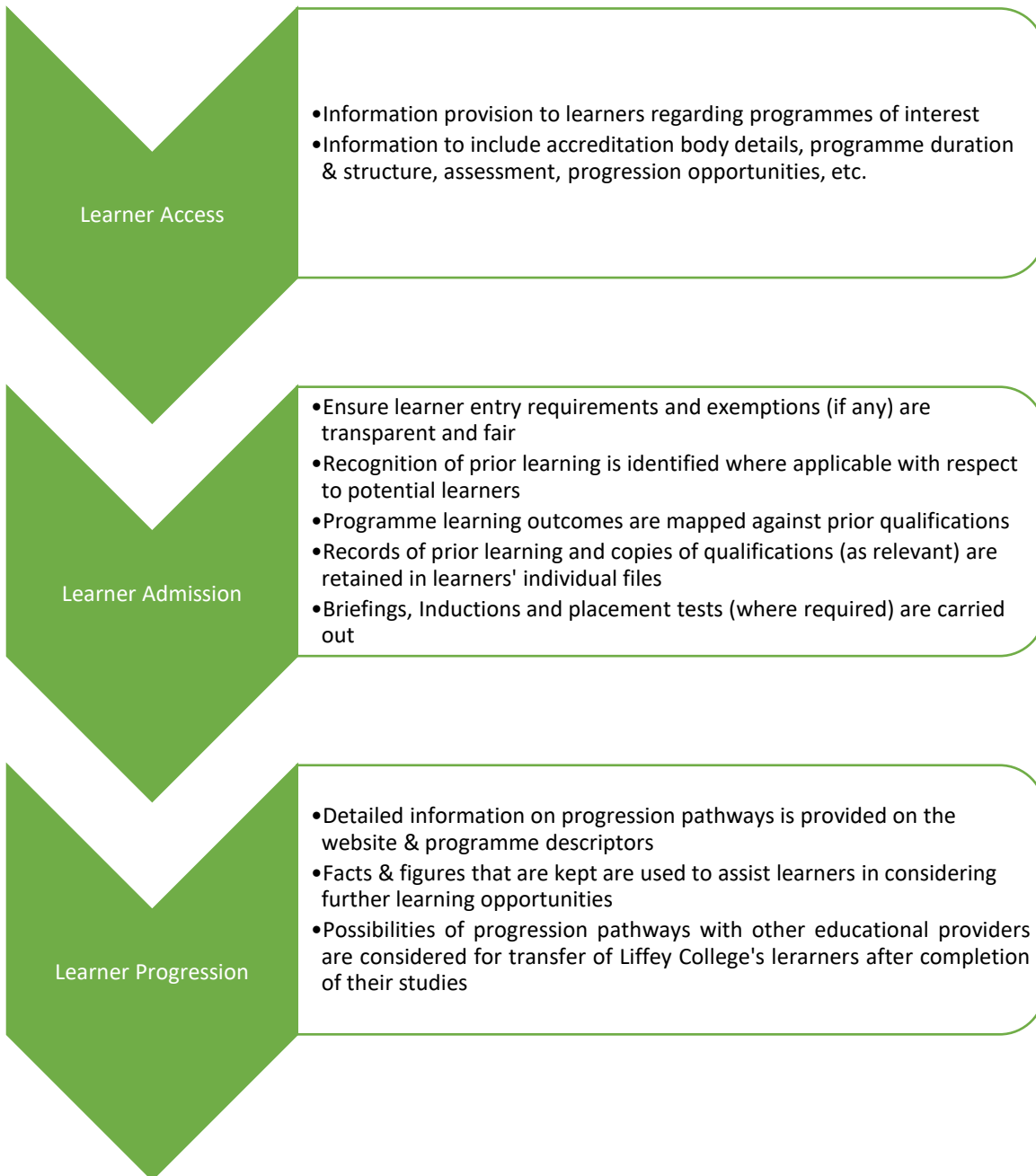


Figure 7: Overview of Learner Access, Transfer and Progression

4 STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

4.1 Policy for Staff Recruitment

LIFFEY COLLEGE	
Policy Area	Staff Recruitment, Management and Development
Policy Title	Staff Recruitment and Allocation Policy
Version: 3	Date: July 2021
<p>Purpose</p> <p>This policy sets out the recruitment, management and development practices for qualified and experienced staff at Liffey College to ensure:</p> <ul style="list-style-type: none"> • the delivery of a quality education service • clarity, consistency and fairness of a recruitment process in compliance with relevant employment legislation • identification of the knowledge, skill and competencies required to fulfil relevant roles within the College and that the recruitment process supports the employment of the most suitable candidate 	
<p>Policy Statement</p> <p>Liffey College is an equal opportunities employer. The staff recruitment and selection policy that the college has set up will provide equal access to employment. The College will comply with this policy for each position that arises to ensure that the best person is chosen in terms of knowledge, skills, qualifications, experience, and aptitude. Recruitment procedures at Liffey College will adhere strictly to all legislation and will adopt best practice in order to attract, select, appoint and facilitate the induction and development of all staff in a fair, equal and merit-based process.</p> <p>The recruitment process will incorporate the development of an appropriate job description and job specification for each post. An employment contract will be based on the recruitment process and reflect the skills, qualities, experience and attributes required for the post. Roles, duties and responsibilities will be checked and updated regularly where a job description and specification are already in existence to ensure they reflect clearly the current requirements of the position. Liffey College will ensure that all staff receive relevant information on in-house policies and procedures and information specific to their particular role.</p>	
Responsible	Evidence
<ul style="list-style-type: none"> • Centre Director • Operations Committee • Academic Coordinator • Academic Committee (Recruitment/Training/Induction/Development for academic staff) • Operations Director • QA Director 	<ul style="list-style-type: none"> • Job advertisements • Job descriptions and specifications • Contracts of employment terms and conditions • Interview marking frameworks • Agenda and minutes of meetings • Staff handbook • Staff performance reviews • Staff Feedback • Induction and Training logs
Monitoring Frequency	Annually

4.1.1 Procedure for Staff Recruitment and Allocation

LIFFEY COLLEGE	
Policy Area	Staff Recruitment, Management and Development
Supporting Policy Title	Staff Recruitment and Allocation Policy
Procedure Title	Staff Recruitment and Allocation Procedure
Version: 3	Date: July 2021
<p>Procedure Staff recruitment and allocation procedure is in place to identify the knowledge, skills and competencies required to fulfil each role within the College.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> Staffing procedure is primarily undertaken by the Operations Committee, advising on the College's human resource requirements. It is however discussed at meetings within both the Operations and Academic Committees depending on the role of the vacant position/s (academic or non-academic) to ensure that the recruitment process supports the employment of the most suitable candidate. <p><u>Non-Academic Staff</u></p> <ul style="list-style-type: none"> The Operations Director is responsible for the shortlisting, recruitment and induction of new non-teaching staff. The Centre Director oversees appropriate recruitment and induction of new academic staff. At least 2 members of the Operations Committee attend the interview. <p><u>Academic Staff</u></p> <ul style="list-style-type: none"> The Director of Studies is responsible for the shortlisting, recruitment and induction of new non-teaching staff. The Academic Coordinator oversees appropriate recruitment and induction of new academic staff. At least 2 members of the Academic Committee attend the interview. <p><u>For all Staff</u></p> <ul style="list-style-type: none"> The QA Director provides assistance in the implementation of the appropriate recruitment, selection and appointment practices and procedures. <p>Process:</p> <ul style="list-style-type: none"> The recruitment process adheres to clear recruitment criteria and detailed procedures developed in order to ensure the appropriate selection of staff while ensuring the equality policy is implemented and that the best candidate for the post is appointed. Job advertisements and job descriptions are checked by the Operations Director or Director of Studies (as above) to ensure that appropriate information is provided. Minimum level of qualifications/experience for specific roles are documented. Recruitment may also be through word of mouth and references of previous staff members in the industry with a good track record in adherence to the relevant policies and procedures. The College's recruitment and selection procedure is open, in that any person may apply for a vacancy including internal members where the criteria for selection is merited against the employee specification in line with the equality and staff recruitment policy. A structured interview technique is followed where at least 2 people are present at any time to interview a candidate. Depending on the position, members of either the academic committee and/or the operations committee may be present and interview notes relevant to the position are also documented. 	

- Interview matrix criteria for each individual candidate is drawn and applicants may be called for a second interview where required.
- An employee file is created for each successful candidate retaining employee details regarding:
 - Job applications and cover letters
 - Interview marking frameworks
 - Contracts of employment (signed copy returned to the college)
 - Certified documentation
 - Photo ID
 - Bank Details
 - Other relevant documentation

4.1.2 Procedure for Staff Induction

LIFFEY COLLEGE	
Policy Area	Staff Recruitment, Management and Development
Supporting Policy Title	Staff Recruitment and Allocation Policy
Procedure Title	Staff Induction Procedure
Version: 3	Date: July 2021
<p>Procedure</p> <p>Liffey College will ensure that staffs receive information on in-house policies and procedures and information specific to their particular role. Information pertaining to staff responsibilities, college policies, facilities and other relevant information are detailed in the staff handbook which is available to all staff.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Staff Induction is carried out by the Operations Director (for operational roles) and the Academic Coordinator (for academic roles). • Implementation of this procedure is supported by the QA Director. <p>Process:</p> <ul style="list-style-type: none"> • Information on in-house policies, procedures, code of conduct, entitlements and other details relevant to particular role is communicated during the induction. • Staff are provided with a staff handbook detailing work practice, requirements, roles, responsibilities and obligations. • Key aspects of the role are explained including systems and databases along with associated documents. • Any disability is identified and reasonable accommodation is made. • Relevant policies, procedures, working practices and requirements amongst others are discussed and attention is drawn to the College's QA manual. • Records of induction are kept. 	



Figure 8: Summary of Staff Recruitment, Allocation and Induction Process

4.2 Policy for Staff Development

LIFFEY COLLEGE	
Policy Area	Staff Recruitment, Management and Development
Policy Title	Staff Development Policy
Version: 3	Date: July 2021
Purpose	To identify, prioritise and meet the training, development and support needs of staff.
Policy Statement	

Liffey College is committed to the support and promotion of staff development and training. Staff training will be provided in accordance with training needs. The overall emphasis on training is to facilitate the personal development of staff, to guide and motivate them in order for them to achieve their full potential and enhance their performance.

Responsible	Evidence
<ul style="list-style-type: none"> • Board of Directors • Senior Management Team • Academic Committee • Operations Committee • Centre Director • Academic Coordinator • QA Director 	<ul style="list-style-type: none"> • Staff Appraisals • Staff observation form/report • Learner feedback • Staff feedback • Training and CPD logs
Monitoring Frequency	Annually

4.2.1 Procedure for Staff Development

LIFFEY COLLEGE	
Policy Area	Staff Recruitment, Management and Development
Supporting Policy Title	Staff Development Policy
Procedure Title	Staff Development Procedure
Version: 3	Date: July 2021
<p>Procedure Staff development is critical to the achievement of the College’s mission and vision to ensure the success of the College through continuous enhancement of learner experience.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Academic Committee makes recommendations on staff development to the Board of Directors • The Board delegates the responsibility to ensure implementation of recommendations from the Academic Committee to the Senior Management Team. • The Senior Management Team devolves this responsibility to the Operations Committee which consider the CPD requirements and undertake the necessary steps. • CPD needs for all non-teaching staff are considered by the Operations Committee. • Allocation of funding for staff developments are approved by the Centre Director. • The QA Director ensures maintenance of the College’s staff development policy and procedures. <p>Process:</p> <ul style="list-style-type: none"> • Staff development needs are considered by the Academic or Operations Committees for their respective staff. • Recommendations may be made to the Board by the Academic Committee. Alternatively, the Academic Coordinator, on behalf of the Academic Committee may make the recommendation to the Senior Management Team under circumstances that require immediate attention. • The nature of the CPD including the purpose, benefit and resource requirements are provided by the Committee requesting the CPD. • The recommendation is considered by the Operations Committee. • The Centre Director approves allocation of funding if the request is granted. 	

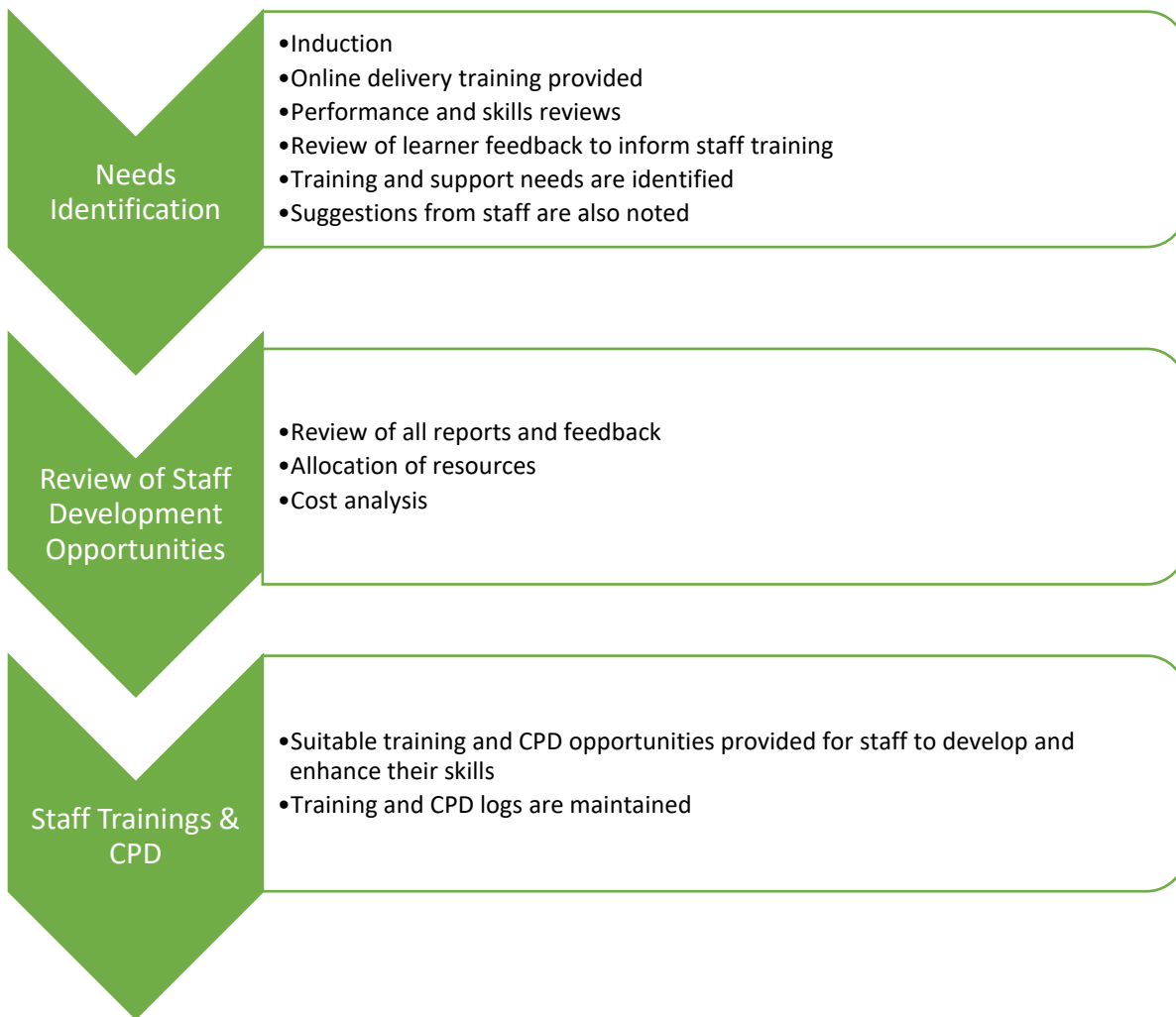


Figure 9: Summary of Staff Development Process

5 TEACHING AND LEARNING

Liffey College continuously monitors the learning experience to ensure that its teaching and learning meets best practice. Information pertaining to programmes are posted on the college’s website to inform learners about the programme requirements before enrolment. Constructive alignment (Figure 10 below) between learning outcomes, assessment tasks, teaching and learning activities are used as pedagogical approaches that help in selecting programme content while planning learning activities. Learners’ experiences are benchmarked against peer providers in order to identify opportunities for improvement.

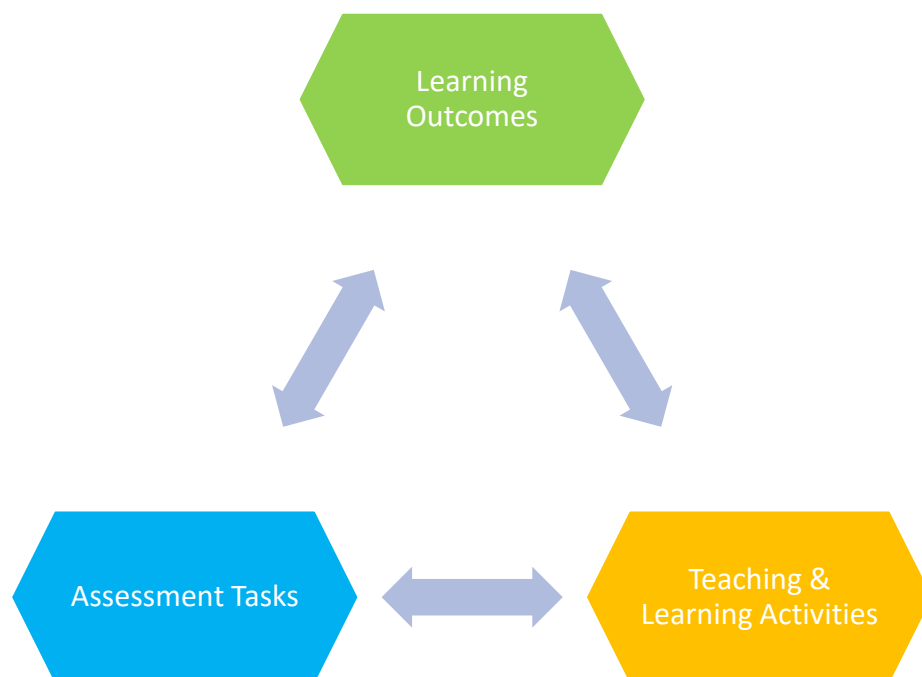


Figure 10: Use of constructive alignment as suitable pedagogical approach

5.1 Policy for Teaching and Learning

LIFFEY COLLEGE	
Policy Area	Teaching and Learning
Policy Title	Teaching and Learning Policy
Version: 3	Date: July 2021
Purpose To promote best practice within the College in line with its mission statement and vision.	
Policy Statement Liffey College is committed to promoting excellence in teaching and learning by providing adequate support to staff and engaging learners with the ongoing development in improving the quality of its academic strategies. The continuous process of improvement through monitoring and reviews, seeks out opportunities to enhance the quality of learning and teaching across its training and education programmes and to deliver the required learning outcomes for lifelong success.	
Responsible	Evidence
<ul style="list-style-type: none"> All staff, external nominees on boards and committees and learners 	<ul style="list-style-type: none"> Documented Learner Pathways Learner feedback Programme review reports

	<ul style="list-style-type: none"> • Lesson plans • Liffey College Management System • Minutes of meeting
Monitoring Frequency	Teaching and learning needs, training support to staff, academic support to learners and personal development plans are reviewed bi-annually.

5.1.1 Policies and Procedures Supporting the Teaching and Learning Policy

- Policy for Quality Assurance Framework
- Procedure for Development of Quality Assurance Policies and Procedures
- Policy and Procedure for Programme Development and Approval
- Policy and Procedure for Programme Monitoring and Review
- Policy and Procedure for Staff Recruitment
- Policy and Procedure for Staff Development

5.2 Ethos that Promotes Learning

Liffey College has a good mix of learners with a range of educational, cultural and socio-economic backgrounds. The College plans to promote and sustain a learning ethos. The learning environment enables flexible learning pathways that attend to the needs of the diversity of learners and promotes mutual respect within the learner-tutor relationship and amongst peers and staff members. Learners are engaged in ongoing development for improvement in the quality of academic strategies. Procedures are also in place for dealing with learner complaints and appeals.

The ethos of the college is to foster lifelong learning through the promotion of crucial skills including critical reflection, ability to make judgement and personal and professional development for both learners and staff. To facilitate interactions between learners and staff, a learning platform is available through the College Management System. On the system, learners may also:

- monitor their progress
- check their attendance
- consult e-learning materials
- view lesson plans and programme descriptors
- place requests for letters and holidays
- provide feedback and submit suggestions

These cultivate a sense of autonomy to the learners, enabling them to take responsibility of their own learning while having adequate guidance and support from tutors and other staff as required. Different modes of delivery are considered with the appropriate pedagogical methods which are monitored and reviewed regularly. Attempts are made to promote authenticity in programme content, range of pedagogical approaches and assessment practices. Furthermore, constructive and timely feedback is provided to learners.

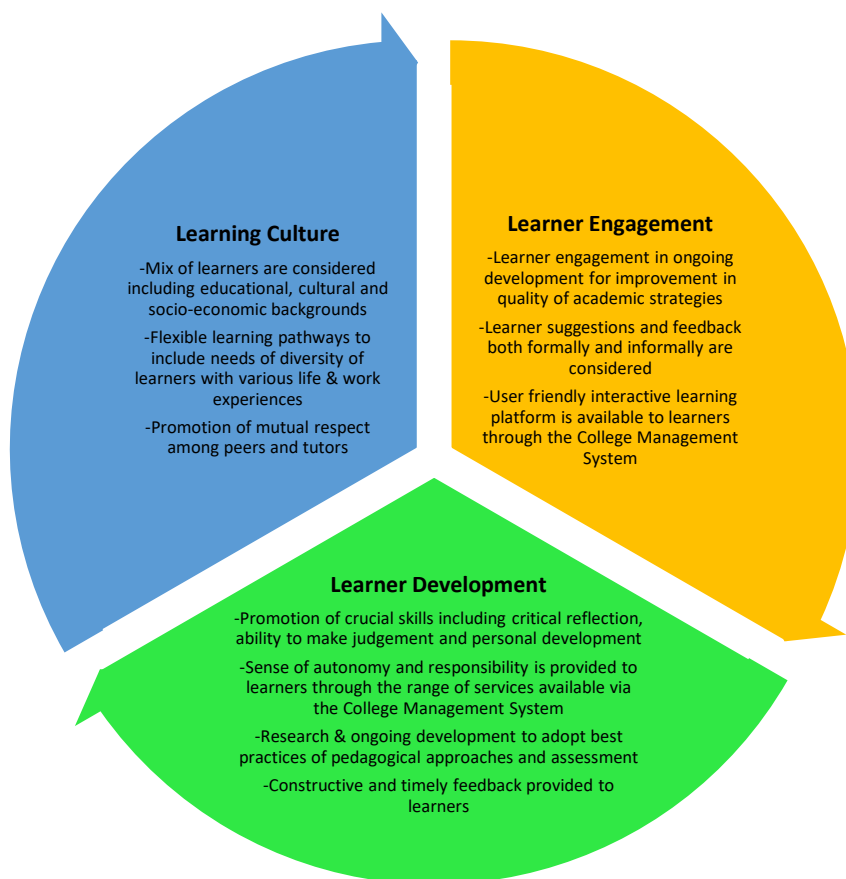


Figure 11: Promoting a Learning Ethos

5.3 Learning Environments

The learning environment at Liffey College is fit for purpose to account for its diverse learner population. A range of facilities and services are available to support learners in both their personal and academic development under the various contexts where learning opportunities emerge. A set of criteria (which is reviewed during monitoring) is followed to ensure maintenance of adequate physical and online learning environments.

5.3.1 Physical premises, equipment and facilities

Classrooms are all fitted with white-board and projectors/TV to enhance programme content delivery suitable to classroom delivery with a minimum capacity of at least 15 learners. All rooms are well-ventilated and/or heated as required. Computer lab with internet and technical assistance when required, web resources and access to the library are in place to support learners. Toilet facilities and seating area dedicated to learners for breaks are also available with vending machines. Periodic and ongoing review of monitoring reports and feedback are considered in order to continuously improve available resources and supports for learning.

5.3.2 Online Learning (Temporarily: In Adaptation to Times of Emergency)

Liffey College has adopted Moodle as the VLE (Virtual Learning Environment) through the LCMS (Liffey College Management System) to support its learners with online learning under the actual circumstances where its learners cannot attend classes physically. Access to the system is timed and is set on when the learner logs in until they log out. In order to foster a sense of ownership by learners encouraging them to

take responsibility of their own learning, learning resources are provided on the learner portal. These include texts, videos and audios to meet different learning styles and needs.

The college acknowledges that online learning has particularly distinctive features from physical learning environments. While online learning offers a multitude of advantages to learners, it can be quite challenging for some. Online learning offers flexibility and convenience, teaches self-discipline to be an active learner and real-world skills while promoting autonomy and life-long learning. However, for some learners, online learning may create a sense of isolation. Therefore, ample technical support is provided to learners and staff equally in order to assist them in keeping pace with the developing technological environment. Tutors are required to provide lesson plans for online classes as normal. Training is provided where needed on how to access and operate the college system. The system is continuously monitored to ensure ease of access. Upgrades of the system are communicated via email to all learners and relevant staff with accompanying stepwise procedures and e-resources where required. Learners are encouraged to communicate any difficulty that may arise with their tutors for further assistance if required, making sure to keep them connected.

6 ASSESSMENT OF LEARNERS

6.1 Policy for Assessment of Learners

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Policy Title	Assessment of Learners Policy
Version: 3	Date: July 2021
Purpose	
<p>POLICY STATEMENT</p> <p>Liffey College is committed to providing adequate and appropriate processes for the fair and consistent assessment and verification of learner’s achievement.</p> <p>All assessment will be carried out based on the following guidelines:</p> <ul style="list-style-type: none"> • The assessment process is in line with the Mission Statement of Liffey College and reflects the provision of quality education programmes in a tailored and flexible way. • The assessment is valid and in line with the criteria and purpose of relevant certifying body awards. • The marking of assessments is consistent with national standards. • The marking of assessments is consistent within programmes. • The results of the assessment are consistent across internal assessors within the institution. Assessment criteria are clearly understood by all staff and learners concerned. • The internal assessment policies and procedures will ensure that the planning of assessment is carried out in a coordinated manner • The policies and procedures will be communicated to staff and learners in a clear and transparent way. • The assessment will be internally verified by appropriately qualified personnel to ensure consistency and appropriateness to the assessment procedures set out for the programme by Liffey College. • The assessment will be externally authenticated by appropriately qualified personnel (as approved by accrediting bodies) to ensure consistency and appropriateness to the procedures. • That all assessment material is securely stored. • That reasonable accommodation is made to cater for the diverse needs of learners where appropriate. • The provision of an appeals process for learners regarding the assessment process and/or their results. 	
Responsible	Evidence
<ul style="list-style-type: none"> • Academic Committee • Academic Coordinator • Director of Studies • Assistant Director of Studies • Tutors • Learner Support Officer • QA Director 	<ul style="list-style-type: none"> • Programme/module descriptor outlining design, delivery and assessment • Assessment plan • Assessment feedback • Assessment briefs • College website outlining programme schedule and assessment details

<ul style="list-style-type: none"> • Centre Director • Internal Verifier • External Authenticator • Appeals Committee 	<ul style="list-style-type: none"> • Proof of reasonable accommodation regarding assessment (where required) • Learner Charter • Induction logs • Learner Handbook • Appeal reports • Learner feedback • Learner support application (where relevant) • Internal verification report • External authentication report • Results approval report • Appeals application
<p>Monitoring Frequency</p>	<ul style="list-style-type: none"> • Assessment results are evaluated as part of all programme design and review • Process of assessment of all programmes are reviewed to ensure clarity and consistency at all stages, post development and ongoing, at least bi-annually • Review of appeal procedure at each assessment period

6.1.1 Procedure for Coordinated Planning and Assessments

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	Coordinated Planning and Assessment Procedure
Version: 3	Date: July 2021
<p>Procedure</p> <p>Assessment planning includes reflection on all aspects of programme design, delivery and assessment as well as diverse learners’ needs so as to facilitate learners and to maximise the value of their assessment. Issues of equality and diversity are also considered when planning and developing assessment.</p> <p>Assessments follow criteria set out by relevant accreditation bodies and are in line with the College’s policies. All assessments are planned on the basis of 3 key features:</p> <ol style="list-style-type: none"> 1. Validity; actually measuring what it sets out to do in relation to the learning outcomes. 2. Reliability; ensuring consistency and fairness in measuring its outcomes. 3. Transparency; ensuring learners understand the intended learning outcomes in relation to the assessment criteria <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Academic Committee dedicates a team (a minimum of 2) for the development of marking sheets and marking schemes. • The Academic Coordinator approves assessment documentation. • The QA Director ensures that all policies relevant to assessment planning and coordination are followed. • The Director of Studies provides guidance to assessors and leads moderation if required. 	

- A tutor uninvolved in the original assessment undertakes internal moderation.

Process:

- Assessment briefs are developed along with marking sheets and marking schemes by appointed academic team.
- These are approved by the Academic Coordinator and distributed to assessors.
- Guidance is also provided to assessors regarding assessment methodologies and moderation if the need arises to ensure consistency in marking of assessments.
- If needed, a tutor who was not involved in the original assessment undertakes internal moderation.
- The internal moderator reviews all assessment evidence and completes a new marksheet without accessing the original marksheet.
- The original marksheet is only provided for review after the internal moderator has completed the new marksheet.
- The assessor and internal moderator discuss on an agreed result.
- The result is adjusted and updated if agreement is reached. Otherwise, the matter is referred to the Academic Coordinator for decision on the final grade.
- All assessment records are provided to the external authenticator.

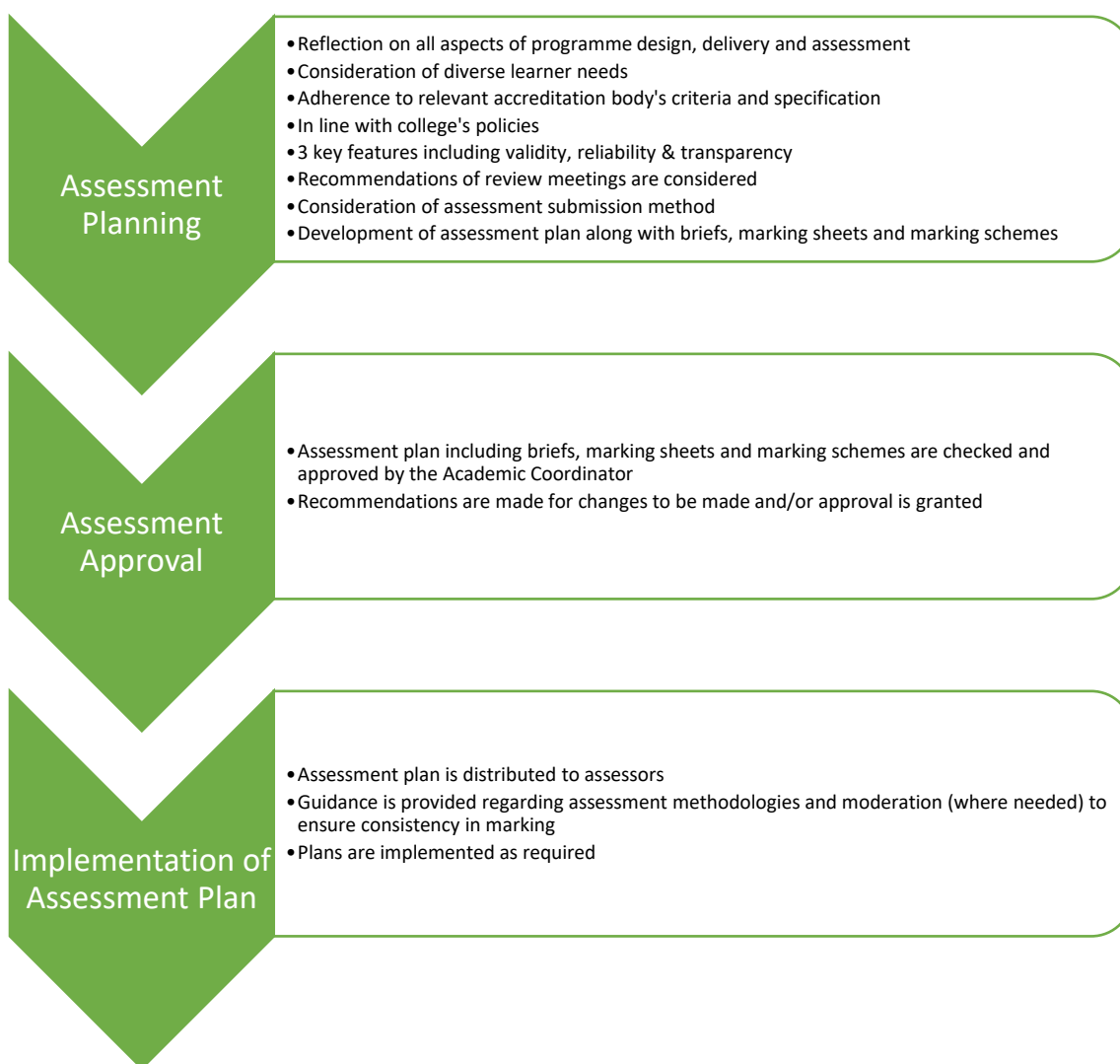


Figure 12: Summary of Assessment Planning and Coordination Process

6.1.2 Procedure for Assessment Information for Learners

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	Assessment Information for Learners Procedure
Version: 3	Date: July 2021
<p>Procedure Liffey College ensures that learners have information to assist them in completing their programme and to successfully participate in assessment tasks.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Director of Studies in coordination with the Assistant Director of Studies conduct learner induction providing/referring to all relevant documentation. • Tutors are responsible for re-instating all relevant policies and procedures, learner responsibilities and assessment schedule and structure during delivery. • The Learner Support Officer provides assistance for the use of technology with assessments if needed. <p>Process:</p> <ul style="list-style-type: none"> • Assessment and appeal details are published as part of programmes' outline on the College's website where it is easily accessible by learners even prior to commencement of programmes. • Information pertaining to assessment and appeals is provided to all learners during induction prior to the start of their programme as well as during programme delivery. • Learner Charter is also available on the website and made available to learners which details learner responsibilities and expectations regarding assessment amongst others. • Learner Handbook provided also contains information pertaining to assessment including the Appeal Procedure. • Further details regarding the dates and requirements of assessments are provided to learners during delivery of the programme including requirements, techniques, schedules, deadlines submission, technology assistance (if required), appeal procedures and structure of assessment repeats. • The repeat assessment criteria are in line with the repeat procedure of the College and the accreditation body as relevant. • Learners are also made aware that training may also be provided if required where online assessments take place. 	

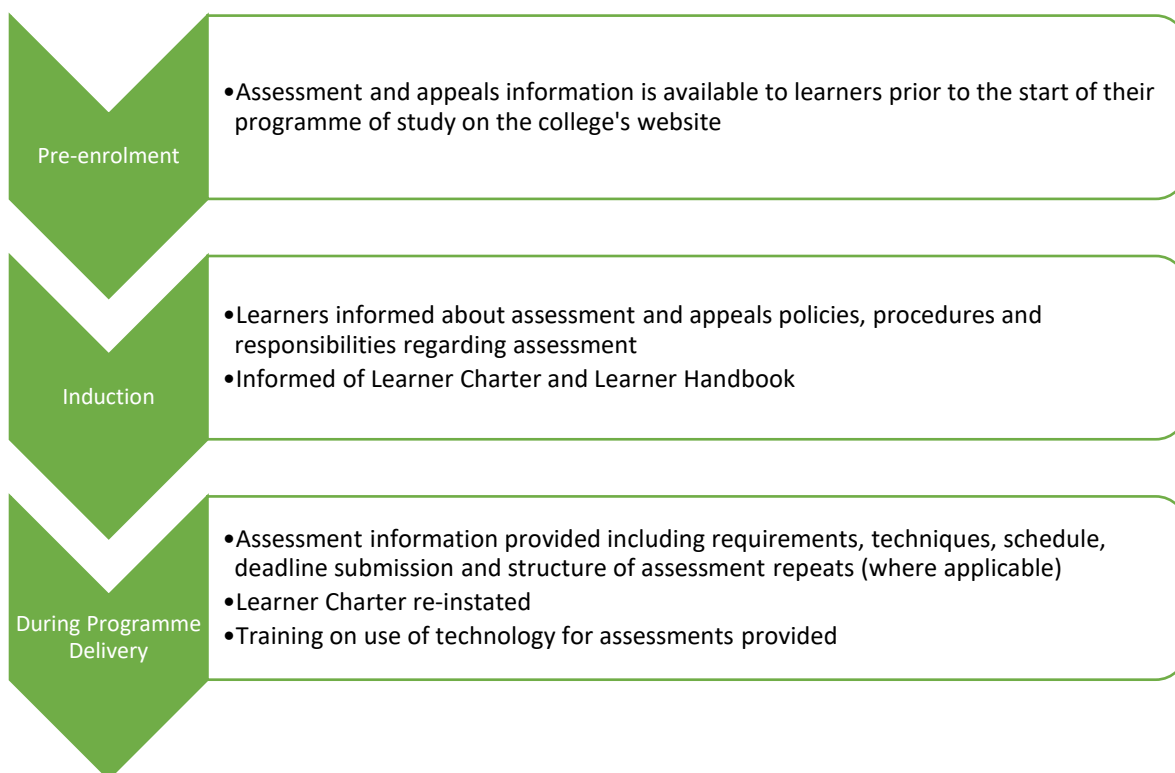


Figure 13: Summary of Assessment Information for Learners Process

6.1.3 Procedure for Security of Assessment-related Process and Material

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	Reasonable Accommodation Procedure
Version: 3	Date: July 2021
<p>Procedure All learners' records and assessments are securely kept on file.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Director of Studies is responsible for managing the process including devising assessment checklist and cover sheets, storing and filing of assessments. • The Assistant Director of Studies is responsible for keeping records of assessment submission. • The QA Director ensures the correct procedures are being followed for filing and storing of assessments. <p>Process:</p> <ul style="list-style-type: none"> • A record of submitted assessments are kept when received from learners. • A receipt/copy is given to learners on submission of hard copies of assessments and a copy of receipt is kept on file. • Assessment checklist and cover sheets including signed authorship are provided along with assessment briefs. • All assessments both physical and digital are to be kept securely and filed accurately with a secure lock-up to ensure that access is restricted to appropriate and authorised staff only. 	

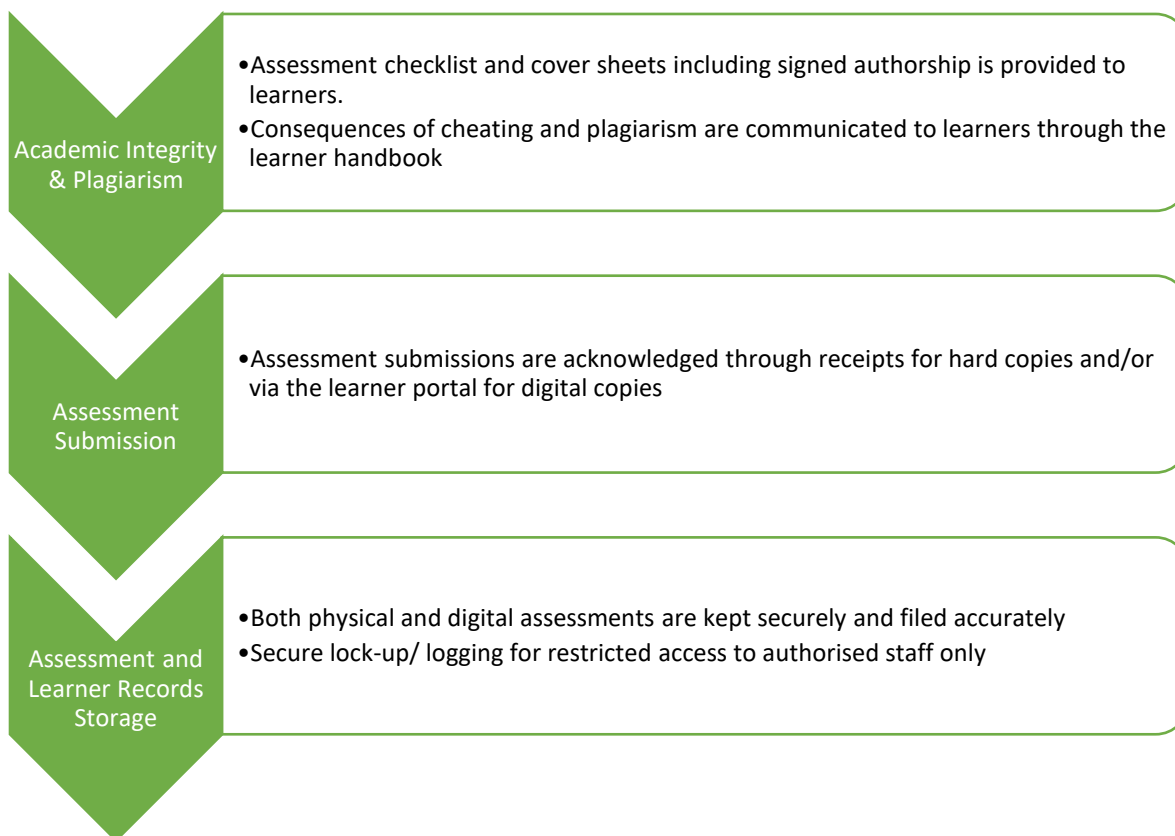


Figure 14 : Summary of Security of Assessment-related Process and Material

6.1.4 Procedure for Reasonable Accommodation

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	Reasonable Accommodation Procedure
Version: 3	Date: July 2021
<p>Procedure Liffey College will adapt as is necessary and reasonable to cater for learners with a disability, or other persons covered by the grounds of Equality Legislation.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Learner Support Officer is responsible for identifying reasonable support and accommodation required by a Learner and ensure proper implementation. • The Academic committee is responsible for identifying practicable and reasonable accommodation and supports to learners. • The Academic Coordinator is responsible for seeking approval from the Centre Director for expenses regarding support needs. • The Learner Support Officer and the QA Director are responsible for monitoring and maintaining the policy and procedures and associated guidelines relating to reasonable accommodation and learner support. <p>Process:</p> <ul style="list-style-type: none"> • Special requirements and needs are identified during application. 	

- Learners are encouraged to disclose any specific or additional needs so that they can be best supported.
- All disclosures are managed with respect to the learner's privacy and in full confidentiality.
- The learner will be asked to fill a Reasonable Accommodation and Learner Support application form.
- Assistance is provided by the Learner Support Officer if required to fill out the form.
- Adapted assessment/design assessment will be provided in accordance with the individual learner ability/skills where required.
- The Academic committee undertakes identification of practicable and reasonable accommodation and supports to learners
- As per the learner needs, suitable procedures will be adopted to accommodate the learner such as:
 - Amended programme materials; programme materials will be provided in alternative formats.
 - Extended Timetable; provision of an adapted timetable to allocate more time, if required, to explain assessment criteria
 - One to one/Tutorial support in classroom will be organised and records of reports/contact sheets per individual per one-to-one session will be kept.
 - Hardware/software for learners' needs where applicable/appropriate and within reason may be provided
 - Concise and constructive feedback on continuous assessment and ongoing performance will be provided to allow for improvement.
- Monitoring and maintenance of the policy and procedures and associated guidelines relating to reasonable accommodation and learner support are undertaken with consideration of learner feedback.

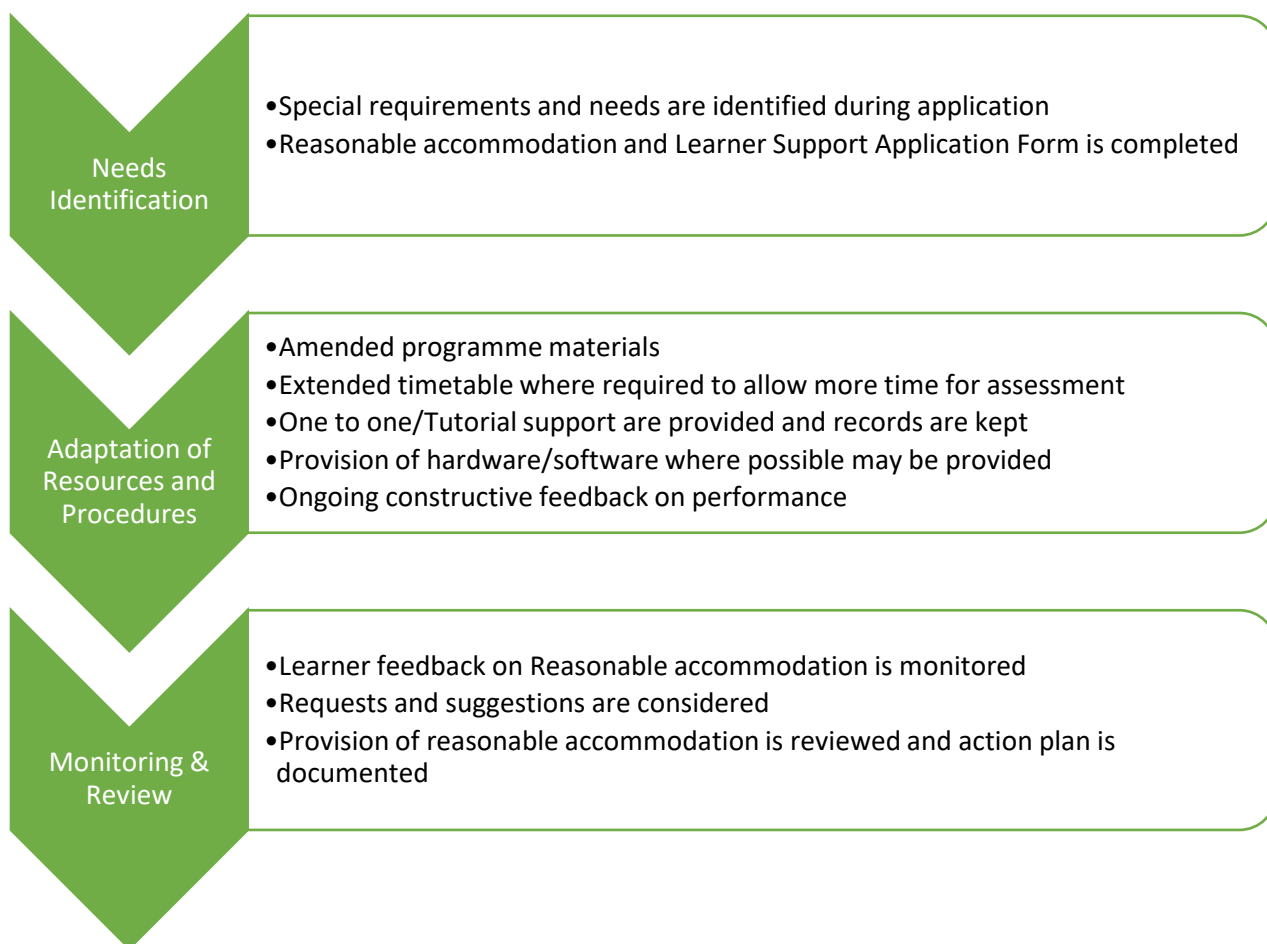


Figure 15: Summary of Reasonable Accommodation Process

6.1.5 Procedure for Marking Consistency

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	Marking Consistency Procedure
Version: 3	Date: July 2021
<p>Procedure Marking criteria is used to ensure that assessors are marking learner assessments in a fair and consistent manner so that equality to all learners is maintained in their assessments.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Director of Studies is responsible for the development of the marking scheme which is approved by the Academic Coordinator and also provides guidance if required. • The Internal Verifier reviews assessment evidence to ensure compliance with requirements and produces the Internal Verifier Report. <p>Process:</p> <ul style="list-style-type: none"> • A marking scheme is developed for all programmes and is provided to all relevant tutors and assessors so as to ensure consistency of marking. • The marking sheet clearly sets out guidelines for all assessors is followed as per the accrediting body's grading criteria. 	

- To maintain accuracy and consistency of marking, an internal verification process lead by the Internal Verifier will entail following marking to ensure fair assessment of all learners.
- Review of evidence is carried out ensuring compliance with accreditation body guidelines and using an internal verifier checklist.
- An internal verification report is produced at the end of the process.
- Guidance is also provided to assessors by the Director of Studies regarding assessment methodologies and moderation if the need arises.
- At internal verification stage, marks and grades are still provisional as further moderation is required through external authentication for final results to be approved.

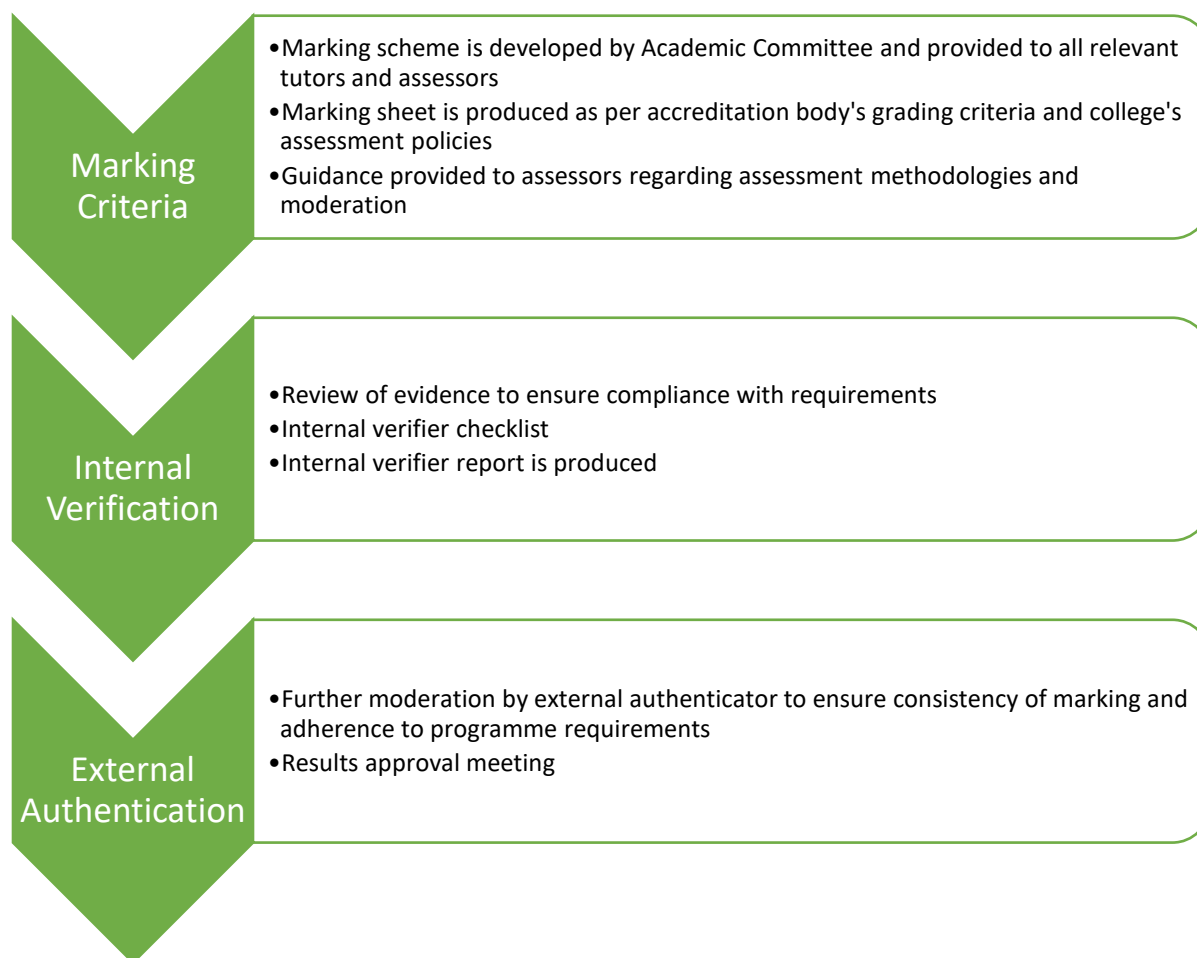


Figure 16: Summary for Process of Marking Consistency

6.1.6 Procedure for Internal Verification

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	Internal Verification Procedure
Version: 3	Date: July 2021
Procedure Liffey College ensures that assessments are marked in accordance with national standards/assessment criteria, and internally verified.	

Responsibilities:

- The Academic Committee is responsible for appointing the Internal Verifier.
- The Internal Verifier checks that assessment procedures and associated administrative tasks have been done correctly and produces the Internal Verifier Report.

Process:

- Examiners/tutors mark assessments as required
- Sampling of assessments by an internally appointed, appropriately qualified verifier.
- Sampling strategies used according to guidelines.
- Internal verifier to ensure that marks are consistent with the required learning outcomes and assessment procedures / processes
- Internal verifier to ensure that all marks/results are recorded and entered appropriately
- Internal verifier to identify any errors and ensure corrective action taken, if required
- Produce an internal verification report for management and for external authenticator.
- Internal verifier attends results approval panel meetings as appropriate and/or as required.

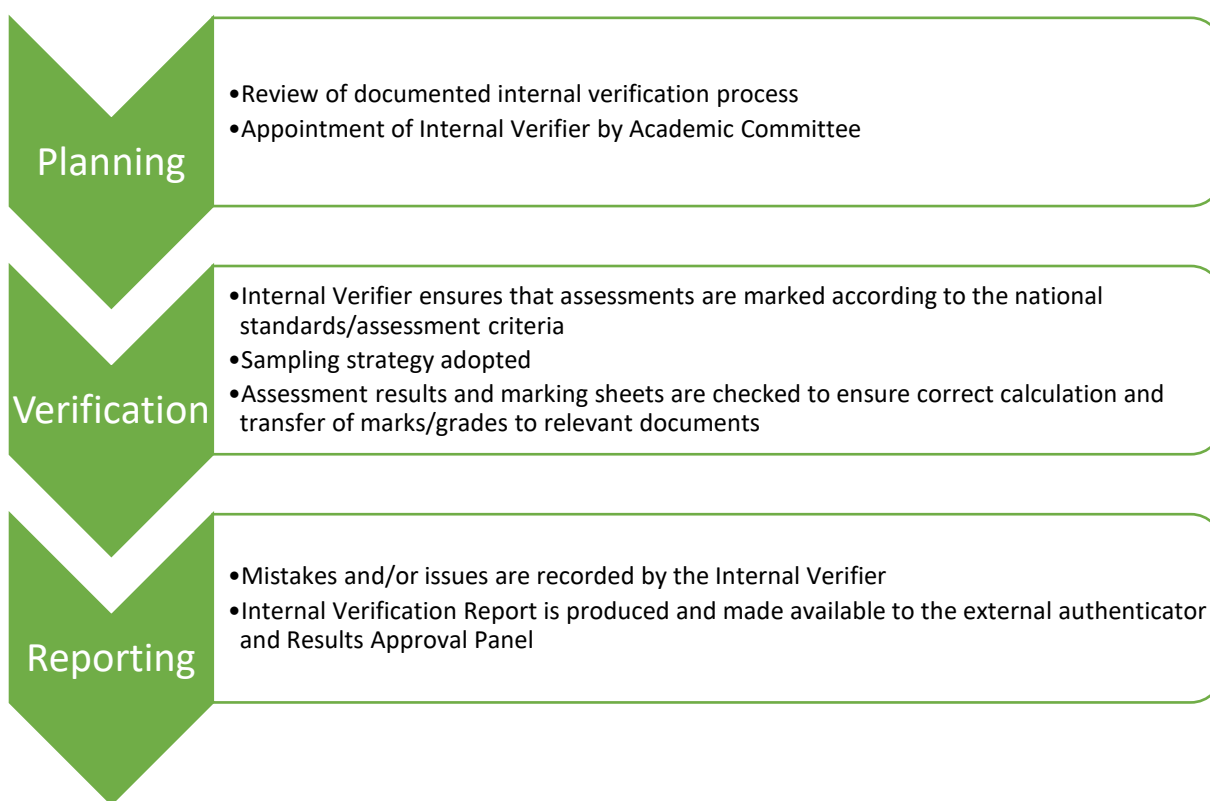


Figure 17: Summary of the Internal Verification Process

6.1.7 Procedure for External Authentication

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	External Authentication Procedure

Version: 3**Date:** July 2021**Procedure**

Liffey College ensures that assessments marked by the College are in accordance with national standards and are externally authenticated. Independent external authenticators are appointed who are suitably qualified and experienced in the appropriate field according to the requirements of Accreditation Bodies.

Responsibilities:

- The Academic Coordinator along with the QA Director are responsible for reviewing the documented External Authentication Process and criteria for the appointment of External Authenticator.
- The Academic Committee is responsible for the appointment of the External Authenticator.
- The QA Director ensures fair and consistent assessment of learners consistent with Liffey College's procedures and with relevant policies.
- The Director of Studies prepares the Internal Verification pack and submits to the External Authenticator.
- The External Authenticator reviews the Internal Verification report and findings and prepares the External Authentication report.
- The Results Approval Panel consists of a minimum of 3 people including the Centre Director, Academic Coordinator and QA Director along with the Internal Verifier and External Authenticator.

Process:

- Planning of the External Authentication Process by reviewing all relevant documentation and criteria for the appointment of an External Authenticator.
- External Authenticator is appointed.
- Confirmation of the fair and consistent assessment of learners consistent with Liffey College's procedures and with relevant policies.
- The Internal Verification pack (including assessments and Internal Verification Report) is provided to the External Authenticator.
- Adopted sampling strategy consistent with Accreditation Body guidelines is also communicated.
- Review of Internal Verification Report and verification of findings to ensure accordance with standards.
- Identification of any irregularities in the assessment process.
- Production of an external authentication report and recommendation of results for submission as per the accredited body guidelines.
- Participation of the External Authenticator in the results approval process as per Liffey College's procedures.
- Recommendation of results for submission to the Accreditation Body.

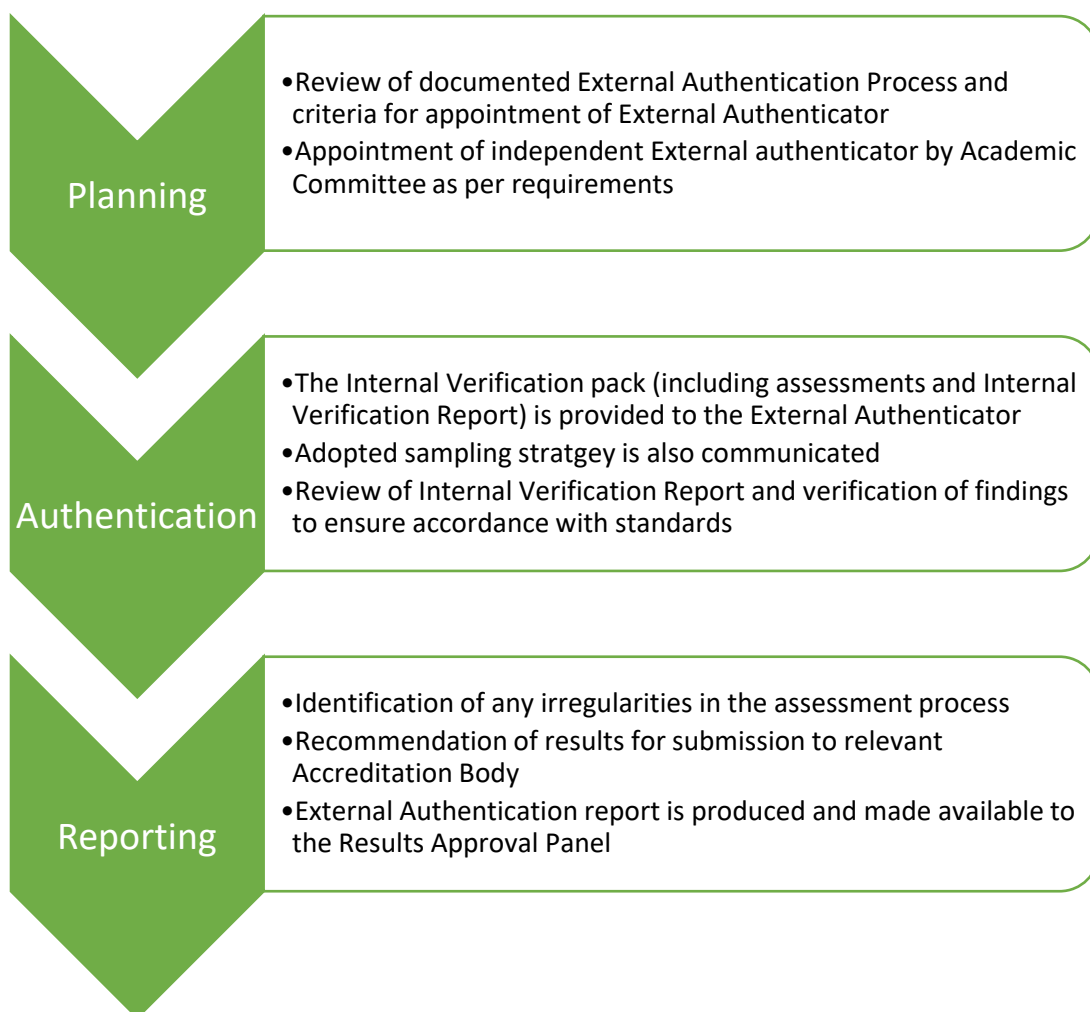


Figure 18: Summary for the External Authentication Process

6.1.8 Procedure for Learner Appeals

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	Learner Appeals Procedure
Version: 3	Date: July 2021
<p>Procedure</p> <p>To facilitate learners to appeal the process and/or results which they deem to be unfair. Only results subsequent to the Results Approval Process may be appealed.</p> <p>An appeal must be lodged within fourteen (14) days of the formal date of issue of results using the Result Appeal Form which is available on the learner portal through the College Management System. The Appeals Process is available to all learners via the Learner Handbook and is also discussed during Induction.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Appeals Committee chaired by the Academic Coordinator is responsible for appeals. • The Appeals Committee is convoked by the Academic Committee. • Members of the Academic Committee independent of the matter being appealed. 	

Process:

- Appeals must be lodged in writing to Liffey College.
- On receipt of an appeal, the Appeals Committee will meet with the learner concerned within five (5) working days, and review the process and/or outcome of the assessment for that learner. No new evidence, other than that from the assessment itself will be considered at this meeting.
- The learner will be informed of the appeals outcome within fourteen (14) days of the meeting.
- Results will be forwarded to the Accreditation Body for certification and, if applicable, any results under appeal will be highlighted.
- Learner assessments are kept securely for twelve (12) months and one day in a file stored securely and labelled correctly or in digital folders with secured password that may be accessed only by authorised staff.
- Records of all appeal communications between learner, staff, and awarding body are retained.

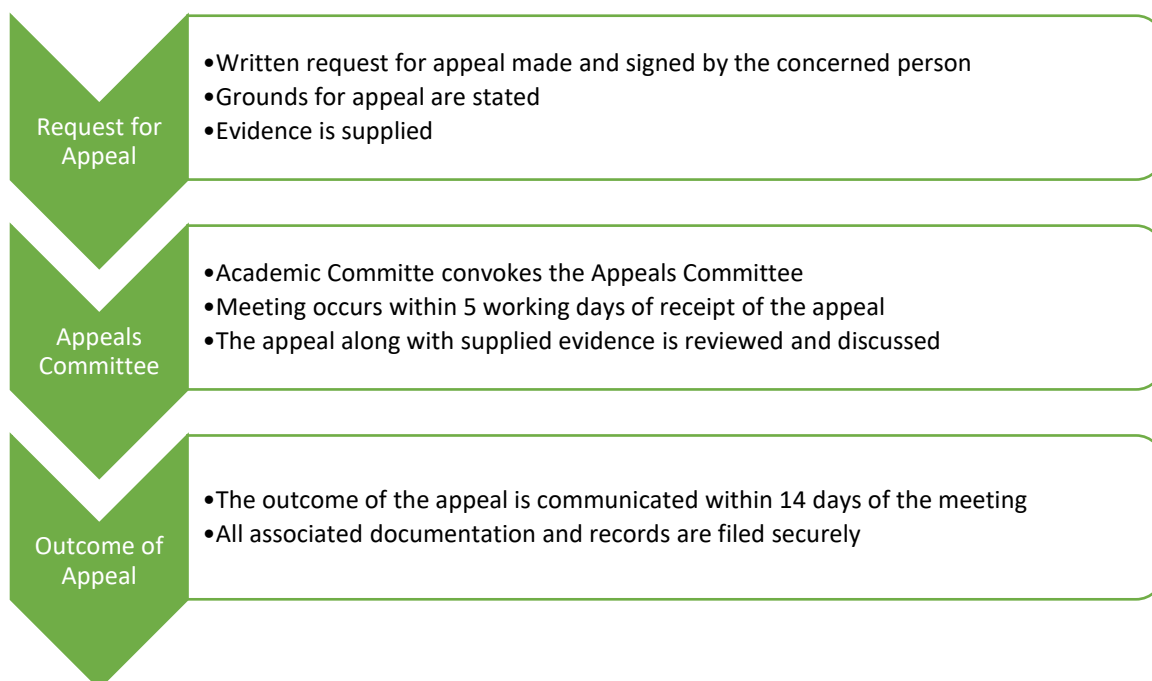


Figure 19: Summary for the Learner Appeals Process

6.1.9 Procedure for Results Approval

LIFFEY COLLEGE	
Policy Area	Assessment of Learners
Supporting Policy Title	Assessment of Learners Policy
Procedure Title	Results Approval Procedure
Version: 3	Date: July 2021
Procedure Results Approval is the process to ensure data submitted to Accreditation Body for certification purposes is checked as accurate and reliable.	
Responsibilities:	

- The Academic Committee is responsible for the appointment of the Internal and External Authenticator.
- The Internal Verifier produces the Internal Verifier Report.
- The QA Director ensures fair and consistent assessment of learners consistent with Liffey College's procedures and with relevant policies.
- The Director of Studies prepares the Internal Verification pack and submits to the External Authenticator.
- The External Authenticator prepares the External Authentication report.
- The Results Approval Panel consists of a minimum of 3 people including the Centre Director, Academic Coordinator and QA Director along with the Internal Verifier and External Authenticator and produces the Results Approval Report.

Process:

- Assessment files/full report results are checked and prepared for internal verifier.
- Internal verifiers report is submitted for checking and submission to external authenticator.
- External authenticator report is submitted for the approval panel.
- Documents including provisional results, internal verification reports and external verification reports are presented.
- Meeting occurs to approve results as required with a minimum of 3 people on the Results Approval Panel, to include the Academic Coordinator, Centre Director, QA Director, Internal Verifier and External Authenticator.
- Issues of concern are identified with corrective actions noted.
- Results Approval Panel report is produced which is signed and dated by all attendees.
- Copies of all results and reports submitted are kept on file under specific programme delivery.
- Approved results are submitted to accreditation body for certification.

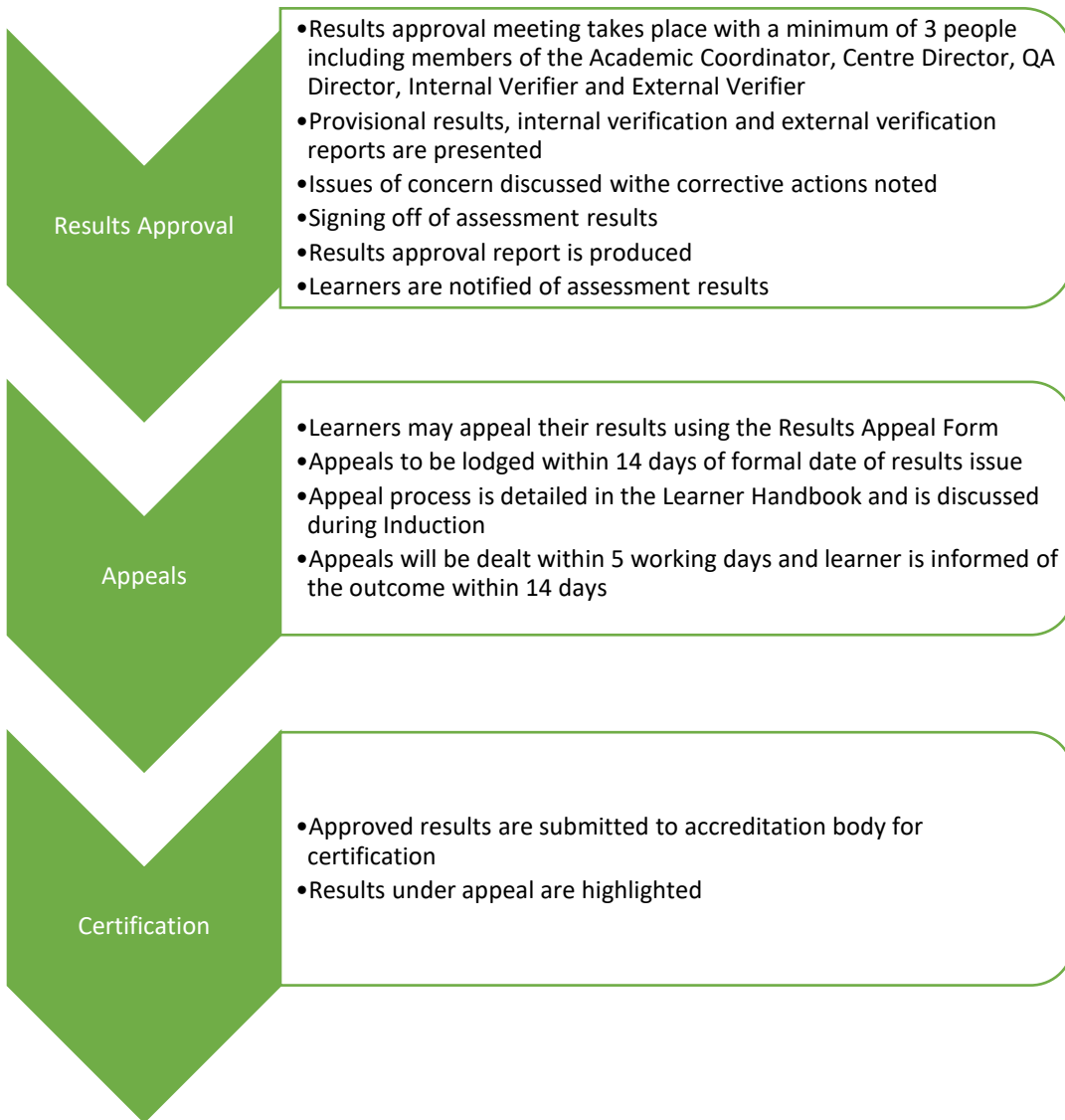


Figure 20: Summary of Results Approval and Appeals Process

6.2 Assessment by Third Parties

Assessment carried out by third parties contracted by the Academic Coordinator (where required) is fair and consistent to the learner and in line with the College’s guidelines and accreditation body involved requirements. Modules/Programmes and assessments are discussed with the external assessors. Guidelines with regard to writing feedback reports and module/programme descriptors are also provided and minutes of meetings are recorded.

6.3 Learner Feedback

Feedback is imperative to the learning process (See also 7.1.3 – Learner Representation and 11.2 – Learner and Staff Feedback). Liffey College endeavours to give learners timely and constructive feedback on their assessments, both formative and summative. Feedback on assessments is given by tutors and may be verbal or written, either submitted on marked assessments, via emails or the learners’ portal. Clarity of feedback is emphasised to ensure that learners understand the outcomes of their assessments and how to improve their future performance. Where required, personal one-to-one sessions may be arranged for feedback. Feedback

to learners is recorded and reviewed with particular attention to any continuously poor feedback to enable learners to improve their performance throughout their programme. Feedback to learners is also considered when monitoring the effectiveness of the programme and assessments.

6.4 Corrective Action

Corrective actions are undertaken by Liffey College to deal with issues that may impact on the validity of the assessment process. This plan is to be implemented if any of following occurs:

- Errors.
- Omissions.
- Deliberate acts by the learners.
- Deliberate acts by staff.
- Deliberate acts by contracted tutors.
- Any other action, which impacts on the validity of the assessment process.

All issues of concern are to be immediately reported to the Academic Coordinator to be recorded. A corrective action plan is documented for procedures to be implemented after consultation with all relevant stakeholders to discuss the most appropriate corrective action to be taken. The Accreditation Body is also notified of the incident and the outcome. Copies of all communication to awarding body/of any issues effecting the integrity of certification are retained.

7 SUPPORTS FOR LEARNERS

7.1 Policy for Learner Support

LIFFEY COLLEGE	
Policy Area	Supports for Learners
Policy Title	Supports for Learners Policy
Version: 3	Date: July 2021
Purpose	
To provide confidential and impartial information, advice and guidance to learners on all programmes of education and training at Liffey College.	
Policy Statement	
Liffey College is obligated to provide adequate range of learning resources and suitable supports with respect to equality and fairness to all its learners. The support services and facilities are continuously monitored for enhancement and updated as necessary with evolving needs of learners identified through teaching and learning feedback.	
1. An Integrated Approach	
<u>Equality</u>	
Liffey College endeavours to provide a harmonious working and learning environment in which staff and learners are able to maximise their full potential and to contribute to the success of the college, irrespective of their gender, race, disability, sexual orientation, religious belief, marital status or membership of the travelling community.	
Liffey College will undertake the following actions to address this particular issue:	
<ul style="list-style-type: none"> ➤ Development of educational programmes and training that takes into consideration this diversity and promotes equality of opportunity. ➤ Ensure good practice in the delivery of programmes. ➤ Adhere to and promote all aspects of the equality legislation in all its dealings with staff and learners. ➤ Ascertain that all editorial and advertising materials are monitored for equal opportunities considerations. ➤ Work with stakeholders in the identification and facilitation of any individuals and or groups that may have special needs before programme delivery. ➤ Be an equal opportunities employer and education provider. 	
<i>Promoting Equality:</i>	
Liffey College ensures staff are aware of equality issues and have the capacity and knowledge to promote equality and combat discrimination. The Equality Statement which is to be read and understood by all staff is available via the staff handbook and the College's website. The Equality Statement is also consulted during induction. All members of staff also attend internal training for equality and disability awareness. All staff are required to sign an attendance log of equality training. Logs and records of all training are kept on file by the College.	
Learners are also informed of the College's equality statement at induction. The statement is also observed and incorporated as part of the programme development process. The Application form includes a section on Needs Analysis of disability and equality which is filled out by learners and staff are required to provide the same information on the Staff Data form.	

Implementing Equality:

Liffey College aims to implement Equality Planning through regular audits of current provision with respect to equality and current government legislation. Equality Statement is prominently displayed in the College and on the College's website. The Equality Statement is also included in the staff and learner handbooks and on notice boards. Protocol is in place for anti – bullying and harassment and is documented in staff and learner handbooks and on complaints form.

Facilitating Diversity

Liffey College will incorporate measures in each programme in order to facilitate people with difficulties and others under the equality legislation to ensure inclusion and diversity. Liffey College accommodates inclusion and diversity by adapting programmes and providing support to learners and staff with particular needs to successfully participate, transfer, and progress. The application form highlights any requirement for reasonable accommodation and/or identification of additional support. The College aims to offer its support as per its capacity to learners in terms of:

- Edit of programme literature to large print if required
- Adapted hardware where relevant
- Liaison with academic staff to modify class delivery for integration and engagement of all learners
- One to one classes and tutorials for learners needing additional support, where appropriate
- Change in timing of classes (morning, afternoon, evenings) to suit the individual learners (where possible)

2. Pastoral Care

Practical sessions and workshops on basic technological skills required to access and operate the college's management system, career service, learners counselling and study assistance help learners with the development of a long-term educational plan that includes academic and well-being as well as career goals. Field trips are also organised to enhance practical skills and problem-based learning.

Counselling Service

The College offers free counselling services in full confidence for learners facing any difficulty. This is sometimes done in conjunction with a contractor/partner, to whom cases are referred/outsourced, if required. Counselling addresses issues such as stress, anxiety, adjustment to college, personal development, grief and loss, relationship issues, gender issues, career, communication skills and personal crises.

Counselling sessions encourage learner independence, development of self-confidence and self-discovery, among other values.

Study Assistance

Liffey College assist learners with the development of a long-term educational plan that includes academic as well as career goals. To ensure that learners have the necessary skills to progress to higher education and to assist them in their pursuit of further education qualifications, a range of lessons have been developed to allow them to reflect on their current skills, learn new ones and make the best use of their credits. These include:

- Writing Assignments
- Exams Techniques

- Referencing
- Research
- Note taking
- Plagiarism and academic honesty in using materials and resources
- Study Skills
- Time Management

Career Guidance

Computer terminals are available for easy access to job advertisements and to assist learners in preparing job applications. Regular workshops/seminars are offered to:

- discuss career direction and job-seeking skills
- provide advice on researching the job market, and preparing for an interview
- encourage learners to reflect on their skills, strengths, and accomplishments before preparing a draft of their CV and bringing it to a career advisor
- provide comments, feedback and helpful advice on polishing CVs, using an effective CV format to reflect skills, adapting CVs to the industry and position being applied for, etc.

Upon request, the College can liaise with recruitment agencies as a learning curve for knowledge of the marketplace. Job vacancies are regularly advertised on the notice board. Information is provided on employer recruitment presentations, career fairs, industry networking events and employment preparation workshops.

3. Access to Facilities and Services

College Website

During induction, all learners are briefed about the learner handbook (in different languages as required) that is available on the college's website and are advised to go through it as it contains important information about the college policies, facilities and services as well as learner responsibilities. The College website provides detail about a range of services available to learners including international learners:

- Airport Transfer
- Accommodation
- Career Service
- Medical Cover
- Learners Counselling
- Study Assistance
- Fee Protection
- Visa and Legal Requirements

The website also enables translation of English into three major languages such as French, Spanish and Portuguese. Additionally, learners also have access to the LCMS (Liffey College Management System) where the learner handbook is also available along with details about their programmes including information about their assessments and attendance. They may also place and view their requests for letters, holidays, access other forms and e-learning resources. Learner supports are continuously reviewed on the basis of feedback from learners and/or staff and as/when the need arises with regards to particular areas of concern or room for improvement. Furthermore, a Learner Charter has been designed and is enforced in order to support a progressive academic environment at the College for an enriching learning experience.

Protection for Learners

In compliance with the Protection of Enrolled Learners (2012 Act, Part 6), Liffey College has learner protection arrangements in place with respect to all learners who have paid fees and enrolled on programmes of three months or more duration. Liffey College is committed to ensuring that all our learners are protected during any eventualities that may arise. This service is communicated on the college's website, advertising materials, application form and the induction sheet. Learners are advised of the Protection of Enrolled Learners arrangements for all programmes in excess of 3 months.

Provision and Maintenance of Resources

Liffey College ensures that the resources necessary for successful participation by learners are allocated to and maintained on programmes. The resources available are relevant and in accordance with the fire, health and safety guidelines, programme content, objectives and learner needs. Resources are reviewed and developed on an ongoing basis in order to ensure relevancy and best practice through the quality assurance meetings on the basis of learner satisfaction surveys.

Liffey College endeavours to provide a stimulating learning and academic experience with an integrated range of learning resources and supports. Learners are exposed to different learning modes, lectures, tutorials, seminars and practicals in order to accommodate the diverse learning needs of learners and improve accessibility.

4. Learner Representation*Learner Feedback* (See also Sections 6.3 – Assessments and 11.2 – Learner and Staff Feedback)

Liffey College conducts regular Learner Feedback sessions. These allow all learners to rate all aspects of their programme and experience of the college. Feedback sessions are conducted regularly with full-time learners (as per timetable), while part-time learners complete the survey in their final week of study. These surveys are anonymous, although learners also have the option of including personal information should they wish to do so. A combination of closed, multiple choice and open-ended questions are used on the feedback questionnaire to provide mixed data for both quantitative and qualitative analysis as indicators for continuous improvement in programme delivery and associated services. The quality of learning experience is rated across several categories of learner experiences on feedback forms, for example, ranging from Strongly Agree, Agree, Neutral, Disagree to Strongly Disagree. The generated percentage arising from the various categories against the range of questions provided on the form enables the College to benchmark itself in providing quality services to learners. Feedback is carried out onsite and on-line. In addition, learners are invited to leave any ideas they may have as suggestion online. Again, this is anonymous and treated in a strictly confidential manner. Feedback forms are made available to learners over the course of their programme of study at various stages including pre-arrival, on-arrival, exit and renewal.

Academic feedback, conducted quarterly via online feedback forms, affords learners the opportunity to rate the quality of their programme of study, including class materials, tutors' performance, assessments, etc. This feedback is then used for the monitoring and review of programmes.

Administrative feedback is also conducted quarterly via online feedback forms and gives learners the opportunity to rate the facilities, premises, equipment, services and staff at Liffey College.

The Assistant Director of Studies/Learner Support Officer generates compiles the data from online feedback forms and generates learner feedback reports which are saved on the college online system and

presented to the Academic Committee (in the case of academic feedback) or Operations Committee (in the case of administrative feedback).

Complaints and Grievances

Liffey College is committed to delivering a high-quality educational experience for its learners in a stimulating and innovative learning environment. In case of any problem or a matter of concern is raised, complaints and grievance policies and procedures are available to ensure an effective response and appropriate redress. Liffey College ensures an approach that emphasises positive support for improved standards of behaviour and performance rather than negative sanctions. In all instances principles of professionalism, fairness, equity and transparency shall be guaranteed.

Responsible	Evidence
<ul style="list-style-type: none"> • Learner Support Officer • Operations Committee • Academic Committee (for matters of academic relevance) • QA Director 	<ul style="list-style-type: none"> • Learner Charter • Equality Statement • Equality survey • Staff Handbook • Learner Handbook • Complaints log • Records of modification of training programmes • Records of learner supports review
Monitoring Frequency	<ul style="list-style-type: none"> • Annual review of Equality Statement and Plan • Annual review of complaints and witness documentation if applicable • Ongoing review of resources with regard to relevancy and appropriateness to integrate learners including those with difficulties • Ongoing review of Protection for Learners

7.2 Policy for Complaints and Grievances

LIFFEY COLLEGE	
Policy Area	Supports for Learners
Policy Title	Complaints and Grievances Policy
Version: 3	Date: July 2021
Purpose	
This policy acknowledges the right of its staff and learners to make a complaint and is intended to assist them in the resolution of complaints promptly and fairly.	
Policy Statement	
Liffey College is committed to providing a high-quality service to all its staff and learners. The college is also committed to promoting an atmosphere of trust and respect amongst learners, staff, and the wider community. Liffey College encourages learners and staff to voice their concerns and strives to address whatever issues that may arise in a timely and proactive manner. The Complaints Policy is documented in both Learner and Staff Handbook.	
Liffey College aims to:	
<ul style="list-style-type: none"> • Respond positively to complaints and implement appropriate corrective action where necessary. • Deal with all complaints in such a way that they are resolved in a timely, fair, and consistent manner. 	

- Deal with complaints confidentially to avoid disruption of mediation between a complainant and the person against whom the complaint has been filed.
- Improve and upgrade the quality of service by correcting mistakes to prevent recurrence of the same issue.
- Ensure that any complainant is not put to any kind of risk or disadvantage.

Grievance procedures apply to all staff/learners enrolled at Liffey College to allow for consideration of the grievance and the possibility for redress. Only when negotiations fail to resolve a matter or when a problem is not satisfactorily resolved then the last option is that of a grievance procedure.

Grievance complaints may be filed on the following grounds:

- Where a staff/learner feels an act of injustice has been committed against them.
- Where a staff/learner feels that they have been treated in a way that does not comply with the respective policy of Liffey College.
- Where a staff/learner feels that an assessment result has been influenced by some kind of discrimination such as ethnic group, race, religion, etc.

The grievance procedures require the a staff/learner to notify the college in writing and provide the relevant details to facilitate the process. The complaint will then be investigated using relevant sources of information such as references, tutor reports, witnesses, and the staff/learner’s record.

Responsible	Evidence
Disciplinary Committee Academic Coordinator Centre Director Operations Director Learner Support Officer	<ul style="list-style-type: none"> • Complaint form • Learner feedback and surveys • Staff feedback and surveys • Disciplinary Committee report
Monitoring Frequency	Annually

7.2.1 Procedure for Complaints and Grievances

LIFFEY COLLEGE	
Policy Area	Supports for Learners
Supporting Policy Title	Complaints and Grievances Policy
Procedure Title	Complaints and Grievances Procedure
Version: 3	Date: July 2021
<p>Procedure</p> <p>Complainants are expected to:</p> <ul style="list-style-type: none"> ➤ Report to the College within 14 days of the incident occurring. ➤ Allow 21 days from date of receipt of complaint for action to be taken to resolve the matter. ➤ Recognise and accept that certain factors may interfere with the college’s ability to resolve matters. ➤ Be aware that certain complaints are not possible to be dealt confidentially due to action proceedings. <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Academic Coordinator, Operations Director and Learner Support Officer are responsible for ensuring that all staff and learners are aware of the policy and procedure for Complaints and Grievances. 	

- All staff and learners are expected to comply with the policy and procedure.

Process:

- Informal stage:
 - Complainant communicates either orally or in writing to the person whom the complaint refers to.
 - If the matter is settled within 5 working days from receipt of the complaint, then the complaint is considered resolved.
 - If the matter remains unresolved or the complainant is not satisfied of the outcome, then the complainant may choose to either terminate the matter or make a formal complaint.
- Formal stage:
 - A formal written complaint is made to the Centre Director within 14 days of the incident. All complaints should be specific and accompanied by supporting evidence.
 - A disciplinary meeting is convoked by the Centre Director and appoints staff members to investigate the matter.
 - The outcome is determined by the Disciplinary Committee and the complainant is informed in writing within 21 days from date of receipt of complaint.
 - If further actions are required, the Centre Director delegates responsibilities to the relevant staff or committees.

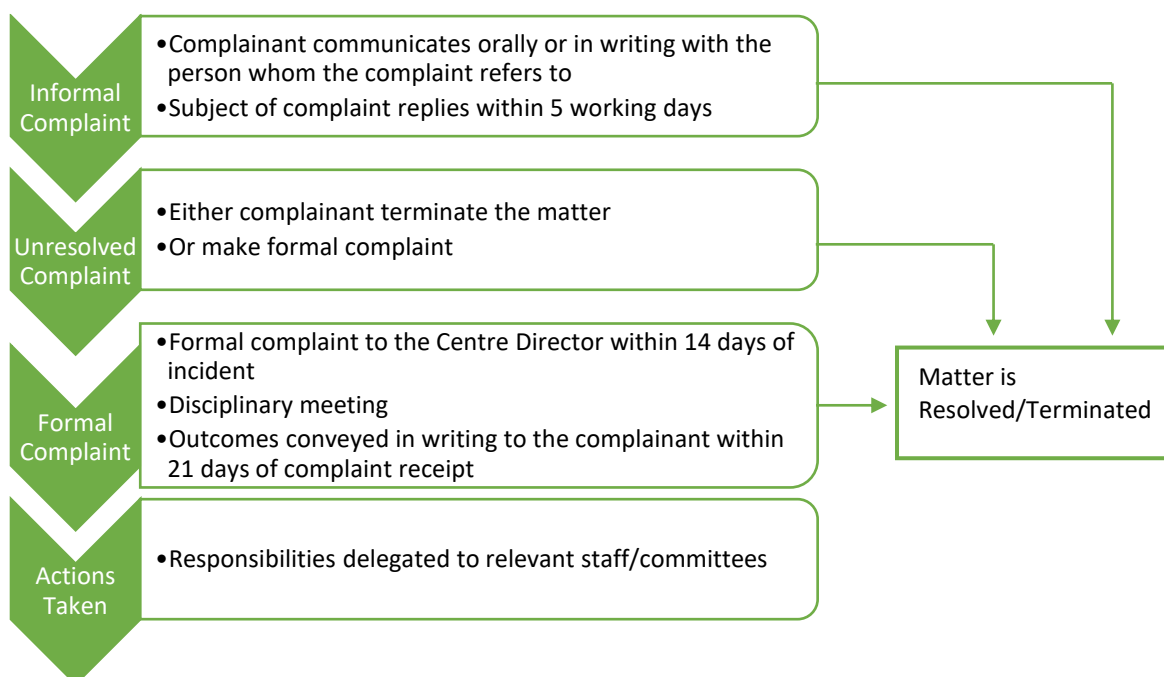


Figure 21: Summary of Complaints and Grievances Process

8 INFORMATION AND DATA MANAGEMENT

8.1 Policy for Information and Data Management

LIFFEY COLLEGE	
Policy Area	Information and Data Management
Policy Title	Information and Data Management Policy
Version: 3	Date: July 2021
Purpose This policy sets out the responsibility of Liffey College to comply with legal and regulatory obligations to enable effective management and operation of the College.	
Policy Statement Liffey College is committed to compliance with all relevant EU and Member State laws in respect of personal data, and the protection of the “rights and freedoms” of individuals whose information the College collects and processes in accordance with the General Data Protection Regulation (GDPR).	
Responsible	Evidence
Operations Committee	<ul style="list-style-type: none"> • Operations Committee reports • Minutes of meetings • QA reviews • Stakeholder feedback
Monitoring Frequency	Ongoing consideration of Operations Committee reports, minutes of meeting, QA reports to inform review and upgrade information systems

8.2 Information Systems

The college needs to gather and use certain information about individuals.

These can include information about learners, their progress and results, suppliers, business contacts, staff, agents and other people the organisation has a relationship with or may need to contact.

Most of this information is recorded for use as key performance indicators in terms of:

- Learner numbers per programme
- Profile of learners in the population
- Level of achievements through the assessment of satisfaction rates, learner progression, drop-out and completion rates
- Summary of grade analysis
- Stakeholders’ feedback

The collection of information allows for review and timely analysis for the purpose of identifying areas for improvement and development. It allows for a benchmarking exercise against other providers offering similar educational services by comparing the skills and outcomes achieved from provision of certain learning environments and learner experiences. It enables future objectives to be set on the basis of evaluation of current performance.

8.3 Learner Records

Liffey College is committed to keeping all learner records on file in a secure and confidential environment. All staff are briefed on the Data Protection Act and made aware of their role in keeping within the guidelines of the Act.

Attendance logs are kept for each class. Recorded information on the individual will be kept securely on file including, but not exclusively:

- Original application form and induction sheet
- Support needs identified and addressed
- Learner records to include contact details, addresses, PPS numbers. For visa required learners the college requires – passport copy, IRP Card, Financial, Statements. Academic history.
- Ongoing learner feedback reports during programme
- Evaluation reports
- Copies of assessment results

All information on file is kept for a period of 2 years after which it is permanently deleted.

8.4 Management Information System

All information is securely stored on the Liffey College Management System (LCMS). Access is only granted to authorised persons with password requirement. Where online classes are required to replace face-to-face delivery, learners have online access to the system through their log-ins. The information retained (as outlined above) is used to generate reports for data analysis and formal consideration of these reports takes place at the various committee meetings for reviews and monitoring that helps to inform decision-making by the Board of Directors. The Centre Director has access to all the details stored on the system and has authorised access to track activities on the system from his log-in including:

- the date
- the time
- who accessed the system
- the actions performed

8.5 Information for Further Planning

Liffey College is committed to compliance with the General Data Protection Regulation (GDPR). Data in relation to learners is helpful in further planning for both the academic and operational aspect of the College. The data (as outlined above) are statistically reviewed to monitor and estimate trends and assist in future projections of various facets of the College. The analysed data provided through feedback and surveys helps to identify stakeholder requirements which can be used to carry out risk analysis by the Board of Directors.

8.6 Completion Rates

Completion rates is crucial data indicators in the ongoing provision and development of quality programmes. Analysis of completion rates are carried out by the Academic Committee for programme reviews and by the Quality Assurance Committee for self-evaluations as part of bench-marking exercises which helps to inform decisions made by the Board of Directors.

8.7 Records, Maintenance and Retention

Liffey College collects, handles and stores information (also applies to online content) as per the GDPR's Six Important Principles Requiring That Personal Data Be:

1. Processed lawfully, fairly and in a transparent manner;
2. Collected for specified, explicit and legitimate purpose;
3. Adequate, relevant and limited to what is necessary;
4. Accurate and where necessary, kept up to date;
5. Retained only for as long as necessary;
6. Processed in an appropriate manner to maintain security.

8.8 Data Protection and Freedom of Information

Liffey College adheres to all relevant data protection regulation, respecting rights and freedom of individuals. Personal data of learners and other stakeholders including name, contact details, PPS number, date of birth, programme of study, attendance and results are gathered and maintained on the College's management system to adequately fulfil its commitment to contracts and the delivery of quality services. This data is collected and maintained by the Operations Director and used throughout the duration of learners' programme to support efficient delivery of service. Learners are made aware of the Information and Data Management Policy at induction and advised to consult the learner handbook and/or the College's website for details.

9 INFORMATION PROVISION AND COMMUNICATION

9.1 Policy for Information Provision and Communication

LIFFEY COLLEGE	
Policy Area	Information Provision and Communication
Policy Title	Information Provision and Communication Policy
Version: 3	Date: July 2021
<p>Purpose</p> <p>To develop a free-flowing internal communications system in order to:</p> <ul style="list-style-type: none"> • obtain learners' perceptions both in an individual capacity and in the learning group of their experiences of the course and services. • ensure that staff can contribute fully to the development, design and review of programmes and services in which they are involved. • Facilitate communication with external stakeholders who have an interest in assessing the services provided. 	
<p>Policy Statement</p> <p><i>Communication with Learners</i></p> <p>To obtain learners' perceptions both in an individual capacity and in the learning group of their experiences of the programme (includes online/blended learning programmes) and services, Liffey College is committed to providing communications with learners that facilitate:</p> <ul style="list-style-type: none"> • Provision of accurate and updated information about its programmes, assessment and services to interested agencies, learners, and potential learners. • Access to inclusive, clear, and concise information in order to ensure easy comprehension. • Encouragement of constructive feedback from learners in both formal and informal manner with regard to improvement of services. • Development of procedures to promote ongoing communications between the staff and learners throughout the duration of the programme. • Resolution on any queries/issues/appeals and assessments as efficiently as possible. <p>Means of communication are various:</p> <ul style="list-style-type: none"> • Induction with learners include discussion of programme content, provide information on awards, PEL arrangements and procedures for access, transfer and progression and many more. • Learning Charter is available via website, online learning platform and college notice board. • QA manual is available on the website and LCMS • Timely and constructive feedback is provided to learners which inform them of their participation on the programme. • Module Descriptors are provided prior to commencement of programme • All learners are made aware that Learner Handbook detailing most relevant policies is available on the college website and/or the College Management System. <p><i>Communication with Staff</i></p> <p>Staff are encouraged to communicate with management as well as amongst each other in order to provide a quality service. Communication structures are in place to develop a free-flowing internal communications system in order to ensure that staff can contribute fully to the development, design and review of programmes and services in which they are involved.</p>	

Structures put forward to ensure quality of service include internal emails, employee notices, regular planning and review meetings, and an open-door policy with management. Staff Handbook detailing most relevant policies, QA manual and Induction Pack including their job contracts and job specifications are made readily available to all staff on the website and LCMS.

Staff meetings frequently conducted are:

- QA review meetings to discuss the functioning of the quality system of the college
- Academic meetings to review ongoing academic processes
- Internal communication meetings to pass on relevant information to those implicated on specific matters
- Management and Directors' meeting to receive review outcomes of the overall running of the College and carry out risk analysis

Liffey College also recognises the importance of the following:

- Provision of opportunities and internal structures in order to encourage staff to contribute to the enhancement and success of the service through feedback and follow up actions
- Development of clear job descriptions in order to provide staff with an understanding of their specific roles and responsibilities while dealing with other staff members, management, and learners.
- Promoting greater co-operation and motivation by clearing misunderstandings and solving problematic issues that may arise in the workplace amongst staff.
- Ensuring that all staff members appreciate and represent the mission of the College to the learners and relevant stakeholders.

Communication with other Stakeholders

Liffey College aims to be in a position to provide relevant and up-to-date information and reports on the standards of service, quality, and cost effectiveness of its programme and QA procedures to all its stakeholders. Communication is primarily through the College's website, the Liffey College Management System and other advertising platforms (where relevant).

Liffey College recognises that the performance of the overall programme needs to be carefully monitored on an ongoing basis and facilitates communication with external stakeholders who have an interest in accessing the services provided. Information is provided to external stakeholders via:

- Educational agents
- Prospectus/programme brochure
- Website
- Education fairs
- Information Pack detailing relevant programme, modified to the specific need requirements of stakeholders
- Social Media, i.e. Facebook
- Poster, banners and printed material
- Relevant stakeholders receive a final report outlining all key elements arising out of the programme on completion of programmes
- QA manual
- Written QA report detailing quality improvement plan

The Board of Directors is ultimately responsible for approving all communications (depending on associated risks) to ensure that they are clear, accurate and up-to-date. The Academic Committee ensures the accuracy of communications in relation to all academic-related content while the Operations committee does the same for operational aspects of other types of communication. QA reports are the responsibility of the QA Committee.

Responsible	Evidence
<ul style="list-style-type: none"> • QA Committee • Academic Committee • Operations Committee • Senior Management Team 	<ul style="list-style-type: none"> • Review of meeting minutes • Review of recommendations received from staff • Notice to staff members through internal emailing system • Development of monthly programme of events
Monitoring Frequency	<ul style="list-style-type: none"> • Quarterly • Upon completion of courses

10 OTHER STAKEHOLDERS INVOLVED IN EDUCATION AND TRAINING

10.1 Policy for Other Stakeholders Involved in Education and Training

LIFFEY COLLEGE	
Policy Area	Other Stakeholders Involved in Education and Training
Policy Title	Other Stakeholders Involved in Education and Training Policy
Version: 3	Date: July 2021
Purpose To engage in active partnerships in order to advance the standing of the College nationally and internationally.	
Policy Statement Liffey College endeavours to establish professional relationships with other parties involved in education and training both in Ireland and abroad by maintaining an efficient flow of communication with them.	
Responsible	Evidence
<ul style="list-style-type: none"> • Academic Committee • QA Committee • Board of Directors 	<ul style="list-style-type: none"> • Gap analysis tool • Self-Evaluation report • External Evaluation report
Monitoring Frequency	Evaluation of external QA procedures to ensure alignment with requirements of relevant accreditation bodies at least once every 5 years

10.2 The Broader Education and Training Community

Liffey College ensures credibility of the awards achieved by its learners by identifying and sharing the best practices of peer providers and benchmarking its approaches against new innovations and emerging trends that allow for continuous enhancement of its services and maintain quality standards. All such arrangements are subject to both internal and external QA procedures in line with the requirements of relevant bodies.

10.3 Partnerships and Second Providers

Liffey College does not require the use of second providers for any of its programmes. It is the intention of the College not to subcontract any of its programmes. Appropriate QA procedures including due diligence on the reputation, legal status and obligations (such as information and GDPR, Health and Safety, Protection for learners, etc), standing and financial sustainability of such parties/second providers would be deployed should there be any such need with formal approvals from the Board of Directors in order to finalise any partnership.

10.4 Policy for the Recruitment of Independent External Advisors, Examiners and Authenticators

LIFFEY COLLEGE	
Policy Area	Other Stakeholders Involved in Education and Training
Policy Title	Recruitment of Independent External Advisors, Examiners and Authenticators Policy

Version: 3	Date: July 2021
<p>Purpose</p> <p>This policy sets out the appointment, management and development practices for qualified and experienced advisors at Liffey College to ensure:</p> <ul style="list-style-type: none"> • the delivery of a quality service • clarity, consistency and fairness of a recruitment process in compliance with relevant employment legislation • identification of the knowledge, skill and competencies required to fulfil relevant roles within the College and that the recruitment process supports the employment of the most suitable candidate 	
<p>Policy Statement</p> <p>Liffey College will appoint independent external advisors, examiners, experts and authenticators, suitably qualified and experienced in the appropriate field as required according to the requirements of relevant accreditation bodies and in compliance with the Policy and Procedure for Appointment of External Members. The selection and recruitment of external, independent, national and international experts (where appropriate) will be subject to ethical guidelines based on certain criteria including:</p> <ul style="list-style-type: none"> • any conflict of interest that might compromise their role or responsibilities • experience and expertise in relation to the field every time they are considered • required skills and qualities as relevant • availability at the required times • knowledge and competency to operate in compliance with the relevant accreditation body's and the college's code of practice • knowledge and understanding of the mission and vision of Liffey College • knowledge and understanding of Liffey College's policy on external advising and reporting requirements <p>Liffey College is an equal opportunities employer. The Recruitment of Independent External Advisors, Examiners and Authenticators Policy that the college has set up will provide equal access to employment. The College will comply with this policy for each position that arises to ensure that the best person is chosen in terms of knowledge, skills, qualifications, experience, and aptitude. Appointment procedures at Liffey College will adhere strictly to all legislation and will adopt best practice in order to attract, select, appoint and facilitate the induction and development of all appointees in a fair, equal and merit-based process.</p> <p>The appointment process will incorporate the development of an appropriate job description and job specification for each appointee. A contract will be based on the appointment process and reflect the skills, qualities, experience and attributes required for the post. Roles, duties and responsibilities will be checked and updated regularly where a job description and specification are already in existence to ensure they reflect clearly the current requirements of the position. Liffey College will ensure that all Independent Externs receive in-house policies and procedures and information specific to their particular role.</p>	
Responsible	Evidence
<ul style="list-style-type: none"> • Board of Directors • Senior Management Team 	<ul style="list-style-type: none"> • Job descriptions and specifications

<ul style="list-style-type: none"> • Centre Director • QA Director 	<ul style="list-style-type: none"> • Contracts of employment • Interview marking frameworks • Agenda and minutes of meetings • Performance reviews • Induction and Training logs
Monitoring Frequency	Annually

10.4.1 Procedure for Recruitment and Allocation of Independent External Advisors, Examiners and Authenticators

LIFFEY COLLEGE	
Policy Area	Other Stakeholders Involved in Education and Training
Supporting Policy Title	Recruitment of Independent External Advisors, Examiners and Authenticators Policy
Procedure Title	Recruitment and Allocation of Externs Procedure
Version: 3	Date: July 2021
<p>Procedure</p> <p>Independent externs selection and allocation procedure is in place to identify the knowledge, skills and competencies required to fulfil each role within the College.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Appointment of externs procedure is primarily undertaken by the Board. • The appointment of externs in consideration of academic, operational, sales, marketing, financial or business requirements is however discussed at both Senior Management and Board meetings to ensure that the recruitment process supports the selection of the most suitable candidate. • The Centre Director is responsible for the recruitment and induction of externs. • The QA Director provide assistance in the implementation of the appropriate recruitment, selection and appointment practices and procedures. <p>Process:</p> <ul style="list-style-type: none"> • The selection process adheres to clear criteria and detailed procedures developed in order to ensure the appropriate selection of externs, while ensuring the equality policy is implemented and that the best candidate for the post is appointed. • Role descriptions are checked to ensure that appropriate information is provided. Minimum level of qualifications/experience for specific roles are documented. • Consideration for selection may be through word of mouth and/or recommendations of individuals or previous staff members. • The College's selection procedure is open, in that any person may apply for a position including internal members where the criteria for selection is merited 	

against the employee specification, in line with the equality and staff recruitment policy.

- A structured interview technique is followed where at least 2 people are present at any time to interview a candidate, one Board member and one Senior Management member.
- Interview matrix criteria for each individual candidate is drawn and appointees may be called for a second interview where required.
- An employee file is created for each successful appointee retaining details regarding:
 - Interview marking frameworks
 - Contracts of appointment (signed copy returned to the college)
 - Certified documentation
 - Photo ID
 - Bank Details
 - Other relevant documentation

10.4.2 Procedure for the Induction of Independent External Advisors, Examiners and Authenticators

LIFFEY COLLEGE	
Policy Area	Other Stakeholders Involved in Education and Training
Supporting Policy Title	Induction of Independent External Advisors, Examiners and Authenticators Policy
Procedure Title	Induction of Independent External Advisors, Examiners and Authenticators Procedure
Version: 3	Date: July 2021
<p>Procedure</p> <p>Liffey College will ensure that externs receive information on in-house policies and procedures and information specific to their particular role. Information pertaining to staff responsibilities, college policies, facilities and other relevant information are detailed in the QA manual, student and staff handbook which is available to all.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Extern Induction is carried out by the Centre Director. • Implementation of this procedure is supported by the QA Director. <p>Process:</p> <ul style="list-style-type: none"> • Information on in-house policies, procedures, code of conduct, entitlements and other details relevant to particular role is communicated during the induction. 	

- Externs are provided with a copy of the QA manual, learner handbook and staff handbook for information purposes.
- Key aspects of the role are explained including systems and databases along with associated documents.
- Any disability is identified and reasonable accommodation is made.
- Relevant policies, procedures, working practices and requirements amongst others are discussed and attention is drawn to the College’s QA manual.
- Records of induction are kept.



Figure 22: Summary of Extern Selection, Allocation and Induction Process

11 SELF-EVALUATION, MONITORING AND REVIEW OF PROGRAMMES AND SERVICES

11.1 Policy for Self-Evaluation, Monitoring and Review of Programmes and Services

LIFFEY COLLEGE	
Policy Area	Self-Evaluation, Monitoring and Review of Programmes and Services
Policy Title	Self-Evaluation, Monitoring and Review of Programmes and Services Policy
Version: 3	Date: July 2021
Purpose	
This policy sets out the principles surrounding the process of review at Liffey College and the effectiveness of its QA policies and procedures.	
Policy Statement	
Liffey College ensures improvement of its educational and training programmes and related services through ongoing monitoring, regular evaluation and review of its key QA policies and procedures. All self-evaluation, monitoring and review reports are to be communicated to the Senior Management Team. This allows areas of improvement to be identified and addressed while maintaining effective practices. Recommendations and conclusions are finalised from discussion at Board meetings.	
Self-Monitoring and Review	
The purpose of this process is:	
<ul style="list-style-type: none"> • to analyse the effectiveness and the efficiency of each of the programmes approved. programme delivery methodologies are considered including information in relation to teaching, such as plans to consider new types of educational technology, teaching strategies and methodologies. • to review the development of the programme having regard to the views of education interests, employers, professional bodies. • to evaluate the physical facilities provided by the college for the provision of the programme. a description of the most significant changes since the last review is provided. • to review the college's research activities and projections in the area of study under review. • to evaluate the college's projections and plan in specific areas. links with relevant employers and the wider community are reviewed through correspondence regarding developments in the world of work and the wider community in order to maintain a high degree of relevance in the programmes offered and/or seek information regarding any expansion in scope. record of development plans for likely new programmes are maintained. • to detail how the deficiencies in the programme will be addressed in the proposed revisions. • to develop a revised programme document that takes cognisance of the views of the relevant stakeholders, revised aims and learning outcomes, revised programme schedule, revised syllabi, and an updated assessment plan are presented in the prescribed format for each programme. Accordingly, a plan for the deployment and development of academic staff is drawn. Details considered include: <ul style="list-style-type: none"> ➤ staff appointments over the previous year ➤ staff deployment within the College ➤ Curricula Vitae (CV) of staff appointed, since the previous programme review, in addition to significant changes to existing staff curricula vitae ➤ details of training and development undertaken by staff 	

Self-Evaluation

The purpose of self-evaluation serves:

- to review the continuing validity of programmes' aims and the associated learning outcomes
- as an evaluation of quality and flexibility of response to changing needs
- to review the development of programmes over the previous years, with particular regard to the achievement and improvement of educational quality
- to evaluate services related to specific programmes
- to carry out an evaluation of premises, facilities and equipment
- to assess the overall effectiveness of quality assurance procedures

Responsible	Evidence
<ul style="list-style-type: none"> • Board of Directors • Senior Management Team • QA Committee • Academic Committee • Operations Committee • QA Director 	<ul style="list-style-type: none"> • Gap analysis tool • Programme Review reports • Self-evaluation reports • Learner Feedback • Staff feedback
Monitoring Frequency	Annually: <ul style="list-style-type: none"> • Monitoring and review of all academic processes in conjunction with all staff implicated in order to review and improve existing and new quality assurance procedures relating to teaching and learning. • Ensure the Self Evaluation Report and Programme Improvement Plan is completed on schedule according to schedule of management meetings.

11.1.1 Procedure for Self-Evaluation, Monitoring and Review of Programmes and Services

LIFFEY COLLEGE	
Policy Area	Self-Evaluation, Monitoring and Review of Programmes and Services
Supporting Policy Title	Self-Evaluation, Monitoring and Review of Programmes and Services Policy
Procedure Title	Self-Evaluation, Monitoring and Review of Programmes and Services Procedure
Version: 3	Date: July 2021
<p>Procedure Internal monitoring and self-evaluation are systematically integrated within the College's QA framework. However, the College is also subject to external QA oversight by relevant accreditation bodies.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • The Academic Committee is responsible for the monitoring and review of programmes. • The Operations Committee is responsible for the monitoring and review of the College's services and its operational aspects. • The QA Committee has the ultimate responsibility for overseeing and coordinating this process. 	

- The QA Director is responsible for producing the final self-evaluation/monitoring report for submission to the Centre Director.

Process:

Methods to carry out this procedure include but not limited to:

- Review of programme performance in terms of assessment results. Minutes of meetings and assessment summary report are generated.
- Review of programme performance in terms of attendance results. Minutes of meetings and attendance summary report are considered.
- Review of internal verifier and external authenticator reports.
- Review of staff performance reports.
- Review of teaching materials and resources used.
- Review of health and safety issues.
- Review of feedback questionnaires.
- Collation of reviews into nominal scores.
- Creation of summary data with identification of strengths and weaknesses.
- Formulation of programme improvement plan.
- Consultation with external evaluator. Improvement plan is reviewed in detail.
- Programme Self Evaluation Report and final Programme Improvement Plan is submitted to relevant accrediting bodies.

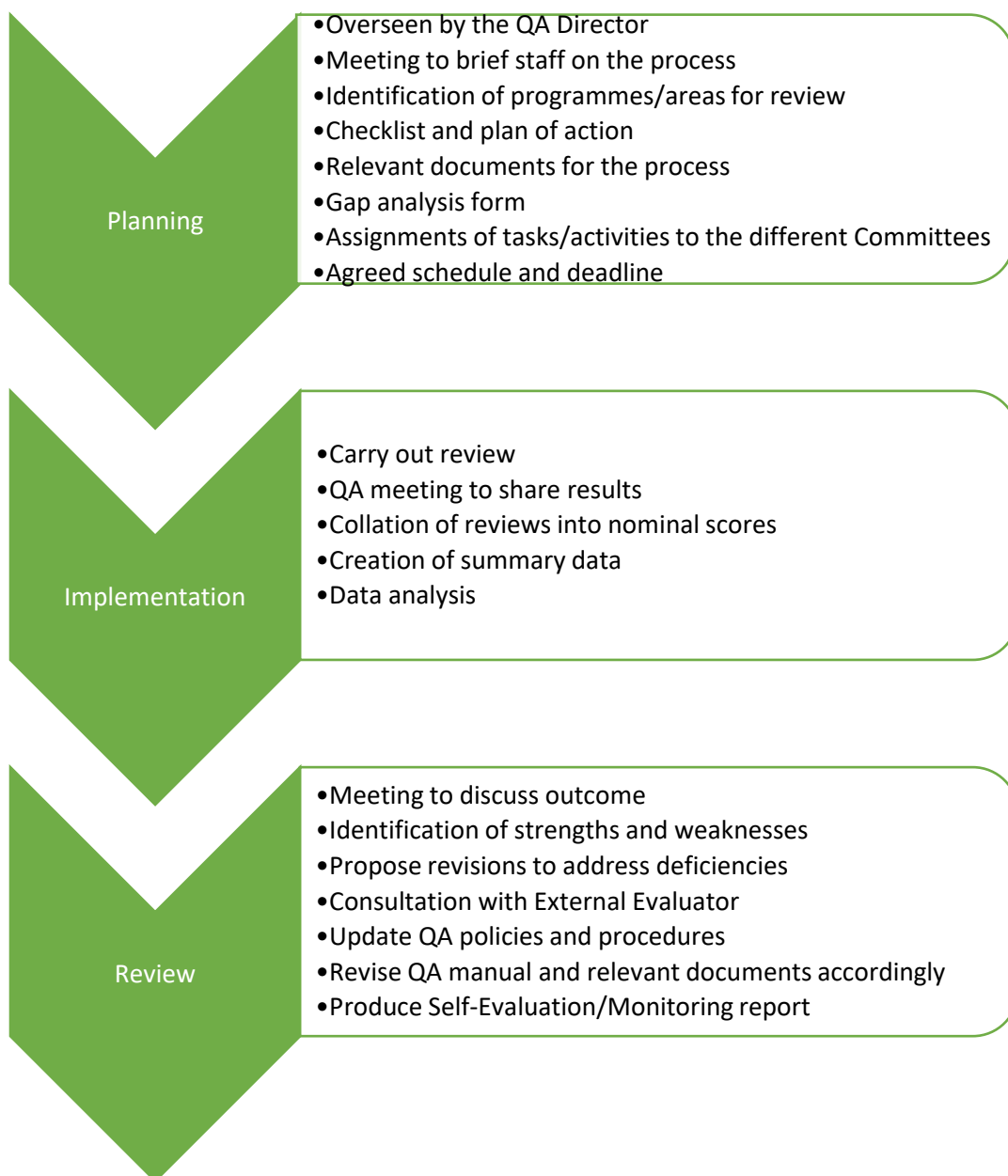


Figure 23: Summary of Self-Evaluation, Monitoring and Review Process

11.2 Learner and Staff feedback

Learners will have an opportunity to evaluate their learning experience in a variety of ways through end-of-year/term/regular reviews, specific feedback forms on various aspects of the programme such as teaching inputs, tutorials and seminar programmes (See Sections 6.3 – Assessments and 7.1.3 – Learner Representation).

At the end of every semester/programme, programmes and facilities are evaluated by learners in the form of questionnaires/feedback forms. Once the questionnaires are completed, the data is gathered and a report generated by the Assistant Director of Studies/Learner Support Officer and follow-up meetings are held by the Academic Committee. Feedback from tutors and learners is monitored by the Academic Coordinator and fed back to the Academic Committee. This two-way feedback process is designed to help evaluate the effectiveness of the programme, tutor(s) and facilities. In cases where feedback highlights action required, modifications or alterations will be made where necessary. Learner & Staff Feedback is received by way of staff and learner feedback forms. Furthermore, staff feedback may be recorded at staff meetings on an ongoing basis, during performance reviews or by raising concerns directly with line managers.

