QUALITY ASSURANCE MANUAL

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Governance and Management of Quality

History of Portobello Institute

Portobello Institute was founded in 1981 by Delia Lyons. She pioneered the training of Childcare professionals in the Institute's original home along the canal in South Richmond Street. The Institute moved to its current home in Dublin 1 in 1991, having gained recognition from City and Guilds of London Institute for the very high standards of training being delivered in the area of childcare. This move allowed for expansion of the Institute. Programmes outside the specific area of childcare were introduced and successfully offered and further recognition by international awarding bodies including the International Therapy Examining Council (ITEC), Joint Examining Board (JEB) and the Institute of Commercial Management (ICM) was gained.

Portobello Institute recognised the need and demand for the delivery of some of its programmes in locations outside of Dublin and in 1995 the Institute commenced offering programmes in regional locations around Ireland. Today, Portobello Institute offers a range of both Further Education and Higher Education programmes, including a suite of Post Graduate Certificates and Master's level Degrees, to over 2500 learners via a combination of fulltime, part time and blended learning.

Portobello Institute gained national recognition of its quality assurance policies from FETAC in 2005 and, through the FETAC process of recognising locally developed modules, the Institute gained national accreditation for its programmes in Montessori Teaching and Special Needs Education at levels 5 and 6 on the National Framework of Qualifications. In 2009 Portobello Institute gained recognition for its quality assurance through HETAC, the Higher Education and Training Awards Council. In 2011 they gained accreditation for a Higher Certificate in Arts in Montessori education. In 2014 Portobello Institute gained recognition for its quality assurance through London Metropolitan University and validation to deliver three honours degrees in the areas of Early Childhood Studies, Sports Therapy, Sports Performance Analysis, Sports Psychology Coaching and Physical Education and Sports Science and Coaching. Since then, this portfolio has been expanded to include a range of Postgraduate and Undergraduate programmes in the areas of Facilities Management, Aviation and Fashion.

Since then, Portobello has also been validated to deliver Postgraduate and Undergraduate programmes with University of Essex, AECC and Liverpool John Moore's University in the areas of Early Years Education, Sport, and Health Studies.

Programmes available in Portobello Institute range from Early Childhood Education, Sports, Fashion, Health, Aviation, Business and Facilities Management. All of these are delivered in newly refurbished premises located in the heart of Dublin. Each year over 2500 learners from all over the world study with Portobello Institute. The Institute currently employs a core management and administrative staff of 30 and it also has a lecturing team of approximately 80.

1.1 Range of Programmes
The current range of programmes available in Portobello Institute includes the following programmes listed by validation partner:

QQI

Early Childhood Care and Education in Montessori Pedagogy (6M2007), Sports Stadium Steward (5M2110), Special Needs Assisting (6M2007), Retail Practice (5M2105), National Tourist Guiding (6S20232), Health Service Skills (5M3782), Early Childhood Care and Education (5M2009), 5N1786 Special Needs Assistant Training (5M2009), 5M4319 Healthcare Support Certificate (5M4339), Therapeutic Play Skills (6M2007), Fashion Design (5M3865), Nursing Studies (5M4349), Child Psychology (6M2007), Community Health Services (5M4468), Community Care (5M2786), Health Services Supervisory Management Skills (6M4978), Management Skills for the ECCE Setting (6M4587), Contact Centre Customer Service/Business Development Skills (6M4985), Tourism with Business (5M5011), Legal Studies (5M3789), Business Studies (5M2102), Sports Psychology (6M5147), Sports Science and Exercise Studies (5M5146).

London Metropolitan University

MSc Aviation Management, BSc (Hons) Aviation Management, MSc Clinical Exercise Prescription, MSc Sports Performance Analysis, Certificate in Higher Education PE, BSc Sports Science & Performance Analysis, BSc (Hons) Sports Therapy, BSc Sports Psychology, Coaching & PE, BSc (Hons) Physical Education and PE, BA (Hons) Fashion Buying & Merchandising, BA (Hons) Fashion Management, PCG Certification Fashion Buying & Merchandising, PGC Fashion Management, MSc Facilities & Workplace Management, PGC Innovation & Sustainability in the Workplace, BSc (Hons) Facilities & Workplace Management.

University of Essex

BSc Sports Therapy, MA Early Childhood Education, MA Inclusive Education, BA (Hons) Early Childhood Studies Degree, BA (Hons) Inclusive Education, BSc Health Care and Management.

Liverpool John Moores University

PGCEi, BA PE.

IWFM

Institute of Workplace and Facilities Management (IWFM) Certificate and Diploma Levels 3 -6.

Other

Cabin Crew Training, Galileo Computerized Reservations Systems (Galileo), Energy Management (Engineers Ireland & Portobello Certified), Waste Management (Portobello Certified), Sustainability & Environmental Issues (Portobello Certified).

1.2 Mission and Values

1.2.1   Portobello Institute's mission Statement:

Mission Statement: *Our reason for being is to make Education accessible*

We passionately believe this affords individuals the chance to change their path for a better one. We know education uncovers potential sometimes hidden from even the learner, and with this discovery, comes self-confidence, self-belief and the tangible possibility of a future only imagined.

1.2.2 Our Culture, Values & Behaviours

Our culture is a resource for our employees to uphold the principles and codes thereby sharing the responsibility of creating a learner-centric culture. We believe these values and behaviours establish an environment to support each learner achieve their personal best.

We passionately believe in making education accessible.

- ❖ Our learners and making education accessible are at the centre of all our decisions. We design our programmes, the delivery modes and schedules, the support mechanisms, and all functions from finance to the IT infrastructure to support the widest learner population possible to access our programmes
- ❖ We encourage and support our employees to engage in continuous professional development and further education to support their development and enhance their careers in education.
- ❖ We have a social mission to make education accessible to those within our community and communities in regions around the world, who may not otherwise be able to access education
- ❖ We demonstrate enthusiasm to work in Portobello Institute, we take pride in our collective achievements and are humbled by our position as educators

We nurture the one in everyone.

- ❖ We embrace differing perspectives, we work to collaborate effectively with people of diverse backgrounds, abilities, and cultures
- ❖ We respect each learner and employee as an individual, we know their name and ambitions and we motivate them to strive to succeed
- ❖ We hold our learners and our people accountable for their performance, we communicate clearly our expectations for success
- ❖ We consider the distinct needs of our learners, providing tailored assistance to support them to achieve their personal best
- ❖ We respond with compassionate empathy to the personal circumstances of our learners and employees, we offer flexibility, understanding and provide appropriate support to help people get back on track

We do the right thing every time.

- ❖ We demonstrate our philosophy towards high performance by hiring people who consistently aim to execute with excellence and live our values
- ❖ We stretch ourselves to raise the bar and to achieve "Best Practice" recognition of our achievements
- ❖ We know the impact of our actions; we own our mistakes and share information even when it is worrisome to do so

❖ We work collectively with all members of our team, ensuring a candid and authentic professional relationship with all our stakeholders and colleagues

We are ambitious, moving with agility to innovate and adapt.

❖ We are founded in a belief the impossible is possible, we are ambitious for ourselves and our learners
❖ We demonstrate an entrepreneurial spirit for growth and act with an innovative and positive mind-set to future opportunities
❖ We listen, seek feedback, and scan the environment to consistently improve our working practices and programme portfolio
❖ We behave with agility, responding quickly to meet the needs of a market opportunity

1.3 Strategic Outcomes
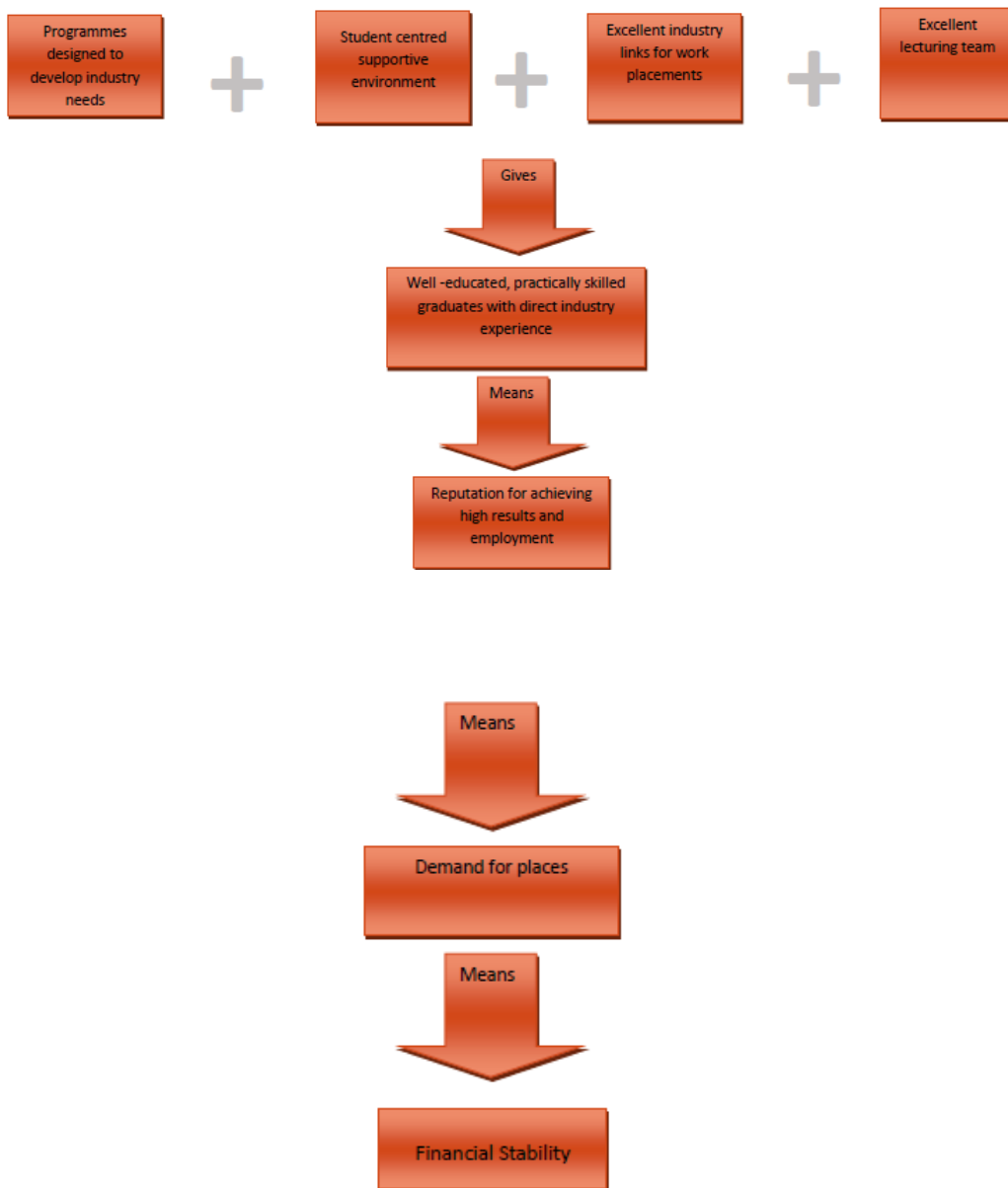
1.4 Organisation Structure and Management

The Institute is managed with two functions in mind, academic performance, and commercial performance. This section outlines the responsibilities and the lines of communication between departments and the two functions.

Portobello Institute Organisational Chart:
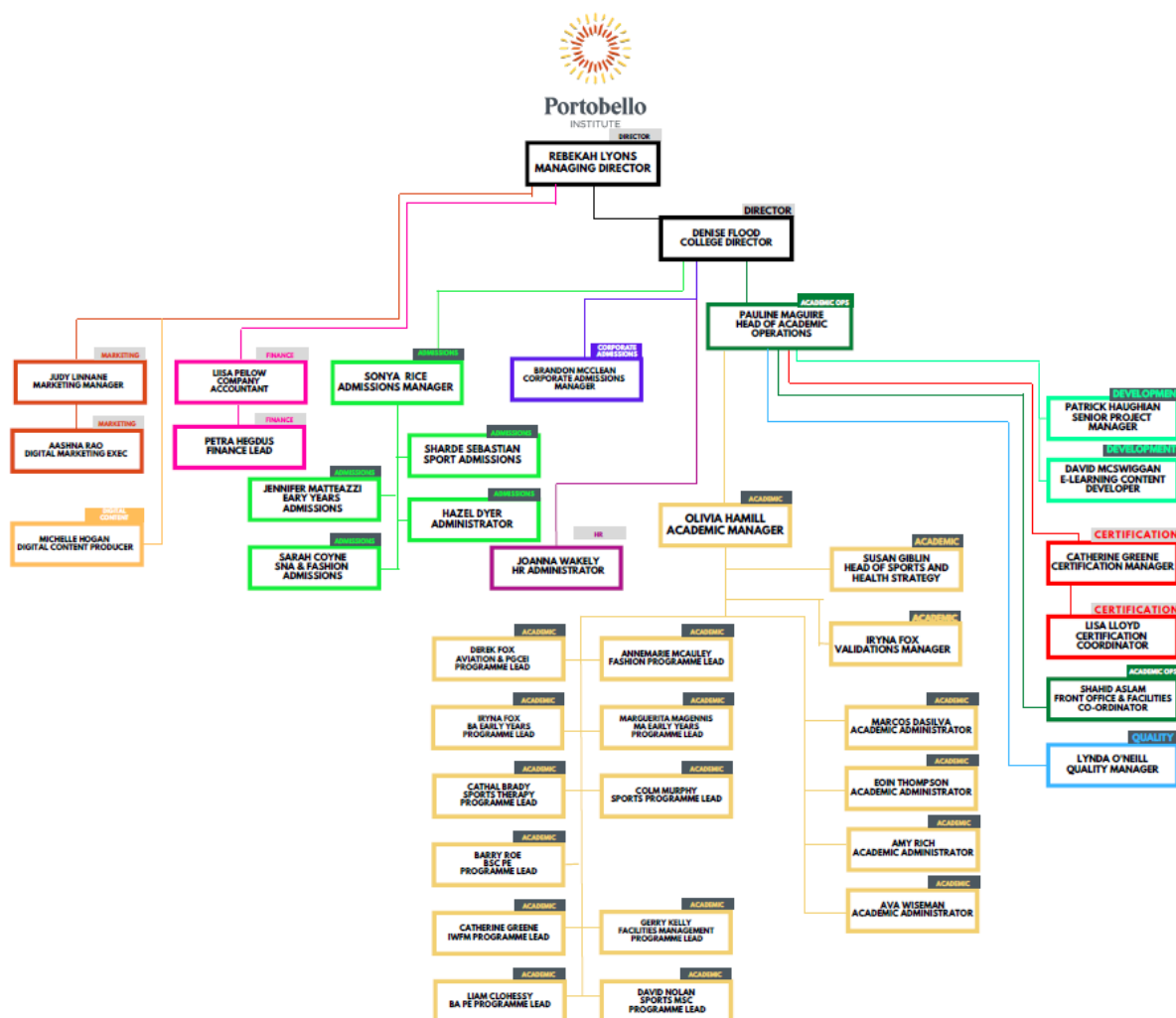
1.5 The Board of Directors

The Board of Directors is the governing body of Portobello Institute. The Board complies with and satisfies its common law and statutory duties as provided for under the Companies Acts. The Board meets once each quarter and receives reports from the Programme Management Team, through the College Director on all relevant business and academic developments.

Reports will address:

- Programme and Learner management and support
- Academic developments and quality assurance initiatives, findings, and requirements
- Operations and human resources
- Business development
- Sales and marketing
- Finance and accounts

The Board comprises of three members Ms. Rebekah Lyons (MD & Chairperson), Ms. Denise Flood (Executive Director) and Mr John Hickey (Non-Executive Director). To provide a level of externality, The Board of Directors utilise several independent business mentors who provide constructive analysis of information pertaining to the strategic direction of the Institute.

1.6 Role and Responsibilities of the Managing Director

The Managing Director is the most senior executive director in the Institute. The overall performance of the Institute is the responsibility of the managing director as dictated by the board's overall strategy.

Responsibilities include:

- Formulating and successfully implementing Institutional policy
- Directing strategy towards the profitable growth and operation of the Institute
- Developing strategic objective plans that reflect the longer terms objectives and priorities established by the board
- Maintaining an on-going dialogue with the executive board
- Putting in place adequate operational and financial control systems
- Ensuring the operating objectives and standards of performance are embraced by management and employees
- Monitoring the operating and financial results against plans and budgets
- Taking remedial action where necessary and informing the board of significant changes
- Maintaining the operational performance of the Institute
- Representing the Institute to major stakeholders and professional associations
- Building and maintaining an effective executive team

1.7 Role and Responsibilities of the College Director

The College Director reports to the Managing Director and the Board of Directors of Portobello Institute. The role and responsibilities of the College Director include the following:

- The College Director's main aim is to ensure the delivery of programmes within Portobello Institute's offering is in line with the premier positioning of the Institute, the brand message of superior learner support that supports the purpose of making education accessible for a career or further studies to those with an interest in the sectors Portobello Institute operates in
- Through effective leadership, communication and performance management, the College Director must cascade down the crucial behaviours and actions required to ensure an authentic alignment of all operational and academic staff with the brand purpose and market positioning
- It is the responsibility of the College Director to drive the performance of the admissions, academic and operational teams to deliver a premier service
- The College Director has a key strategic input to the development of departments within the Institute and needs to understand shifts and changes in the education market and within the validating body mindsets
- To contribute to the financial planning, and budgetary control within operational and academic departments and to understand the impact of decisions on the financial performance of the institute
- Assisting in the development and implementation of strategic planning for the Institute as a whole. The strategic plan includes the planning of financial and human resources as well as key marketing strategies and development of programmes and departments
- Co-ordinating and assisting with the strategic alliance and deliverance of department goals within the strategy of the Institute
- Development and implementation of programme development strategy including validations
- Liaising and developing relationships with other educational institutions, associations and awarding bodies
- Liaising with external awarding bodies on all matters relating to quality assurance and academic arrangements
- Support the admissions team to set and deliver clearly targeted numbers on programmes throughout the year
- Build strong links with external stakeholders, schools, FE colleges to grow numbers on all programmes
- Build a team of highly performing individuals through strong recruitment strategies, leadership development training, individualised staff support mechanisms, strategic succession planning and smart renumeration and performance compensation packages

Operational Responsibilities

- Overseeing the operational management of the Institute and ensuring the human and physical resources are in place to meet optimal running of the Institute on a daily basis
- Overseeing the development and implementation of learner support services and physical resources
- Overseeing staffing, financial planning and budget control of human resources involved in operational and academic delivery

Quality Assurance

- Planning, co-ordinating, implementing, supervising, and monitoring of Portobello Institute's Quality Assurance policies and procedures through measurement of key performance indicators, relevant statistical data and review of feedback surveys and reports from learners, Institute staff and external stakeholders
- Reporting to the Academic Board and Managing Director on the performance of the Quality Assurance policies and procedures
- Liaising with external awarding bodies on all matters relating to quality assurance and academic arrangements
- Ensuring Portobello Institute's Quality Assurance procedures are up to date and reflect best practice, as recommended by the Academic Board, QQI, University Partners, IWFM and/or other relevant awarding bodies and are in accordance with the provisions of the Qualifications (Education and Training) Act 1999 and any amendments that may be made to that act.

Academic Matters

- Overseeing, with Programme Managers, the development, validation, and accreditation of new programmes

Operational matters

- Overseeing the day-to-day operation of the Institute
- Ensuring relevant facilities and physical resources are of appropriate standard and available, as required
- Together with financial department, assisting in setting and management of department budgets and targets for each department
- Identifying resources and facilities for improvement and liaising with the Managing Director and finance department for planning and implementation of same

Strategic Planning

- Assisting the development of strategic planning for the Institute as a whole
- Co-ordinating and assisting in the strategic planning and development of individual departmental goals and objectives
- Ensuring the strategic alliance and deliverance of department goals within the strategy of the Institute

1.8 Role and Responsibilities of the Head of Academic Operations
- Supporting and managing the Academic and Quality team and functions of the Institute with a high-performance ethos, strategic mindset, mentoring and supporting the teams to deliver excellence in teaching, with quality of learner experience at the heart of all activities
- Work cohesively within the senior leadership team to support the strategic expansion of Portobello Institute, providing information and insights internally and externally on trends in education happening within our niche sectors of business
- Management of Portobello Institutes VLE (Virtual Learning Environment) and Classter (PI learner management system)

- Build within teams the talent and skills to lead and work innovatively and at the cutting edge of digital and in class learning
- Promote a culture of partnership building with external stakeholders of interest
- Establishing, promoting, and maintaining the highest academic standards through further development, implementation and monitoring of academic and quality assurance policies, procedures, and practices within the Institute
- Chairing the Academic Board
- Assessing and monitoring the quality of programmes, relevance and achievement of learning outcomes, assessments – achievement levels and processes
- Ensuring effective implementation of long- or short-term changes to Quality Assurance policy and procedures
- Developing and overseeing the implementation of long- and short-term academic goals for each department
- Agreeing programme schedules with heads of department, ensuring that all programmes are following the timetable, meeting the learning outcomes planned, assessments are taking place as planned and are in alignment with learning outcomes and standard of the programme
- Overseeing and managing the external examiner processes
- Overseeing with the Examinations Officer and Programme Managers the efficient and transparent running of the Examinations function
- Ensuring accurate maintenance of programme, learner, and academic records
- Management of careers' advisory to learners
- Ensuring learners' welfare and academic needs are being met
- Collaborate with admissions, marketing and finance teams and ensure all decisions made with a lens of maximising resources and budgets
- Fostering a culture of measuring and monitoring all academic activities, where reporting and evidence trails are key to future planning
- Ensure a culture of openness, honesty and integrity and working together is alive within teams. Modelling of behaviour from managers is a key indicator of success

1.9 Commercial Management

- The Board of Directors has overall responsibility for commercial management of Portobello Institute. The commercial management includes the finance and sales and marketing functions of the Institute.

1.10 Academic Management

- The academic performance of Portobello Institute is managed by the Academic Board. This includes operational matters. Please see Appendix 20 for Terms of Reference for the Academic board and Boards and Committees that report directly to it.

1.11 Role and responsibilities of the Validations Manager

Academic Validations

- To manage all operational validation activities within the Institute
- To lead the development of programme and module proposals, including providing feedback though pre-validation activity
- To continue to develop a validation strategy for the Institute
- To work closely with all departments and the Quality Department to ensure the operation of a validated environment according to QQI guidelines and other regulatory requirements
- To lead and/or guide the scheduling, planning and review of validation activities
- To manage and/or assist with the production and development of documentation required for validations, re-validations, annual monitoring, and audits
- To manage all facets of assigned validation projects while maintaining strong communication with client representative on project status and assistance needed
- To lead the preparation of documentation and materials for formal approval by the Awarding body and/or either directly or through the work of a formal validation panel or working group the means by which specific programmes will be approved
- To manage proposed changes to programmes which are to be treated as modifications or re-validation (e.g., RFIs)
- To organise validation events
- To liaise with validating bodies and the programme development teams on ongoing programme development
- To work as part of a team of module leaders, tutors, and associate lecturers, to ensure the successful design, deployment, and delivery of the programme
- To ensure the programme is managed in line with validation requirements and undertake activities to maintain the general academic regulations/degree awarding powers
- Where relevant, liaison with Professional and Statutory bodies regarding the administrative arrangements relating to accreditation
- To work with Directors, Programme Managers, and the Quality Assurance Team to ensure current programmes follow institutional regulations, policies, and procedures as well as those of the external validators and other bodies
- To keep abreast of national policy developments as they relate to validation requirements and quality assurance policies and advise the Director and others, as appropriate

Strategic Development

- To conduct market and competitor research so that strategic development reflects how the sector changes
- To manage and/or assist in developing the Strategic Plan for the Institute
- To facilitate and drive key strategic initiatives through inception phase
- To ensure departmental/unit strategic planning projects reflect organisational strategic priorities
- To keep abreast of developments likely to impact on the strategic plan they direct (e.g., changes in QQI or University partner policy, Professional Body requirements/constraints, QAA audit etc.)

- To establish and review key strategic priorities and formulate them into a comprehensive strategic plan
- To stay appropriately networked and keep abreast of trends, news, events, and deadlines, so that all possible, new, or enhanced opportunities are exploited
- To develop and deliver strategic objectives and plans
- To communicate strategies, policies and procedures agreed by the Directors of the Institute effectively to staff
- To lead strategic research & development, and market intelligence activities
- To advise the College Directors on the strategic direction in relation to the Education sector, and offer expertise on national policy directions
- To act as a resource across the organisation to increase broad cohesion for strategic plans
- To contribute generally to the development and fulfilment of the institution's strategic plan
- To set timetable and process for review of the strategic plan, and advise on redevelopment in the run up to the next strategic period
- To engage with national and international developments in academic development, quality excellence, assurance, and enhancement, and develop appropriate relationships with other FE and HE institutions and national bodies
- To research into relationships that should be developed and manage effective partnerships with both existing and new key partners, NGOs, government, and awarding bodies

Personal Development

- To facilitate and engage in research and scholarly activity to support learning and teaching, programme design and curriculum development
- To undertake training and continuing professional development associated with the responsibility

Other

- To contribute to the academic development of the institution
- To play a full and collegiate role in the leadership and management of the organisation
- To provide relevant information to Admissions to support the candidate application process, including entry requirements and the accreditation of prior learning
- To maintain knowledge and understanding of external body requirements such as QQI, HEA and other professional bodies in the FE and HE sector
- To contribute to the selection, recruitment, induction, and review processes across the organisation
- To provide 'academic leadership' of the programme in terms of:
   Curriculum design, revision & the on-going development of the tutor team
- To contribute to the Institute's prospectus and marketing material annually and ensuring programme leaflet materials are updated regularly, accurately in terms of progression routes
- To support business development activities and marketing where necessary
- To provide advice and guidance to staff (and learners, where appropriate) on matters of academic regulations and policy
- To undertake a teaching and/or origination load appropriate to the level of responsibility of the role

- To undertake other duties as may be required, commensurate with the post

1.12 Role and Responsibilities of the Academic Manager
- Supporting and Managing the Academic Team with a high-performance ethos, mentoring and supporting teams to deliver quality learner experience

- Ensuring the implementation of short or long terms academic goals in each Department

- Management of the day-to-day implementation of the learning and teaching programmes

- Supporting Programme Manager and teaching team with the day to day running of programmes

- Ensuring timetables, key dates, assessment schedules and certification timeframes are organised in each Department in conjunction with the Quality Manager

- Ensuring Programme Managers and teaching teams are allocated

- Overseeing that there is an environment of respect and openness regarding equality and diversity of learners needs

- Overseeing that learners with additional needs and support requirements are given every opportunity to succeed

- Overseeing that Learner feedback is addressed and acted upon where required

- Awareness of the development, validation, and accreditation of new Programmes

- Effective management of learner and academic records with Partner Institutions

- Liaising with Partner Institutions in matters relating to academic procedures and examination boards

- Effective management and organisation of exam functions within the Institute in conjunction with Quality Manager

- Ensuring learners' welfare and academic needs are being met

- Communicating effectively with staff in relation to programme roll out, delivery and scheduling in conjunction with Quality Manager

- Overview of programme schedules, timetables, assessment dates and venues. Effective communication with relevant departments in conjunction with Quality Manager

- Collaboration with Finance and Admissions to ensure programmes are financially viable

- Collaboration with the Finance Lead to ensure invoices and payments are up to date

- Overseeing the management of resources within departments to ensure best use of financial, human, and academic resources towards achievement of Institute strategy

- Ensuring the External Examiner Process for Partner Universities are followed

- Overseeing reporting to measure and monitor academic activities e.g. attrition and retention rates

1.13 Role and Responsibilities of the Programme Manager

The Programme Manager is responsible for the day-to-day management of the department or programme and the implementation of the quality assurance procedures therewithin. The role includes engaging in curriculum development and continuously monitoring the programme for the quality of the curriculum, which includes determining the learning outcomes and subject matter relating to those learning outcomes; teaching and learning processes and assessments.

Each Programme Manager has the following responsibilities:

- Advising the College Director and the Quality Manager on relevant academic matters, which includes making recommendations for short- and long-term changes to the programme and further development of facilities
- Monitoring the teaching, learning and research in the subject areas for which they are primarily responsible
- Monitoring the academic progress and welfare of learners registered on the programmes and identifying and supporting borderline learners
- Submitting names of approved external examiners to the College Director through the Quality Manager for the Institute's programmes, for which they hold responsibility
- Preparing and maintaining Quality folders for every programme that is delivered within their department
- Monitoring reports on quality assurance to ensure implementation of the Institute's quality programme
- Carrying out a three-yearly self-evaluation programme review to include the effectiveness of policies and procedures within the department and recommending development strategies
- Encouraging and promoting standards of excellence throughout the department
- Recruitment of suitably qualified and experienced academic staff
- Management of resources within the department to ensure best use of financial, human, and academic resources towards achievement of Institute strategy
- Monitoring the on-going operation of the programme
- Monitoring the quality of the learner's learning experience
- Monitoring learner satisfaction and progress
- Reviewing employment opportunities available to new graduates
- Implementing recommendations from other boards and external bodies
- Ensuring the alignment of the assessments with the learning outcomes
- Ensuring the modular learning outcomes facilitate progression
- Ensuring alignment of modular outcomes with programme objectives
- Evaluating adequacy, quality, and effectiveness of support services
- Recommending use of resources and services and making recommendations for changes or additions to the programme
- Providing support to potential applicants at open days, school visits etc.
- Interviewing full-time applicants
- Recruiting and selecting tutors associated with the programme
- Chairing the programme committee and ensuring it meets its responsibilities

- Liaising with the Quality Manager and Certification Manager regarding all aspects of exam administration
- Updating programme documentation, such as module descriptors, to be lodged by the Programme Manager with the College Director and Quality Department

1.14 Role and Responsibilities of the Certification Manager

- Responsible for the accurate uploading of learner information and results at each designated key date on to the QQI Portal site
- Responsible for the accurate uploading of learner information and results at each designated key date with university partners
- Downloading the Authentication Report (N3's) on key dates from QQI for presentation to the results approval panel and External Examiner
- Responsible for the preparing of folders/recording and correlation of learners' results records for each QQI Submission key date for inspection by the Quality Manager and College Director
- Responsible for ensuring that the Quality Team have provided IV Reports for each department at each QQI submission key date
- Providing learners with provisional result letters within seven working days of receipt of results
- Adhering to the appeals process and notifying the Quality Team
- Attendance at RAP meetings
- Responsible for the enrolment and registration of ITEC learners onto the ITEC site ensuring that all ITEC learners' fees are paid
- Responsible for the distribution of the ITEC timetable to learners and liaising with Reception for the booking of rooms where required
- Maintaining and recording ITEC results files and submitting ITEC internal assessment results to ITEC under Booking Ref on receipt from Tutors
- Notifying ITEC Programme Managers of learners who were unsuccessful and advise learners of the re-sit policy and procedure
- Distribution of Certificates on receipt from validating partners, having ensured that all learners' fees have been paid
- Maintain accurate records of Held Certificates for learners with unpaid fees and advise the Finance Department
- Providing learners with Academic Transcripts/confirmation of awards (current and previous).
- Escalating and liaising with the College Director in regard to Learner queries that need to be addressed at a senior level
- Monitoring the Certification email and addressing any queries or requests received from Learners/Programme Manager/Quality Team within a minimum of three working days
- Consistently review the certification process to maintain a standard of excellence

1.15 Role and Responsibility of the Quality Manager Responsible for the effective management of programme roll out, assessment processes and overall learner experience

- Secretary of the Academic Board
- Streamlining all assessment processes and schedules

- Overview of QA documentation and folders, ensuring relevant information is available and accessible
- Monitoring and assessing effective day to day operations in relation to Quality policies and procedures
- Gathering of relevant statistical data and review of learner evaluation, feeding into overall quality improvements
- Assessing and monitoring the quality of programmes, relevance and achievement of learning outcomes, assessments – achievement levels and processes
- Implementing change and leading improvement
- Implementation, assessment and review of Quality Assurance policies, procedures, and documentation
- Ensuring effective organisation and implementation of timetables, key dates, assessment schedules and certification timeframes within each department
- Overview of appropriate room set up and prepared resources
- Communicating effectively with staff in relation to programme roll out, delivery and scheduling in conjunction with Academic Manager
- Effective preparation and organisation of internal verification and external examiner processes
- Overview of programme schedules, timetables, assessment dates and venues. Effective communication with relevant departments in conjunction with Academic Manager
- Awareness of the development, validation, and accreditation of new programmes
- Effective management and organisation of exam functions within the Institute in conjunction with Academic Manager
- Communicating effectively with tutors and staff in relation to assessment requirements, invoicing process, and delivery of programmes
- Ensuring tutors and staff are up to date with learner supports
- Effective management of programme, learner, and academic records
- Management of programme overview and tutor allocation in conjunction with Academic Manager
- Ensuring learners' welfare and academic needs are being met
- Review of all learner information and documents; ensuring consistent, clear, and relevant information is provided
- Collaboration and overview of key dates, schedules, and timetables
- Management of learner issues
- Effective communication across departments in relation to programme roll out and organisation
- Ensuring effective change management and communication across departments
- Management of tutor invoice approval
- Ensuring effective administration across the department

1.16 Role and responsibility of Academic Administrators
- Responsible for effective communication and collaboration of programme roll out, assessment processes and overall learner experience
- Awareness of the Academic Board and its function

- Awareness of all assessment processes and schedules
- Effective co-ordination of QA documents and relevant information
- Ensuring Quality policies and procedures are adhered to and implemented
- Ensuring all classes complete learner evaluations
- Communication of timetables, key dates, assessment schedules and certification timeframes with relevant stakeholders
- Awareness of venues
- Logistical support in relation to regional locations receiving information in a timely manner
- Ensuring appropriate room set up and prepared resources
- Communicating effectively with staff in relation to programme roll out, delivery and scheduling
- Collaboration and collection of assessments and preparation of same for internal verification and external examiner
- Awareness of and communication of programme schedules, timetables, assessment dates and venues with tutors, learners, and staff
- Co-ordination of assessment processes
- Preparation of tutor paperwork, assessment guidance and invoicing processes communication of same
- Awareness of learner supports available i.e., additional time, scribe etc.
- Coordination of storeroom: programme, learner, and academic records
- Awareness of programme overview and tutor allocation
- Awareness of eLearning processes, and learner information provided
- Administrative support of tutor training
- Communication of key dates, schedules, and timetables
- Awareness of escalated learner issues.
- Effective communication across departments in relation to programme roll-out and organisation.
- Responsible for approving tutor invoicing
- Administrative support across departments

1.17 Role and responsibilities of Programme Advisors (Admissions Team)

A team of Programme advisors, led by the Admissions Manager and under the academic guidance of the programme management team, provide information advice and guidance to prospective learners on how the Institute might best meet their needs. The main objective of the advisors is to offer pre-application guidance and advice to prospective learners and support applicants through the admissions process.

1.18 Role and Responsibility of Digital Learning Team

Digital Learning Team are responsible for:

- Coordinating the pedagogical and technical elements involved in the design, development, and implementation of Portobello's blended learning strategy
- Providing leadership in the design and development of high-quality blended learning programmes for Portobello Institute
- Collaborate with staff to develop online curriculum materials and learning experiences

- Provide consultation and guidance in the selection, ordering and installing of new equipment and software
- Coordinate the development, rollout, and maintenance of the Portobello LMS

The Admissions Administrator will be responsible for:
- Learner data entry and maintenance of learner records and data integrity
- Ensuring applicants status are updated accordingly from 'applicant' to 'accepted' by issuing the following:
  - Admissions letters / email
  - Offer letters / emails
  - Learner Acceptance of place
  - Creating documentation including forms and procedures regarding programme processes
  - Billing – including:
    - Completion & submission of funding application forms & liaising with learners and funding bodies
    - Invoicing / quotations for corporate bookings
- Liaising with Programme Managers to ensure attendance lists in class match those on the enrolment system
- Prepares reports and queries based on the Portobello Learner Information System (Classter) database
- Maintain proactive monitoring of Classter to maintain functionality and correct deficiencies

1.19 Role and Responsibility Human Resources Manager

The Human Resources Manager's role within Portobello Institute is to contribute to the development of the business agenda and strategy by looking at the people issues and ensuring optimisation for business results. Responsibilities include:

- Provide support and first line advice to employees on all HR issues
- Negotiate compensation and benefits programmes for staff on behalf of the company
- Negotiate staff terms and conditions and conduct reviews on behalf of the company
- Participate in consultative stages and assist in managing any restructuring activity
- Advise accounts of changes to payment details, new staff or requirements for P45 etc.
- Build and enhance the relationship between the company and the teaching staff
- Check sign in/out sheets against invoice, follow up on any queries, sign off on all tutor invoices
- Issue letters relating to late payments, and dealing with any discrepancies
- Issue and manage payment dates for tutors and other contract staff
- Maintain records of training
- Research and develop training plan and budget to meet the priority needs in relation to business objectives
- Act as guardian of the culture. Protect and enhance the company culture through innovative people programmes
- Develop people development plans and role strategies that deliver against key business priorities and will drive a high-performance culture including generating new ideas and ways of working

- Implement performance management plan and conduct performance appraisals
- Manage sickness absence and implement appropriate action
- Conduct disciplinary and grievance hearings in accordance with company policy
- Manage talent development within the company and develop a succession plan for key roles
- Design and implement employee engagement and retention schemes
- Ensure that all functions retain a high standard of performance in an efficient and cost-effective manner
- To anticipate the company requirements trends and forecast and plan for recruitment activity
- Ensure that all recruitment advertising conforms to appropriate internal guidelines
- Manage the inclusion of positions on employment websites, the Institute website, and any internal notifications of vacancies
- Overall responsibility and management of recruiting and vetting of seasonal staff both on a full-time and part-time basis
- Conduct competency-based interviews and ensure legal compliance on recording of same
- Managing the offer/ rejection, contract, and acceptance stages of all candidates
- Manage the delivery of induction process for all staff
- Ensure all customers are handled efficiently and professionally
- Ensure that they are aware of all current classes, tutors, and schedules
- Manage recruitment processes, review & improve where required
- Oversee accurate record keeping ensuring company compliance in HR including maintenance of in-house HR systems and all employment records
- Ensure absence management, time & attendance recording is up to date & carried out in accordance with preferred practices
- Update policies & procedural handbook when necessary & communicate change to staff
- Liaise with Peninsula in relation to HR legislation when required
- Further develop policies and procedures
- Oversee and manage the implementation of the company health and safety policy
- Carry out any duties with due care and attention to personal health and safety and that of colleagues
- Ensure all staff are familiar with company health & safety policies & procedures
- General Admin duties as required during off peak times
- Responsible for any other task identified by the line manager as falling reasonably within the scope and range of the position
- Take ownership for own continuous personal development, undertaking relevant training as and when appropriate
- Provide flexible cover and support as appropriate
- Report all critical issues to management and keep them informed
- Attend regular meetings with management and give report on all respective responsibilities

1.20 Role and Responsibility Finance Lead

The Finance Lead is responsible for the day-to-day management and overseeing of the operation of the financial function of the Institute, its associated staff, and services.

- The role requires engaging and delivering high levels of customer service to all stakeholders. Executing tight financial management over the areas of budget control, expenditure and credit are a vital responsibility of this position
- Co-ordinating and assisting with the strategic financial planning, development of the Institute's financial goals and objectives and ensuring strategic alliance and deliverance of these aims within the strategy of the Institute is also a key function of the Finance Lead
- Liaison with the Institute's auditor and accountant to ensure that the annual accounts of the Institute are prepared on time so that the Institute meets its Company Registration Office and corporation tax filing requirements
- Preparation of annual financial budgets and cash flow projections
- Providing timely and accurate financial and management information on a monthly basis to enable Managing Director to assess the cash flow and profitability of the business
- Ensuring the month end accounts pack, consisting of a detailed profit and loss account, balance sheet and an eight-week cash flow projection is made available to the Managing Director by the fifteenth working day of the following month
- The profit and loss information to show a comparison of actual versus budget for the month concerned and year to date
- The month end pack must be supported by a month end file to include lead schedules of each main balance sheet classification giving a detailed breakdown of nominal ledger amounts making up the balance sheet total, bank reconciliations of all bank accounts, reconciliation of creditors control to creditors listing, outstanding fees listing reconciled to nominal ledger, fixed asset additions and depreciation calculation, other creditor and sundry accruals support, stock listing support, sundry debtors and prepayments support, net pay control reconciliation and PAYE/PRSI control reconciliation
- As part of the month end routine, payroll journals to be posted to sage along with a monthly depreciation charge
- Management of payroll function to ensure that the monthly payroll is input and run-in time to pay staff by the final day of each month
- Management of staff expense processing and payment
- Preparation and payment of the monthly P30 PAYE/PRSI return
- Overall maintenance of the nominal ledger
- Refunds & Deferrals – follow Institute policy and procedures for dealing with refund and deferral applications
- Liaison with suppliers, dealing with payment and invoice queries, advising suppliers of planned payment dates
- Overseeing posting to the Xero accounts system of all purchase invoices and bank payments
- Overseeing recording of all incoming monies to relevant register, reconciling receipt books daily, preparing lodgements & record same
- Ensure close monitoring of all debtors and implement strategy for following up on defaulters
- Ensure any agreements made are recorded and kept to; identify payment plan, issue agreement & follow through for signature & then payment
- Oversee smooth operation of accounts office & ensure office procedures are followed
- Oversee daily tasks of accounts assistants and report on same

- Ensure that services are provided in a timely, professional, and efficient manner e.g. telephones, email, visitors, post, replies to queries, etc.
- Manage admissions & associated administrative requirements
- Issue and track payment of invoices to third parties
- Ensure accounts files, records and office are maintained and kept tidy
- Ensure discretion & confidentiality of all files, records, and financial information of the Institute
- Identify improvements and implement changes to the accounts function, processes, and procedures in consultation with the line manager
- Ensure all customers are handled efficiently and professionally
- Ensure all phone calls are answered in a timely manner
- Ensure that all accounts staff are aware of all current classes, tutors, schedules & venues
- Ensure that amendments for learner's database are forwarded to Admissions Manager
- Ensure staff are trained in accounts duties
- Ensure staff are familiar with & use Institute systems, e.g. texting, email, calendars, LMS etc
- Monitor & record staff performance
- Generate new ideas and ways of working and consistently strive to reach highest standards of performance
- Carry out any duties with due care and attention to personal health and safety and that of colleagues
- Process tutor invoices and liaise with them in relation to payment dates etc. Build and enhance the relationship between the Institute and the tutors
- Report all critical issues to management
- Attend a weekly meeting and give report on all respective responsibilities

1.21 Role and Responsibility of Facilities and Front Office / Facilities Co-ordinator

The Front Office Co-ordinator reports to the Head of Academic Operations. The role and responsibilities of Front Office Co-Ordinator include the following:

- Effectively communicating with and supporting admissions, marketing, and administrative teams daily
- Supporting College Director in company document management, calendar organization and collateral preparation for meetings
- Responsible for the effective and efficient day to day running of the front desk ensuring the front desk provides a professional and friendly service for learners and staff
- Answering & forwarding all calls to the appropriate personnel – this includes taking & following up on messages
- Conducting daily walk-through to identify issues regarding classrooms and facilities
- Setting up facilities for meetings, training sessions, and parties, including connecting audio-visual equipment
- Serving as first responder for all facility and equipment issues
- Handling learners' complaints calmly and professionally
- Setting up staff workstations with PCs, Screens, Macs, phones, laptops and projectors as required

- Ordering and distributing office supplies while adhering to a fixed office budget
- Planning and coordinating logistics and materials for board meetings, committee meetings and staff events
- Overseeing daily office operations for administrative employees
- Ensuring a clean and tidy reception area at all times
- Managing all front office staff
- Managing both security and cleaning staff
- Creating and managing front office, cleaning, and security staff rosters
- Overseeing the application process for Garda Vetting
- Overseeing the cancellation and postponing of new and current programmes on a weekly basis
- Monitoring all stationary stock and making regular orders
- Overseeing all learner letter requests are completed within two working days or request being made
- Managing the issuing of learner cards
- Managing and updating daytime and evening room schedules
- Scheduling weekend programme room bookings
- Responsible for the implementation all health and safety processes and procedures as well as keeping an up to date and compliant health and safety quality folder
- Sorting of incoming and outgoing post
- Directing potential learners to relevant programme advisors and assisting them in signing up or supplying any information they may need
- Processing both cash and card payments and supplying receipts
- Responsible for building maintenance repairs and services
- QA Administration support
- Administration support to College Director
- Preparing learning evaluations, learner packs, and tutor packs
- Processing all photocopying requests and keeping support email account up to date

1.22 Embedding a quality culture

European Standard 1.1: Policies and Procedures for Quality Assurance tell us that 'Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture that recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.' Portobello Institute has developed an inclusive strategy to quality assurance of its programmes and administration. We are dedicated to delivering this comprehensive quality assurance strategy so that all of our processes will be in line with international best practice. Staff, learners, and other stakeholders all have a role to play in the development of these processes and we are committed to making the results of our quality assurance processes available in an accessible and easy to understand format.

All staff of Portobello Institute have a role to play in delivering Quality Assurance, however the overall responsibility lies with the Quality Manager and the College Director. It is the duty of the College Director and Quality Manager to ensure the policies and procedures are followed.

In addition, Portobello Institute is guided by the European Quality Assurance in Vocational and Educational Training (hereafter, EQAVET). For example, Portobello Institute are committed to applying the EQAVET principles within a defined quality assurance system by (1) setting clear roles and responsibilities of implementing QA policies and (2) producing and providing cross-departmental training on EQAVET principles. In addition, Portobello Institute endeavours to promote an 'outward-orientated' approach for the continuous improvement of our QA system. For instance, external bodies such as QQI, and industry and learner focus groups ensure the Institute's quality assurance systems are subject to external review and comply with best practice nationally and internationally.

The Quality Assurance systems of Portobello Institute are updated annually and more frequently, where deemed necessary. Feedback is continually sought through on-line and paper surveys, via focus groups and on-going consultation between the various management and organisational structures within the Institute. These include the following:

- The Board of Director Meetings
- Academic Board Meetings
- The Programme Team meetings
- The Academic Standards & Quality Committee
- The Education & Learner Experience Committee
- Research and Innovation Committee
- The Results Approval Panel meetings
- Programme Manager monthly reports
- Learner Evaluations reports and action plans
- Programme completion and evaluation plans
- Self-evaluation departmental reports
- Monthly tutor reports
- Tutor Team meetings
- Learner Representatives

The effectiveness of the Quality Assurance policies and procedures of Portobello Institute is reported on yearly basis to the Managing Director. Recommendations for change at any stage throughout an academic year will be reviewed by the Quality Manager and College Director. The Quality Assurance systems will reflect any changes approved by these two members of staff.

1.23 Learners as Stakeholders in their education
Portobello Institute see learners as key stakeholders in their learning experience at the Institute. The Institute endeavours to promote learner participation at various levels within institute life, including at institutional and programme level. Learner engagement roles include:

- Learner class representatives
- Attendance at specific programme team meetings
- Mentoring and sharing roles

1.24 Learner Representatives

Learner representatives are typically nominated at a group level within programmes. The Institute will facilitate the learner group in nominating a representative. Learner representatives have various responsibilities, including, but not limited to:

- Attendance at programme team meetings, where requested

- Acting as a representative for general group-level issues between the Institute and their group or nominated group

- Acting on behalf of individual learners in special circumstances where they may require representation

Chapter 2: Documented Approach to Quality Assurance

2. Portobello Institute's Policy on Quality Assurance

Portobello Institute has developed an inclusive strategy to the quality assurance of its programmes and administration. We are dedicated to delivering this comprehensive quality assurance strategy so that all of our processes are in line with international best practice.[1] Staff, learners and other stakeholders all have a role to play in the development of these processes and we are committed to making the results of our quality assurance processes available in an accessible and easy to understand format. The policies and practices of our quality assurance document cover the following areas:

- Health and Safety QA001
- Communication with all stakeholders QA 100's
- Equality QA 200's
- Staff recruitment and development QA 300's
- Access, Transfer and Progression QA 400's
- Programme development, delivery, and review QA 500's
- Fair and consistent assessments QA 600's
- Protection of Learners QA 700's
- Premises, equipment, facilities, and services QA 800's
- Self-evaluation QA 900's

2.1 Aims of the Quality Assurance System

- To define quality standards for programmes delivered in Portobello Institute and informed by accreditation bodies such as QQI, ITEC, IWFM, LJMU, Essex University, AECC and London Metropolitan University
- To communicate with all stakeholders through clearly documented and readily available set of policies and procedures
- To ensure quality standards are maintained across all processes
- To identify, understand and respond to the needs of both internal and external stakeholders and to ensure this corresponds with best practice
- To facilitate equality and diversity and support innovation
- To develop our staff in order to deliver standards in line with our quality standards
- To identify strengths and weaknesses of procedures and programmes, to applaud strengths and to implement improvement plans to address any matters that arise as a result of weaknesses
- To ensure the integrity and veracity of all assessments conducted in Portobello Institute by complying with QQI's most recent guidelines

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[1] Portobello Institute work closely with London Metropolitan University (London Met), Liverpool John Moore's University (LJMU), AECC and Essex University to deliver a number of Postgraduate and Undergraduate Degree programmes in Ireland. Not only does this mean Portobello Institute must comply with their QA policies and procedures, but by extension the Institute must also comply with QAA-UK policies and procedures. In fact, in 2022 Portobello Institute were successful in obtaining full QAA approval to continue to deliver educational programmes for a further five years. In addition, Portobello Institute regularly attend QQI workshops on quality assurance. These sessions ensure that QA policies are procedures comply with international best practice. Furthermore, Portobello Institute played a central role in the validation of the National Apprenticeship in Craft Butchery. Part of the programme development piece required the Institute to benchmark and work with International providers of Butchery programmes such as the Danish Meat Training College and FDQ who are based in the UK.

- To promote a culture of quality across the Institute

2.2 Roles and Responsibilities in relation to Quality Assurance

All staff of Portobello Institute have a role to play in delivering Quality Assurance, however the overall responsibility lies with the Quality Manager and the College Director. It is the duty of the College Director and Quality Manager to ensure the policies and procedures are followed.

External bodies such as QQI, and industry and learner focus groups ensure the Institute's quality assurance systems are subject to external review and are in compliance with best practice nationally and internationally.

The Quality Assurance systems of Portobello Institute are updated annually and more frequently, where deemed necessary. Feedback is continually sought through on-line and paper surveys, via focus groups and on-going consultation between the various management and organisational structures within the institute. These include the following:

- The Board of Director meetings
- The Academic Board
- Research and Innovation Committee
- Academic Standards and Quality Committee (ASQC)
- The Programme board
- Results approval panel meetings (QQI)
- The Progression and Awards Board (PAB)
- Programme Manager monthly reports
- Learner Evaluations reports and action plans
- Programme completion and evaluation plans
- Programme enhancement meetings (PEM's) (University Partners)
- Self-evaluation departmental reports
- Monthly tutor reports
- Tutor Team meetings
- Learner Reps
- Programme and Institutional Reviews (University Partners)

The effectiveness of the quality assurance policies and procedures of Portobello Institute is reported upon annually to the Managing Director. Recommendations for change at any stage throughout an academic year will be reviewed by the Quality Manager and College Director; the Quality Assurance systems will reflect any changes approved by these two members of staff.

2.2.1 Role and Responsibilities of the Programme Team

The programme team is set up by the Programme Manager. The programme team includes all the tutors teaching on a programme, College Director, Head of Academic Operations, Academic Manager, Programme Managers, Quality Manager, and other administration personnel such as reception staff with Programme Manager.

The Programme Team has two main roles:

(1) To assist in the development of the Institute's strategy

(2) To implement the Institute's strategy

For these reasons, the programme team is responsible for ensuring that the overall objectives and learning outcomes for each department reflect best practice. To enable each department to contribute to the overall business strategy each department consults with external experts such as external examiners who assist in the development and management of several Key Performance Indicators (KPIs). The KPIs are benchmarked against best practice in the industry, and they are based on the (2012) Framework of Excellence (please see Table 1: Key Performance Indicators)

Table 1: Key Performance Indicators

Key Performance Indicator		Sector Norm	Portobello
Number of Applicants		N/A	
Starters		N/A	
Learner Attendance Rate		N/A	
Learner to Faculty Ratio		N/A	
Completion Rates		Ireland 76.8%[2] England 89.5%[3] Scotland 74.5%[4] Australia 39%[5]	
QQI Level 5			
QQI Level 6			
Certification Rates		65.5%[6] Scotland 65.5[7]	
Learner Satisfaction Rates			
	Get extra help if required	71%[8]	
	Received useful Feedback on their performance	82%[9]	
	Could provide feedback on the programme	64%[10]	
Grade analysis (P, M, D)			
Learner Destinations			

[2] https://www.esri.ie/pubs/RS61.pdf
[3] https://feweek.co.uk/wp-content/uploads/2015/02/Achievement-and-retention-in-post-16-education-February-2015.pdf
[4] http://www.sfc.ac.uk/web/FILES/Statistical_publications_SFCST012017_CollegePerformanceIndicators201516/SFCST012017_College_Performance_Indicators_2015-16.pdf
[5] https://www.ncver.edu.au/__data/assets/pdf_file/0015/2501331/Total-VET-program-completion-rates.pdf
[6] https://www.esri.ie/pubs/RS61.pdf
[7] http://www.sfc.ac.uk/web/FILES/Statistical_publications_SFCST012017_CollegePerformanceIndicators201516/SFCST012017_College_Performance_Indicators_2015-16.pdf
[8] https://www.esri.ie/pubs/RS61.pdf
[9] https://www.esri.ie/pubs/RS61.pdf
[10] *ibid*

Progressing to Higher Education		18.6%[11]	
Progressing directly to Higher Education via the Higher Education Links Scheme		9%[12]	
Remaining in Further Education		19%[13]	
Progressing directly to employment		33.1%[14]	
Found employment within 3 months of completing programme		58%[15]	
3 to 6 months		20%[16]	
More than 6 months		18%[17]	
	Full-time	73%[18]	
	Part-time	27%[19]	
	Permanent	80%[20]	
	Temporary	20%[21]	
	Employee	87%[22]	
	Self-Employed	10%[23]	
Hourly Rate of Pay	More	36%[24]	
	About the same	39%[25]	
Progressed to further studies		8%[26]	
SES Level 5			
	Employed	39[27]	
	Unemployed	43[28]	
	Learner	6[29]	
SES Level 6			
	Employed	56[30]	

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[11] *ibid*
[12] *ibid*
[13] *ibid*
[14] *ibid*
[15] *ibid*
[16] *ibid*
[17] *ibid*
[18] *ibid*
[19] *ibid*
[20] *ibid*
[21] *ibid*
[22] *ibid*
[23] *ibid*
[24] *ibid*
[25] *ibid*
[26] i*bid*
[27] i*bid*
[28] *ibid*
[29] *ibid*
[30] *ibid*

	Unemployed	27[31]	
	Learner	5[32]	

Taken together, these KPIs enable and facilitate the implementation of the quality assurances procedures and the consistent application of these quality improvement plans.

2.2.2 Programme Team Meetings

The programme team meetings are held monthly and are attended by the College Director, Academic Manager, Programme Managers, Quality Manager, and other administration personnel. The programme team meetings consider all areas of programme provision and learner management such as:

- Admission queries and applications
- Learner administration and assessments
- Tutors
- IT and LMS issues
- Learner issues and learners giving cause for concern
- Certification periods
- Operational issues

The College Director coordinates the team meetings and monitors the completion of actions arising from it.

2.2.3 Academic Standards & Quality Committee (ASQC)

The Academic Standards & Quality Committee is responsible for the development and implementation of Portobello Institute's policy and procedures to enhance and maintain academic standards.

ASQC promotes academic quality and maintenance of standards, assures, and promotes the quality of all teaching and learning provision. Makes decisions around quality assurance and standards. Oversee the delivery of the quality assurance framework.

Approval of ASQC is required for all new programmes, major changes to programmes and creation of exit awards. It oversees the development, approval, review, and delivery of programmes by governing boards to assure compliance with Portobello Institute regulations and the effectiveness and quality of programmes.

ASQC shall undertake any other appropriate duties or tasks assigned to it by Academic Board.

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[31] *ibid*
[32] *ibid*

The committee constitutes the following members:

- Quality Manager - Chair
- Academic Manager
- Certification Manager
- eLearning Manager
- Validations Manager
- Admissions Manager

2.2.3.1 Terms of Reference for the Academic Standards & Quality Committee

The Academic Standards & Quality Committee reports to the Academic Board, meets bimonthly and its main areas of responsibility include the following:

Strategy & Policy
Make recommendations to the Academic Board in relation to, or bring forward for consideration:

i. Policy and procedures for programme approval and review, including the arrangements for approval programmes offered in collaborative provision with partner institutions
ii. New strategic academic partnerships with other institutions and organisations
iii. Annual quality assurance report on the actions taken to ensure continuous improvement of the learner academic experience and learner outcomes

Consider and/or approve:

i. Strategies, policies, and procedures relating to Portobello Institute's quality assurance framework
ii. Regulations relating to all registered learners across all levels of study
iii. Academic quality and standards matters relating to Portobello Institute, including any matter referred to it by Academic Board
iv. The development, implementation, coordination and evaluation of procedures, and initiatives, with a focus on risks and enhancement, regarding:
    a. Admissions, including recognition of prior learning
    b. Approval, management, and review of Portobello Institute's educational provision
    c. Collaborative provision arrangements with other institutions and organisations
v. Criteria and procedures for the appointment of External Examiners
vi. Criteria and procedures for the appointment of teaching staff and monitoring their performance
vii. Actions in response to academic appeals and academic misconduct issues
viii. Concessions to Portobello Institute's programme regulations
ix. Reports, actions, and recommendations made by subgroups or other bodies (e.g. ELEC) in relation to the implementation of Portobello Institute's quality assurance framework and related strategies, policies, and procedures

Executive Functions
i. Prepare reports for Academic Board on the outcomes of the examination process, issues identified by External Examiners and propose action as appropriate

ii. Consider nominations for External Examiners and maintain a register of External Examiners ensuring all programmes have appropriate cover

Oversight Functions

i. Ensure Portobello Institute's compliance with assessment procedures and standards
ii. Ensure delivery of all programmes follows Portobello Institute policy, procedures, and standards
iii. Ensure External Examiners are appointed, and reports received and responded to and alert the College Director to matters requiring urgent attention
iv. Ensure Information Systems follow QA guidelines, policies, and procedures
v. Evaluate the performance of academic standards framework and advise Academic Board

Delegation of Authority

The delegation of any of its functions as it may, from time to time determine, to groups appointed by ASQC, including the establishment of subgroups, working groups, task and finish groups and advisory groups, as appropriate, to advise and report on any of the above matters.

2.2.4 The Progression and Awards Board (PAB)

The PAB makes decisions about learner progression and learner award outcomes.

Ratify and approve results and awards, approve Internal Examiners, and nominate External Examiners. Oversee all assessment practices. Advise and assist with the management of examination and assessment practice.

Considers marks on all programmes and the feedback of relevant external examiners. Progression & Awards Board collates and review grades in the various modules and considers all relevant information when approving final results. The Progression & Awards Board retains the discretion to make decisions in respect of individual learner marks.

Where a Board is held at the Collaborative Partner, the results will normally be ratified, and the recommendations will be submitted for approval at the next Progression & Awards Board. Following the Progression & Awards Board, decision letters and transcripts will be released to learners. The Chair will be responsible for communicating the details of any changes to the Collaborative Partner's Progression and Awards Board.

The committee constitutes the following members:

- Programme Manager x 5 – Chair (Rotate)
- Academic Manager
- Certification Manager
- Quality Manager
- College Director

2.2.4.1 Terms of Reference of the PAB

Strategy & Policy
    i.   Draft and implement procedures to support Examinations and Assessments
   ii.   Consider and make recommendations on matters of policy relating to Examinations and Assessment

Executive Functions

Consider and/or approve:

    i.   Graduating learners or make recommendations for the award of Honours and confirming pass lists
        a.   Confer awards or ratify awards conferred by a Collaborative Partner's Progression and Awards Board upon learners who have completed their programmes in accordance with appropriate regulations
        b.   Confirm eligibility or otherwise or ratify eligibility of learner progression to the next academic level as determined by a Collaborative Partner's Progression and Awards Board.
        c.   Confer exit awards or ratify awards conferred by a Collaborative Partner's Progression and Awards Board upon learners who have withdrawn or failed to meet the requirements of the intended award
        d.   Apply the outcomes of mitigation processes where relevant to the determination of learner progression or award
        e.   Apply the outcomes of academic integrity processes where relevant to the determination of learner progression or award
        f.   Determine the outcomes of reassessment
   ii.   Evaluate External Examiners' reports and make recommendations based on their feedback
  iii.   For graduating learners:
        a.   Provide a list of learners eligible to graduate and the recommended degree classification or category of award
        b.   Record learner's ineligible to graduate but who may become eligible to graduate at a subsequent Board following a second attempt or deferred completion. The record will include details of Boards' recommendations
   iv.   For all other learners:
        a.   Provide a list of learners eligible to progress unconditionally
        b.   Record learner's ineligible to progress but who may become eligible to progress at a subsequent Board following a second attempt or deferred completion. The record will include details of the Boards' recommendations

Oversight Functions
    i.   Coordinate and oversee assessment procedures in Portobello Institute programmes and maintain standards of assessment
   ii.   Receive award and progression data at the last meeting of the academic year and monitor progression rates

2.2.5 Results approval panel meetings (QQI programmes)

It is the responsibility of Portobello Institute after an external examiner has authenticated learners' assessments to establish:

- establish a Results Approval Panel
- approve and sign-off assessment results
- make results available to learners.

This panel consists of:

- The College Director
- The Certification coordinator
- The Quality Manager
- Programme Managers
- Staff involved with internal verification and moderation of assessments

2.2.6 Programme Manager monthly reports

Programme Manager are required monthly to complete report on how the programmes within their department are progressing to the College Director. If there are any problems or issues with learners, they are detailed on these reports.

2.2.7 Learner Evaluations reports and action plan QA608a (see Appendix 1 & 1a)

Learners on full time and blended programmes are given the opportunity to complete a learner evaluation report in each semester of their programmes. Learners on part time programmes are given the opportunity to complete a learner evaluation report once during their period of study.

These reports are completed digitally by learners, results are collated by the Quality Manager and shared securely with College Director. College Director then submits them for action plans to Programme Managers, action plans are returned and are reviewed and actioned by the Programme and Quality team and reported back to the College Director.

2.2.8 Programme completion and evaluation plans (QA102b – End of Semester Tutor Feedback and QA 509f (See Appendix 2 and 3)

All programmes are reviewed at the end of each academic year to ensure their continued relevance. A programme completion evaluation is conducted by the Programme Manager and feedback is sought from Learner evaluations, relevant stakeholders such as employer's feedback and all staff involved in a programme are invited to give feedback. These reports are then reviewed at the Academic Standards & Quality Committee meetings.

2.2.9 Module Monitoring Data

Module leaders are required to capture module monitoring data, supplementary module performance data, component marks and External Examiner reports.

2.2.10 Programme Action Plans

Programmes Managers collate the data across modules and complete a Programme Action Plan to capture programme data from performance monitoring, external examiner reports, Course committee meetings, learner feedback and evaluation, staff development.

2.2.11 Programme Enhancement Meetings (PEMS) (HE Programmes)

Programme enhancement meetings are held annually, usually in November. The programme teams, external examiners and a Chairperson is present during this meeting. The Programme Action Plans, Academic Liaison Tutor and External Examiner reports and findings are discussed.

2.2.12 Course Committee meetings (HE programmes)

Course committee meetings are held twice a year usually within each semester. The programme Manager, module leaders and teaching staff and learner representatives are present at these meetings. Learner reports, external examiner reports, learning teaching and assessment issues, programme and module survey results, programme developments, learning resources and operational issues are discussed at these meetings.

2.2.13 Self-evaluation departmental reports QA 901 b (see also Appendix 4)

On an ongoing rotating basis, all programmes in the Institute are self-evaluated. These self-evaluations are conducted by the Programme Manager with the input of an external subject matter advisor. These self-evaluation reviews facilitate on-going improvements in the areas of programme content, teaching methods, assessments, institute staff and services. It is our policy to adopt an open and receptive approach to the evaluation process so that we may build on our strengths, correct our deficiencies, and improve our overall service to our learners.

2.2.14 Monthly tutor reports QA 102a (see also Appendix 5)

Tutoring staff at Portobello Institute are required to submit these monthly, with their schemes of work, a report on how their programme is progressing to the Programme Manager. These reports are fed into the Programme Managers reports, Tutor team meetings and Programme completion and evaluation plans.

2.2.15 Tutor Team meetings

Tutor team meetings are arranged several times a term or semester. These meetings are used to plan, review, and evaluate programmes before, during and after the programmes are delivered.

2.2.16 Learner Representatives

Learner Reps are nominated in each class by the learners themselves. Their role is to attend scheduled programme meetings and report on behalf of their classmates on issues that may be affecting their studies. Actions are then fed back to these learner representatives to disseminate to their classmates.

2.2.17 Programme and Institutional Review's (HE Programmes)

The Institute (every five years) and the programmes (every two or three years, depending on the University) are reviewed by University partners to provide assurance that the partnership is operating properly for both partners, in accordance with the terms of Institutional memorandum of agreement (IMoA) and the programme level agreements (PLA) and that these arrangements are fit for purpose. Specifically, Institutional reviews consider whether the partnership is operating in accordance with:

- Relevant processes set out by the University's Quality Manual
- Procedures and responsibilities outlined in the Institutional memorandum of agreement and programme level agreements
- Requirements in the UK Quality Core, Charter B10: managing higher education provision with others

The Institutional review also seeks to assure the University that the partner's governance, management, and mechanisms for quality assurance remain robust. Such periodic reviews are more holistic in that they gather the information from the yearly reports such as CAMS and PEMS and reflect on the outcomes.

2.3 Quality Assurance Policies

Portobello Institute has developed a full set of appropriately numbered policies, procedures and proforma for all of the quality assurance criteria named below. A hub has been built into our LMS to take learners to the relevant documents that are referred to in each section.

2.3.1 Policy on Health and Safety QA 001

Portobello Institute has a fully up-to-date and comprehensive Health and Safety Statement and Procedures informed as per the Safety, Health, and Welfare at work Act 2005. The health, safety and welfare of all learners, staff and visitors is of primary concern to the institute and procedures are in place to ensure the well-being of all, who pass through the doors of the institute.

2.3.2 Policy on Communications QA 100's

Portobello Institute is committed to circulating up-to-date information between learners, tutors, management, and all other stakeholders in an effective and accurate manner. Information is gathered in an open, high quality and consistent manner and then shared and made available as part of our drive towards excellence. We aim to ensure that our communications are positively evaluated by all those with whom we communicate and that we respond to feedback with improvements. In all communications, we present a positive image and demonstrate our objectives in a clear and consistent manner using plain English, so that it may be understood by all.

Portobello Institute use social media platforms as an additional tool to communicate and engage with our learners. The Institute has presence on Facebook, Tik Tok, Instagram, LinkedIn, and Twitter as well as a blog, all of which are regularly updated with learner news and events across all sectors, ensuring learners are aware of activity in their chosen sector, both academically and socially. We love sharing our learner's progression and success and will often post creative images from our learners or share interesting blog posts on a learner's success story. Essentially our social media platforms are our way to engage with our learners and show them what is happening around the institute daily.

Our Social media addresses are as follows:

| Instagram (Main) | https://www.instagram.com/portobelloinstitute/ |
| Instagram (Fashion) | https://www.instagram.com/fashionportobello |

Instagram Montessori School	https://www.instagram.com/portobellomontessorischool
Tik Tok (Main)	portobelloinstitute
Twitter (Main)	https://twitter.com/portobelloInst
LinkedIn (Main)	https://www.linkedin.com/school/33270585
Google (Main)	https://portobelloinstitute.com/
Facebook (Main)	https://www.facebook.com/portobelloinstitute
Facebook (EY, Montessori, Childcare)	https://www.facebook.com/portobelloearlyyears
Facebook (Montessori School)	https://www.facebook.com/portobellomontessorischool
Facebook (SNA)	https://www.facebook.com/profile.php?id=100070374725837

Portobello Institute uses communication with learners and staff to create an environment of trust and loyalty in which excellence is valued and encouraged.

2.3.3 Policy on Equality QA 200's (see also Appendix 6)

Portobello Institute is informed by the Employment Equality Acts 1998-2015 and the Irish Human Rights and Equality Commission is committed to eliminating unlawful discrimination and to promoting equality of opportunity and respect for diversity, inclusion and equality by fostering an atmosphere of mutual harmony and respect among all its potential and existing learners and staff regardless of gender, colour, marital status, disability, race, nationality, ethnic origin, learning difficulty, religion, belief, sexual orientation or age. Full details of the institute's policies, procedures, and plans in relation to the following are available in the institute manual.

- Gender, Disability and Race
- Culture, Religion and Beliefs
- Complaints Procedure
- Confidentiality
- Sexual Orientation
- Bullying

2.3.4 Policy on Staff Recruitment and Development QA 300's

Portobello Institute is committed to ensuring that all staff employed to deliver programmes are relevantly qualified and have a minimum of 3 – 5 years industry experience. Tutors must have the skills to deliver classes in an informative and interesting manner using appropriate aids and potential tutors will be required to display their presentation skills during the recruitment process. Tutors new to the lecturing team will be required to attend induction training and all tutors must attend a "Train the Trainer" programme in house if they do not already possess a recognised teaching qualification. Tutors are encouraged to register with the teaching council if they have more than five years teaching experience with other institutes. Other workshops are developed ad hoc to introduce staff to any new policies, procedures and/or documentation and relevant staff are given the time to attend. New administrative staff attend an induction programme, which includes an overview of the institute, its programmes, structure, information systems, policies, and procedures etc.

In order that tutors deliver up-to-date information, all staff are encouraged to attend relevant training programmes to keep their skills up to date. Reviews of staff performance are conducted annually and include a review of key performance indicators (please see Table 1: Key Performance Indicators). Feedback based on surveys from learners, peers, internal examiners, and Programme Managers forms part of the review.

All programmes are headed by the relevant Programme Manager. Coaching and training are provided for Programme Managers to ensure they have the leadership skills and the programme knowledge to lead a team of tutors through the programme. These roles include supporting the lecturing team and ensuring their needs are met so that they may deliver their lectures in a stress-free environment with the maximum support and guidance they require.

2.3.5 Policy on Access, Transfer and Progression QA 400's

Portobello Institute is committed to providing potential learners with full and clear information about a programme, so they may make an informed decision regarding the programmes available. For example, learners are informed about the 2015 policy restatement and its criteria for access, transfer, and progression in relation to learners for providers of further and higher education and training published by QQI[33]. In addition, prerequisite knowledge, skills, and competencies required to successfully complete a programme are set out clearly in the programme brochure and on the institute website. Prior learning will be recognised without any impediment put in the way of the potential learners progressing to a programme of their choice. Every reasonable effort will be made by the staff and tutors of Portobello Institute to ensure learners have the opportunity to successfully complete the programme of their choice. Learners will be advised of further studies appropriate to them and every effort will be made to assist them to transfer or progress to another programme either within the institute or offered by another provider. For example, specific workshops on that guide the learner through Higher Education Links Scheme (HELS) are scheduled throughout the academic year and learners can organise a one-to-one meeting to discuss their application in greater detail with their Programme Manager.

To enable Portobello Institute to offer the most up-to-date advice on Access, Transfer, and Progression to our learners we pride ourselves on collecting, monitoring, and acting on progression and completion rates. For instance, the Validations Manager liaises with several higher education institutions and their admission officers to build a working relationship. Such an approach has helped many of our learners to secure places in Higher Education.

2.3.6 Policy on Programme Development, Delivery and Review QA 500's

Portobello Institute is committed to providing education that meets a very high standard in comfortable surroundings. Programmes are designed to give the learner the skills required to meet the current and future needs of industry. This is done at the outset when designing the programme and the factors taken into consideration include the needs and demands for the programme from industry and from learners. The aims, objectives and desired outcomes for the programme are

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[33] https://www.qqi.ie/Publications/Publications/Access%20Transfer%20and%20Progression%20-%20QQI%20Policy%20Restatement%202015.pdf

informed by (1) the demands of industry and (2) the profile of the learner. Content, delivery techniques, assessment methods, entry requirements and programme structure are then developed in the context of the needs and demands of industry, the aims, objectives and learning outcomes of the programme and the desired outcomes for the learners.

Programme delivery facilitates transfer and progression of the learner with appropriate assessment that has been clearly defined from the outset. Programmes adhere to a schedule that has been set prior to commencement and that has been issued to all learners so that they may fully understand the demands of the programme from the start. All records are kept in a clear and unambiguous manner, and these are available for review and external evaluation. All learners are kept up to date on their progress during a programme.

To meet the needs of industry and the learner each programme is appraised and reviewed on a continual basis. Consequently, the curriculum is up-to-date and appropriate for today's market, yet at the same time assessment is fair and the programme is delivered in a manner that allows the learner to achieve to the best of their ability. A full analysis of programmes is conducted annually by the Programme Team during the self-evaluation and end of programme review process. Programme aims and objectives are evaluated in the context of the learning outcomes, core skills and path of knowledge progression required for graduate success on the programme and in industry.

2.3.7 Policy on Fair and Consistent Assessments QA 600's

It is the Institute's philosophy that assessment of (and for) the learner must promote learning and empowerment of the learner. Assessments are an integral part of the learning process, and the learner must be confident that a fair, consistent, and reliable assessment will be conducted. In order that the evaluation will be successful for both learner and tutor, the assessment criteria must be unambiguous and clear, and the learner must have a full understanding of the expectations and circumstances prior to the assessment. All assessments have relevance to the learning outcomes, aims and objectives of a programme. This is done to enable the learner to develop their abilities to achieve the standard required for the award they are seeking. A variety of assessment techniques may be used, and these include written, practical, oral examinations, projects, reports, skills demonstrations, practical work placements, reflective journals and so on. Guidelines for the implementation of Portobello Institute's policies and procedures relating to fair and consistent assessments are made available to all staff and learners through staff and learner induction sessions and relevant handbooks and packs. There are also clear instructions and forms available for learners to download from our LMS learner hub. All learners are given log in details at the outset of their programme.

Internal verification and moderation ensure that marking is consistent across modules and tutors and that delivery and marking of assessments is transparent. Responsibility for internal moderation is overseen by the Quality Manager and team and is reported to the College Director, Examinations Board and External Examiner. Feedback is provided to the learner following assessment; this feedback pinpoints strengths, provides clear and constructive information on weaknesses with suggestions for improvement, where appropriate. Tutors are aware that they should be sensitive and constructive as any assessment has an emotional impact and this can have both a positive and negative impact on the learner's confidence and enthusiasm. For this reason, the academic team (with the involvement of learners) endeavour to review, adapt and renew as necessary evolving requirements.

Following assessment learners must understand the next goal and how to achieve it. All tutors must encourage learners to develop the capacity for self-assessment, so they can become reflective and self-managing.

Where special assessment arrangements have been made for a learner due to illness, disability, learning difficulties or English as a second language, it is imperative to ensure unfair advantage is not given to that learner. The validity and reliability of the exam must not be affected in any way to protect the integrity and credibility of the qualification.

What is more, Portobello Institute is committed to ensuring that all learners have access to appropriate and consistent assessment opportunities to demonstrate their achievements and realise their goals. In addition, we aim to ensure fairness of group-based assessments. For example, if necessary, the internal assessor, in accordance with section 3.2.4 'Reliability of Learner Evidence,' of the QQI Quality Assuring Assessment; Guidelines for Providers, will ascertain whether the learner evidence was equitable across the team.

2.3.8 Policy on Protection of Learners QA 700's

In 2012 the Irish government introduced a legally binding requirement for private institutes to protect their enrolled learners through the Qualifications and Quality Assurance (Education and Training) Act 2012. As a result of this legislation, Quality and Qualifications Ireland cannot validate a programme unless Learner Protection arrangements are in place for the programme. Arrangements by providers for the protection of enrolled learners are governed by Section 65 (4) of the 2012 Act. Portobello Institute is committed; in accordance with this act that in the event of a cessation of training by the institute that our learners will suffer the least amount of disruption possible. Portobello Institute has a Learner Protection Insurance policy in place with Arachas Insurance Brokers, in conjunction with Aviva, a multi-national "A" rated insurance company. This company has designed an insurance product which will allow a learner to either relocate to another institute on the same programme free of charge or receive a full refund of fees. Once the insurance fee has been furnished to Arachas they will send through a certificate of insurance to the learner confirming cover. This certificate will contain learner's personal details and have a unique identifier for the policy. Arachas will also retain the learner's email and telephone number to contact the learner directly should an institute closure occur.

2.3.9 Policy on Premises, Equipment, Facilities and Services QA 800's

Portobello Institute ensures that its premises are suitable for the purposes of education and meet all relevant health and safety requirements as dictated to by the Safety, Health, and Welfare at Work Act 2005. An up-to-date health and safety statement is available from the facilities and all health and safety procedures are the responsibility of the College Director. A health and safety audit is completed weekly by the Facilities Co-ordinator. Rooms are equipped with the necessary requirements such as monitors, AV screens, laptop access, whiteboards, overhead projectors, and flip charts. Classes are timetabled to rooms taking into consideration class size and any specific training requirements such as equipment or spatial needs. Tutors have access to and may request the use of digital projectors, audio visual equipment, digital cameras, and other lecturing aids available on site. Programme specific equipment such as Montessori materials, plinths, drawing boards etc. are stored in purpose-built storage units in specific training rooms.

Programme Managers are given an annual materials budget, where relevant, and this directly correlates to learner numbers. Programme Managers have direct responsibility for ensuring the availability, quality and quantity of additional materials required for specific training purposes. All standard electrical equipment is audited monthly to ensure it is in correct working order and tutors are requested to notify the Facilities Co-ordinator of any faulty equipment that comes to their attention in the interim.

It is the policy of Portobello Institute to make available the most up-to-date and pertinent literature relevant to each programme. A budget is allocated annually to the Programme Manager for the purposes of adding to the books and reference materials available in the institute library. Learners also have the opportunity to conduct research and source programme relevant websites and articles on-line on the institute's laptops which can be taken on loan by learners. Portobello Institute has subscription to online library resources EBSCO and plagiarism software checker 'Turnitin.' A copy of all programme texts - recommended and essential reading, books are available in the institute library and on the online learning platform. The library is open daily to ensure all learners have access to it. Opening times are posted on the library door. Tutors may request additional library time through the Programme Managers.

2.3.10 Policy on Self-Evaluation QA 900's

Portobello Institute's major goal is to promote a positive change in learners in an environment where all the elements are conducive to this change. Learning is an active process and a team approach with learner involvement is essential when we are evaluating our efforts to achieve this goal. All programmes are evaluated by learners, Programme Managers tutors, an external examiner, other stakeholders, and industry experts to facilitate on-going improvements in the areas of programme content, teaching methods, assessments, institute staff and services. It is our policy to adopt an open and receptive approach to the evaluation process so that we may build on our strengths, correct our deficiencies, and improve our overall service to our learners. In this regard, internal self-monitoring stresses the importance of monitoring the Institute's KPIs and how they are progressing against departmental objectives.

2.4 Procedures for Evaluating the Effectiveness of Quality Assurance Policies and Procedures

While policies and procedures are monitored and evaluated on an on-going basis, Portobello Institute has in place procedures to ensure a full self-evaluation of a chosen department takes place yearly. The responsibility for this falls under **Education & Learner Experience Committee (ELEC)**:

Membership of this committee:

- Programme Managers (x 5 rotating, per department)
- Quality Manager
- Teaching & Learning Manager - Chair
- Academic Manager
- Learner Liaison Officer
- eLearning Manager

Terms of Reference for ELEC:

Strategy & Policy
Make recommendations to the Academic Board including:

    i.   Annual report on actions taken to ensure continuous improvement of the learner academic experience and outcomes
    ii.   Teaching, Learning and Assessment Strategy
    iii. Education policies, objectives, delivery mechanisms and governance structures in relation to the learner learning experience
    iv. Policy and procedures in relation to the approval and review of CPD
    v.   Developments in support of CPD offerings

Consider and/or approve:
    i.   Education and learner learning experience and engagement matters
    ii.   Development, implementation and evaluation of procedures and initiatives involving:
        a. Teaching and learning strategy and other related strategies
        b. Tracking, monitoring, and supporting learner experience and outcomes (e.g. progression, retention, employment, and access)
        c. Enhancement of all areas of the learner learning experience and engagement
        d. Ensuring fully inclusive learner voice
    iii. Actions in response to complaints and conduct matters
    iv. Rules for prizes, scholarships, and awards
    v.   Reports, actions, and recommendations from subcommittees and working groups

Executive Functions
    i.   Promote good practice in teaching and learning within Portobello Institute.
    ii.   Promote the quality and innovation in teaching, learning and assessment, in the learning environment, in learner services, in learner representation and partnerships.
    iii. Promote learner engagement
    iv. Monitor learner feedback and recommend changes in policy and procedures affecting the learner experience
    v.   Keep under review Portobello Institute's Teaching and Learning Strategy, related policies and provide an annual report to Academic Board
    vi. Promote more effective communication among the departments in connection with learner development and/or learner life
    vii. Provide CPD, induction and training for staff
    viii. Provide digital literacy and other training for learners as appropriate

Oversight Functions
    i.   Monitor the effectiveness of teaching and learning strategy and the effectiveness of learner engagement measures
    ii.   Monitor trends related to learner academic misconduct to inform guidance on assessment design
    iii. Monitor all CPD activity and evaluate overall performance and opportunities for enhancement in CPD
    iv. Receive reports from sub-committees in relation to online environment, learner experience and equality and inclusion

Delegation of Authority

Can delegate authority:

- Decisions arising from the implementation of Teaching and Learning strategy to Departments and Programme Boards
- Development of initiatives, scholarships, and awards to Research & Innovation Committee

Chapter 3: Quality Assurance Procedures for the Approval, Self-Evaluation, Monitoring and Review of programmes of Education and Training

3. Programme development and approval

3.1 Procedures for Design and Approval of New Programmes, Subjects and Modules QA502/B (see also Appendix 7)

It falls under the responsibility of the Education and Learner Experience Committee (ELEC) to expand the programme offering in Portobello Institute in line with the strategic plan for the Institute. Each department has a programme development team made up of the Programme Managers, tutor

representatives, the Marketing Manager, a consultant with expertise in the relevant subject area and Validations Manager. This development team reports to the ELEC which in turn reports to the Academic Board and the Managing Director. The procedures outlined below guide staff and external assessors involved in the approval and validation of new programmes. These procedures and guidelines also apply to any significant changes to existing programmes.

The purpose of these procedures and guidelines is to ensure the proposed programme -

- is consistent with the Institute's Strategic Plan and contributes to achieving the Institute's aims and objectives
- offers a valuable educational experience to learners
- is consistent with the Institute's resource planning
- takes cognisance of the National Framework of Qualifications and implements the procedures of the various accreditation bodies in relation to access, transfer, and progression
- complies with QQI or other validating bodies standards & procedures on programme submission & quality assurance

The process of design, institutional approval and validation involves:

- a proposer, individual or group
- a developer, individual or group
- Programme Managers
- Academic team to deliver the programme, organised by programme board or otherwise
- Marketing Manager
- External Consultants
- External Examiners
- College Director
- Managing Director
- Board of Directors
- QQI or other validating body

3.1.1 Five Stages of Programme Development

3.1.2
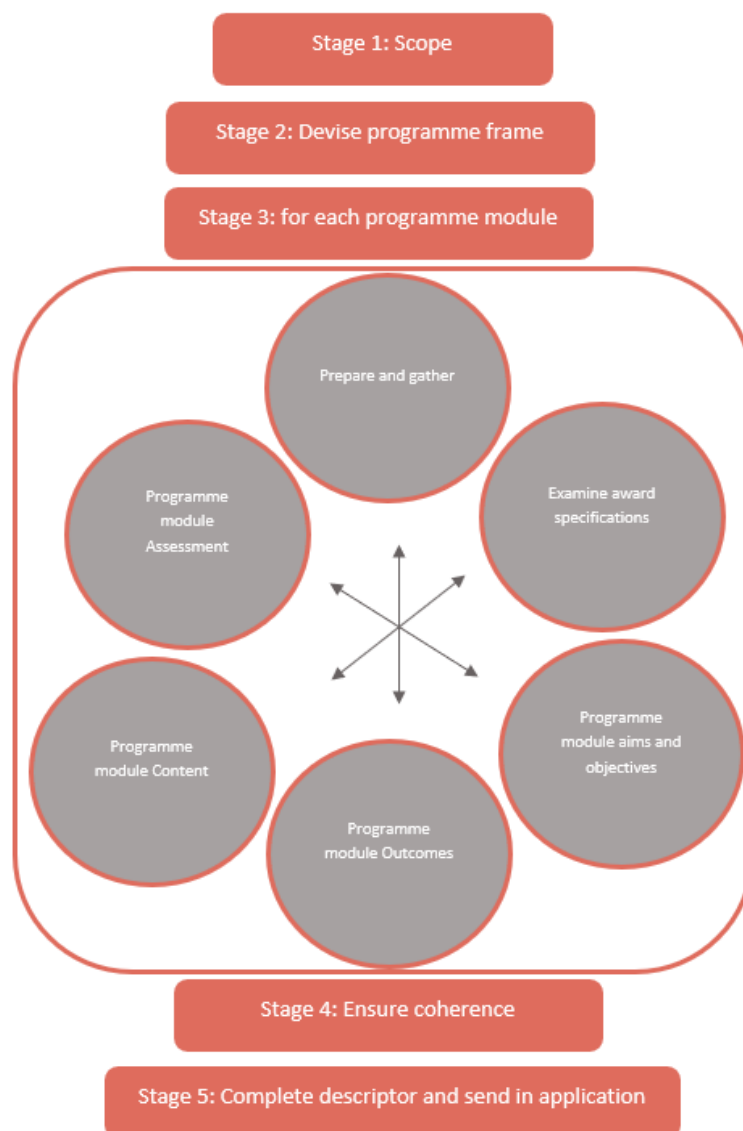
Programme Development Stage One: Scoping the programme

Stage One of Programme Development begins with deciding on the scope and the purpose of programme. These two exercises enable Portobello Institute to identify a rationale for programme development or redevelopment. Once completed the ELEC or their nominated subcommittee, should have:

- Identified a target audience/learner profile for the programme
- Identified a specific programme area, field, or discipline
- A clear rationale for the programme development in this area
- An accurate picture of current provisions (current programmes, programmes run within our remit)
- Set the broad parameters for development (how many programmes, at what levels, leading to what awards)
- Identified the relevant award to which a programme may lead (named award, award type and level)

To formulate a coherent rationale, Core Validation Criteria, (Section 17) of QQI's Validation Guidelines (Revised October 2017) are used. In addition, key questions include:

- Why is this programme being developed?
- What are the broad educational goals of the programme?
- What is the target learner audience for the programme?
- Why is the subject matter important?
- What are the provider's beliefs and values about learning and teaching?
- Are there any external influences that should be considered?
- Does the programme title reflect the field/subfield/ domain of learning?
- Does the programme title appropriate for the level(s) and type(s) of awards it leads to?
- Does the programme profile state the duration of the overall duration?
- Does the learner profile identify the type of learner who is most likely participate in the programme?
- Do the programme objectives realistic, achievable, and measurable for future programme evaluation?
- Do the entry criteria list the minimum entry criteria for the programme?
- Does the assessment schedule comply with the Institute's policy on fair and consistent assessment of learners?
- Is the programme review schedule in compliance with the Institute's policy on programme review?
- Are transfer and progression (title of programmes, the name of the provider and the title of associated awards) routes made available explicitly stated?

These questions serve to drive all programme development and reflect the values, beliefs, and approach that Portobello Institute take to education and training.

3.1.3 Programme development Stage Two: Module Development

In addition to the above, Core Validation Criteria, (Section 17) of QQI's Validation Guidelines (Revised October 2017), programme development is also required to explore the various options and linkages between learner needs, aims, learning outcomes, resources, learning and teaching strategies, assessment criteria and evaluation.

Some of the questions and statements we consider during the early stage of programme development include:

- How will work on assessment be co-ordinated across the overall programme?
- How and when will internal verification take place?
- How and when will external authentication take place?
- How will the design of assessment be managed?
  - Integration of assessment across the different programme modules?
  - Avoiding assessment overload for the learner
- What arrangements will be in place for learners who do not complete the entire programme but may have achieved the standards for one or more component awards?

- Who will be responsible for the design of assessment instruments (project and or assignment briefs, examination papers etc)?

In addition to the above, the duration and credit value of each module is determined during this stage of programme development

3.1.4 Programme development Stage Three: Module Development

Step 1: Preparing and gathering
It is likely at this stage of the development activity that work on programme module development will be split between a number of subject matter experts. There is a mechanism in place for subject matter experts to work together during the process, to compare notes and exchange views. Ensuring coherence across programme modules is important.

It is at this point that we establish whether there are mandatory modules embedded in the programme.

Step 2: Examining award specification
The outline structure for the overall programme will provide a guide to the components to be achieved (fully or partially) through each programme module. It is the role of the programme module developer to ensure familiarity with the outline structure and to communicate early any problems with matching programme module objectives, content, or assessment to the overall frame.

Step 3: Writing programme module aims and objectives
The aim of the programme module indicates the general direction or orientation of a programme module in terms of its content and sometimes its context within an overall programme. An aim tends to be written in terms of the intentions for delivery.

Setting objectives for the programme module helps to focus on what is to be achieved for the learner group, as part of the learning experience. The objectives are based on and reflect the standards for the relevant awards, but they are not a restatement of them. Objectives state clearly and unambiguously what is to be achieved in the programme module and where possible the objectives are measurable to enable programme evaluation in the future.

The programme module aims, and objectives provide strong guidance for the development of the programme module content and assessment.

Programme module learning outcomes are the specific outcomes of programme module related activities. They are based on award outcomes. They are more specific statements of outcome than the award statements. Each award outcome is broken down into 3-4 programme module outcomes (or more or less depending on the discipline). While not specifically evaluated through the validation process, programme module outcomes ensure that all award outcomes are delivered and interpreted consistently and assist in the development of assessment tasks and activities

Step 4: Writing programme module content

Indicative programme module content is designed at this stage of programme development. Subject matter experts draw from a variety of sources, and essential, and supplemental and recommended reading lists are provided. Indicative content reflects the module learning outcomes and there is a logical thread flowing through the learning outcomes, indicative content, and assessments.

Step 5: Devising programme module assessment

The associated instruments for each programme module are developed by the programme tutor/assessor in accordance with the award learning outcomes, the provider's policies and procedures for quality assuring assessment and the approach to planning and scheduling adopted early in this programme development activity.

On completion of step 5 there should be a good outline of the programme module assessment tasks and activities. For each programme module, validating committee boards will find:

Technique: This is the named technique used to assess learners.

Weighting: This is the weighting allocated for the technique.

Time: This is the overall period of time in the programme allocated for completion of the assessment technique.

Format and Context: This is the format and context of the technique. It may be written, oral, practical, performance- or presentation-based. It may also be an event or an artefact.

Assessment Criteria and Marking Scheme: These are the broad assessment and marking scheme criteria that are devised as guidance for tutors and or assessors when setting their assessment instrument

3.1.5 Programme Development Stage 4: Ensuring Coherence

In stage 4 the developer steps back from developing individual programme modules and revisits the overall programme frame and all programme modules to ensure that, together, they make up a coherent and good quality programme.

The developer looks at the programme title, programme objectives, the learner profile, the awards offered, and the overall package of learning offered across the programme modules.

The developer asks the following questions:

- Does the programme title summarise the content?
- Are the programme objectives and the programme content aligned?
- Are the delivery modes and methodologies appropriate for the content?
- Will there be different delivery options for different groups within the same programme? How are these reflected in the durations and contents?
- In what order will the programme modules be delivered?
- What is the overall programme duration? Is this aligned with the sum of programme module durations and overall credit values?
- When and how will assessment take place? Are all award outcomes assessed?

- What knowledge, skill and competence, qualifications and experience will learners need to commence and be successful in the programme?
- What resources will be made available? Handouts, work sheets, OHPs, visuals?
- What kind of learning supports will be provided?
- When the programme development process is complete and signed off by management in accordance with QA procedures, the provider can submit a programme validation application for evaluation.

3.1.6 Programme Development Stage Five: Collating information and submitting an application

All programme validation applications are evaluated using the following criterion:
consistency with the award being sought i.e. the structure of the proposed programme should meet the award requirements at the relevant level within the framework of qualifications. There should also be consistency between the programme and the Institute's quality assurance policies and procedures. Furthermore, it is at this point that we assure that there is:
- coherence in respect of its stated objectives, content, learner profile and assessment activities
- capacity of the Institute to deliver the programme to the proposed level
- compliance with the Qualifications and Quality Assurance (Education and Training) Act 2012 in relation to access, transfer and progression and Protection of Enrolled Learners as appropriate and compliance with any special conditions attached to the award specification e.g. legislation, specialist resources etc.
- the programme's potential to enable the learner to meet the standards of knowledge, skill and competence for the awards based on the specified learner profile and the standards for the award

3.2 Programme monitoring and review

3.2.1 Procedures for ongoing Monitoring and review of programmes

Portobello Institute has procedures in place to monitor the quality and standard of programmes in the context of current demands of industry, the learner's needs, and the learning outcomes of the programmes. The standards being achieved by learners in the context of the level of the award and the knowledge progression path are monitored as are the delivery by tutors, facilities of the Institute, appropriateness of the content, and assessments of the programme.

Programmes are evaluated through reports from the following:

- Learner evaluation of the programme
- Learner evaluation of assessments
- External examiner's report
- Internal examiner's report
- ELEC report
- Results approval panel reports
- Programme completion evaluation survey
- Tutor reports on subject/module appraisals by learners
- Staff survey

- Programme Manager Programme Monitoring Report
- Self-evaluation programme reports
- Institutional self-evaluations
- Programme and Institutional reviews
- QQI Reengagement Process

3.2.2 Monitoring the Quality and Standards of Delivery, Facilities and Learner Evaluation

The Programme Manager has the responsibility for the day-to-day management of the programme and on-going evaluation of the programme, the delivery of same and any operational issues, which may arise. This is achieved through regular consultations with learners and tutors. Learners and tutors are advised of the opportunity to comment objectively and anonymously on programme appraisal (Learner evaluation) forms which are distributed every term to learners and at the end of a programme to tutors. Learners have a specifically assigned Programme Manager which they are made aware of on day one of their programme. The Programme Manager's availability to learners is clearly stated in their learner handbooks. Tutors also have full access to their Programme Manager or the College Director if they have any feedback which they would like to give. Structured procedures for monitoring occur as follows:

3.2.3 Learner evaluation of the programme

- Learner appraisal (Learner evaluation) forms are drafted seeking feedback on communications, resources, services, teaching standards and programme content. Learners are requested to complete these during week 8 and 16 of the programme. These are sent out digitally by the Academic support team and responses are collected by the Quality Manager.
- The quantitative and qualitative data obtained from these surveys is reported on by the Quality Manager who reviews the results with the Programme Manager which in turn reviews with the individual tutors involved.
- Programme Managers meet focus groups of learners once per semester and provide a platform for open discussion on the quality of the programme including content, assessment methods, delivery methods, facilities, learner support and services. Programme Managers form reports as a result of these meetings and issue them to the Quality manager and College Director in the form of Action reports.
- A record of these reports is retained in the programme records of appraisals, consultations, and subsequent feedback discussions by the College Director.
- Outcomes of appraisals and consultation meetings are discussed during programme team meetings held once per term. Minutes of these meetings and programme records are retained and are available for review by external examiners and during the self-evaluation process.
- An improvement/action plan is put in place. Short term issues are addressed immediately and monitored for effectiveness. Long term issues such as curriculum development are discussed with a longer ranging improvement plan put in place and the item placed on the agenda for the programme review meeting held at the end of the programme.
- The Programme Manager monitors the outcomes to ensure intended short terms adjustments occur and are effective.

- The Programme Managers are also responsible for ensuring longer term issues are addressed and resolved.

3.2.4 External Examiner's and authenticators Reports

External Authenticators for QQI programmes are appointed by Portobello Institute in accordance with the *Quality Assuring Assessment Guidelines for Providers 2013 (revised 2018)* and are required to submit a report following any assessment development or authentication they have been involved with. This report is used for on-going monitoring of assessments and the effectiveness of internal moderation systems, standard of programme and identification of any issues relating to the development of the teaching, learning and assessment of learners. External examiners are assigned directly through ITEC London Met and IWFM.

3.2.5 Internal Examiner's Report

The internal examiner, upon completion of marking a set of assessments, compiles a report that is submitted to the Programme Managers confirming that the assessment was valid, reliable, and manageable. Proposed changes should be included with a rationale for the change. Learner feedback should be taken into consideration when drafting the report. These reports are discussed at the ELEC meetings.

3.2.6 ELEC Report

This report is presented at the final Programme Managers and quality team meeting at the end of the academic year and consists of recommendations made by the Committee in relation to proposed changes to the programme's assessments, policies, and procedures. These recommendations occur as a result of discussions on the alignment of assessments with intended learning outcomes, the extent to which different examiners award the same marks and the extent to which the assessment provided useful feedback to the learner. The Internal Examiner's Report, the External Examiner's Report and learner feedback are all considered while compiling this report. Deviations from the intended learning outcomes are identified with suggested corrective actions.

3.2.7 Programme Evaluation Survey

A survey is conducted seeking information from graduates regarding their career paths and plans for further study. This survey also seeks information from the graduate on how they would evaluate the programme in terms of personal/professional aims and ambitions, value for money, strengths, and weakness of the programme.

This survey is available on-line and graduates are sent an email requesting them to complete the survey. The information is analysed, and the results are discussed at the Programme Managers and quality team meetings.

3.2.8. Tutor reports on subject/module appraisals by learners

Tutors complete an end of semester report demonstrating how feedback from learners was considered and acted upon. This report is submitted to the Programme Managers and makes up part

of the Programme Managers end of programme report. Specific information may be used as a rationale for curriculum changes for the following year.

3.2.9 Full Staff Survey

Each month tutors are invited to submit a tutor report to share their views on organisational and management issues. The reports aim to elicit tutors' views on issues relating to timetabling, time allocation, estimated learner effort, level of learner achievement, learning outcomes and recommendations.

This information is analysed and reported by the HR department to the Programme Managers at the end of each month with suggestions for improvements based on the information from the reports.

3.2.10 Programme Managers Programme Monitoring Report

Each Programme Manager prepares an evaluation report that focuses on the evaluation of the current curriculum and proposed changes for the coming year. The report outlines the extent to which the assessments measured the intended learning outcomes and the overall alignment of the modular learning outcomes with the programme goals. Feedback from a variety of sources is used in the preparation of this report and includes analysis of tutor reports, programme evaluation surveys, full staff surveys, external examiners' reports, internal examiners' reports, and recommendations from the examinations board. This report is submitted to the Quality Manager and College Director.

3.3 Monitoring of Programme Schedules

The procedures for monitoring programme schedules are as follows:

- Tutors submit a monthly programme report to Programme Managers. This report details the average standard being achieved by the specified group, the scheme of work completed to date, assessments completed to date, any resource requirements or recommendations and any critical issues requiring attention.
- Programme Managers cross check tutor monthly reports with programme schedules to ensure the programme is on schedule and that the completion of the learning outcomes and knowledge progression paths are on target. If required, extra class time can be scheduled, or assessments postponed depending on the criterion.
- Programme Managers can identify recommendations made for any learners requiring extra support and put arrangements in place, as required. Any possible critical issues can be pre-empted, and a proactive approach taken to resolve any difficulties that either tutors or learners are experiencing.
- Programme Managers are required to report any critical issues or deviations from planned schedules to the Head of Academic Operations and/or College Director immediately. The status of the programme in relation to the programme schedule is discussed during programme team meetings held once per term.

- Minutes of these meetings and programme records are retained and are available for review by external examiners/external authenticators in quality folders.
- Programme Managers are required to submit to the Academic Operations and/or College Director monthly Programme Managers reports. Part of this report includes information confirming the status of the programme schedule in the context of work completed to date and assessments completed to date.

3.4 Procedures for Evaluation of each Programme at regular Intervals

Whilst an end of programme evaluation of each programme is conducted on an annual basis, for QQI and HE programmes there is a major evaluation done every five years. This major evaluation can be carried out in less than the five years, should circumstances dictate that (changes in IT systems, changing demand in industry etc). What is of paramount importance is that the programme remains relevant and continues to fulfil the needs of the learners.

It is the responsibility of the Programme Manager to conduct a report on the findings of the self-evaluation of programmes to the College Director and Quality Manager. This report is prepared as follows:

- Programme tutors, learners, graduates, industry representatives and other relevant stakeholders are invited to participate in the process through participation in interviews and/or surveys. A survey is drawn up by the marketing department for employers and career guidance teachers in terms of the appropriateness of the content and assessment of programmes in the context of the demands of industry and international best practice. Learners are requested to complete a questionnaire relating to their programme, Institute facilities, support services, quality assurance methods used, etc. This information is collated by the quality department into a report for further action and issued to the Programme Manager. The parameters of these surveys are set by the Programme Manager.
- Tutors, administrative and ancillary staff are invited to a workshop where all aspects of the programmes, their content, delivery methods, learning outcomes, practical support services and the quality assurance methods used are discussed.
- International best practice is also discussed and recommendations from all elements of the workshop are noted. The workshop is conducted by the Academic Manager and the Quality Manager.
- A joint report from this workshop is compiled by the Programme Manager and the Quality Manager with further actions and recommendations detailed.
- The industry representatives are asked for feedback in relation to international best practice, programmes, content, delivery, and appropriateness for industry demands. A report is compiled with findings from these discussions and issued to the Programme Manager by the Marketing Manager.
- An external subject matter expert/ advisor is given the final document to review and make recommendations.
- External Examiners/External Authenticators reports are used to review and make recommendations based on the survey reports from employers, learners, and tutors.

- Copies of survey results, learner evaluation reports, minutes of relevant meetings etc. are submitted to the programme board for discussion and review. This board, at a minimum, includes the College Director, Academic Manager, Programme Manager, Senior Tutors, Learners Representatives, Teaching & Learning Manager or eLearning Manager and Quality Manager.
- The programme board, with the aid of all the feedback reports, surveys etc., evaluates the programme taking the following into consideration:
    o Review of the programme content – what is still valid and what needs to be updated in light of developments over the five-year period?
    o Review of the delivery of the programme – was the programme well delivered; could any improvements be made in this area?
    o Review of the assessment methods used in the programme – did they provide fair and consistent evaluation of the learners? Are any changes needed to provide a more accurate assessment of the learners?
    o Review of the learning outcomes – how have the learning outcomes met the requirements of the learners over the five years? Do the learning outcomes need to be adjusted in light of the current marketplace needs?
    o Review of facilities used and required for the programme – were there any deficiencies in the facilities required for the successful delivery of the programme? Are any new facilities required to deliver the updated programme?
    o Review of staff involved in the delivery of the programme – were there any shortcomings involving the staff on the programme? Will there be any different staffing requirements for the new programme?
    o Review of the demand for the programme over the five-year period – did the demand go up or down; what was the cause of this? What changes need to be made to ensure a growth in demand over the next five-year period?
    o Review of links with business and industry – what links were established over the last five years? What changes to the programme are needed, if any, to further expand and improve these links?
    o Review of all QA procedures in relation to the programme – were there any shortcomings in relation to the programme over the five years? What improvements are needed for the successful delivery of the new programme?
- Having considered all the above, the programme board draws up a revised programme.
- The revised programme is submitted to QQI for revalidation, who evaluates the submission based on the needs of industry, international best practice, and the learning outcomes of the programme and the level of award being issued.
- Once approval through QQI has been granted, an action plan is developed, and implementation of this action plan is the responsibility of the Programme Manager. Any changes made are highlighted for Programme Manager to monitor and report on during on-going monitoring of the next programme.
- The Programme Manager reports back to the College Director and Quality Manager on the effectiveness of the changes made to a programme.

3.5 Procedures for Evaluating Premises, Equipment and Facilities

Procedures are in place to ensure that the necessary resources and requirements needed for the successful delivery and achievement of the learning outcomes by lecturing staff and learners are available.

3.5.1 Coordinated Planning of Resources

The procedures in place for the coordinated planning of resources are as follows:

- Budgets are allocated on an annual basis for each department
- The Programme Manager takes responsibility for ensuring materials and resources directly related to programmes in the department are available for the effective delivery of the programme
- A budget is allocated to the Facilities Co-ordinator for the purposes of improving and maintaining premises, equipment, and facilities
- Prior to the commencement of programmes, resource requirements are noted during programme planning meetings and the Facilities Co-ordinator is informed to ensure booking, sourcing, and availability of same
- In the case of books, an annual budget is allocated to each department. Programme Manager can use this budget to request a listing of books for use by learners made available in the library

3.5.2 Procedures for Evaluation of Premises, Equipment and Facilities
Portobello Institute is committed to obtaining feedback in all areas including the evaluation of premises, equipment, and facilities. The procedures for doing this are as follows:

Physical Environment and Maintenance

- Learner and tutor appraisals are completed in each semester of a programme. These seek information on the suitability of the environment for the provision of lectures on the programme. Cleanliness, temperature, canteen, and other facilities etc. are evaluated during these appraisals
- Outcomes and recommendations of appraisals are reviewed by the Quality Manager and fed to the facilities team and, where appropriate and where department budgets allow, extra resources may be procured, and an improvement plan put in place, where necessary
- Weekly maintenance audits are carried out by the Facilities Co-ordinator to ensure all premises, equipment and facilities meet the day-to-day operational requirements
- Monthly health and safety audits are carried out by the Facilities Co-ordinator to ensure all premises, equipment and facilities meet the requirements of the health and safety statement
- The health and safety statement is reviewed by an external expert on an annual basis and all fire equipment is inspected and upgraded as per the requirements of the health and safety statement. This is the responsibility of the Facilities Co-ordinator
- The Facilities Co-ordinator reports to the College Director at the end of the academic year on the suitability of the premises, effectiveness of the facilities and services available to staff and learners. Recommendations for improvements are made within this report and the Managing Director and College Director have responsibility for deciding to implement or defer implementation of these recommendations. These decisions will be made in the context of

the importance of the proposed improvements to the effective delivery of the programme and experience of the learner and of budgetary restrictions

Information Technology

- The IT technicians carry out on-going maintenance on hardware, computers, and servers to ensure that optimum performance of these services is available for staff and learners. Any critical issues are reported to the Facilities Co-ordinator
- Learner and tutor appraisals seek information on the availability and suitability of IT services both from the learner's and the tutor's perspective
- Outcomes and recommendations of appraisals are discussed with the Facilities Co-ordinator at programme team meetings at the end of semester and, where appropriate, extra resources may be procured
- Recommendations for improvements to computer equipment, website services, alternative software etc are made in a report to the College Director. The Managing Director and College Director decide whether to pursue the options outlined in this report

Programme Specific Equipment

- The College Director conducts an end of year review with Programme Manager of the effectiveness and availability of resources, equipment, and services available
- A review of programme material including learner handbooks, the Institute website, brochures, and other learner services is also carried out at this time by the College Director, Programme Manager, Quality Manager, and the Marketing Manager
- Learner and tutor appraisals and consultations carried out during the academic year form the basis of establishing the effectiveness of all department and Institute resources, equipment, and services
- This is reported to the College Director at the end of the academic year and the Managing Director and College Director will decide on and allocate budgets for any proposed improvements or additions to resources, equipment, and services

Library

- Programme Manager conduct an end of year review of the availability and suitability of books and services available in the Institute's library.
- Learner and tutor appraisals and consultations carried out during the academic year form the basis for establishing the effectiveness of the library service
- This is reported to the College Director at the end of the academic year and the Managing Director and College Director will decide on and allocate budgets for any proposed for any proposed improvements or additions to the library

Administration Procedures

- The College Director, Certification Manager, Programme Manager, Facilities Co-ordinator, and Quality Manager conduct a review meeting of the effectiveness of administrative procedures including the maintenance of learner records, processing examinations and results, non-academic administrative support such as processing visa requests, processing receipts etc.

- Learner and tutor appraisals and consultations carried out during the academic year form the basis of establishing the effectiveness of the administration service
- During this meeting, learner and tutor inductions are discussed; the effectiveness of communication processes with learners such as email, web text, phone etc. and the availability, suitability, and effectiveness of support services such as the library, canteen facility, and other programme specific supports are reviewed
- A report is compiled with comments and recommendations, and this is presented to the College Director at the end of academic year meeting
- An annual review of the software used to operate the administrative services and computer services available is carried out by the IT department and reported to the College Director and Facilities Co-ordinator at the end of the year. Recommendations for improvements to computer equipment, website services, alternative software etc. are made in this report and the Managing Director and College Director decide whether to pursue the options outlined in the report

3.6 Procedures for Learner admissions, Access, Transfer and Progression and Recognition of Prior Learning

In accordance with Section 84 of The Quality Assurance and Qualifications (Education and Training) (Amendment) Act 2019, Portobello Institute have clear policies and procedures with regard to learner admissions, access, transfer and progression, and recognition of prior learning. Eligibility criteria for gaining entry to programmes run in Portobello Institute is clearly outlined in programme brochures and on the Institute website. The following procedures apply to admission and processing of applications.

3.6.1 Admissions Procedures – Direct Application to the Institute

Learner applies directly to Institute, admission based on interview

- Learner details entered to Classter under 'pending' state
- Interview arranged, then completed and information uploaded to Learner account on Classter. Outcome is recorded along with evidence of entry requirements
- Interview unsuccessful - application rejected from Classter (phone call made to learner with outcome, discussing alternative study options)
- Interview successful - application accepted to Classter & learner ID generated
- Once approved by Programme Manager, learner ID granted, and application processed by Admissions office
- Bill automatically generated
- Once deposit/fees paid learner is sent admissions acceptance email within 24 hours with programme confirmation (Part Time/Blended Programmes) or offer letter within 10 working days (Full Time Programmes)
- Offer is accepted or rejected by learner - response needs to be returned within 10 days with relevant deposit of fees
- *Until proof of entry requirements is received, programme status remains pending, a conditional offer is made on that basis*

- When a learner accepts an offer, with relevant deposit and entry requirements, the admissions administrator changes learner status to 'Accepted.' Bill for balance of fees generated and admissions acceptance email is sent within 24 hours with information on start date etc.

Submission of entry requirements

Uploaded directly to Classter or Emailed directly to Institute to Programme Advisor

1. Appropriate QQI Qualification

2. A Leaving Certificate standard or equivalent

3. Relevant life work experience (essay of interest required)

4. Where English is not the first language, an English language level of proficiency or an IELTS score is required

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3.6.2 Recognition of Prior Learning (RPL)

Where a learner seeks recognition of prior learning, RPL, that may exempt them from part of the qualification, it is the learner's responsibility to provide documentary proof that the qualification or part thereof has been obtained. The following procedure takes approximately four weeks to complete:

- Learner submits "Application for Recognition of Prior Learning." This must be accompanied by the following documentation:
  - Title of award/qualification for which the exemption is sought
  - The name and code of the modules for which the exemption is sought
  - The Institute where the certified learning was undertaken
  - The dates and duration of study
  - The mode of study
  - Details of learning outcomes, syllabus content, assessments, marks achieved
  - Proof of successfully completing the certified learning or part thereof.

- This application will be forwarded to the Progression and Awards Board

  Its membership consists of:

  - Programme Manager x 5 – Chair (Rotate)
  - Academic Manager
  - Certification Manager
  - Quality Manager
  - College Director

The Programme Manager is responsible for:

- Co-ordinating all aspects of the RPL process
- Communicating on behalf of the RPL team with the learner

The Internal Examiner is a member of the academic staff with subject expertise in the area of the submission and has responsibilities as follows:

- Examining the documentation, or other material, which has been presented and interviews the learner
- Establishes whether academic learning has taken place and ensures that it is current
- Present to the PAB the recommended credits/exemptions to be awarded. These are subject to ratification by the Academic Board

The External Examiner will not always be directly involved in the RPL process. In straightforward cases, where their expertise is not required, the recommendations will be forwarded to them. In cases, where their expertise is required, their responsibilities will be the same as those of the Internal Examiner.

Appeals

An appeal may be submitted only if the learner believes there has been material irregularity in the processing of their application. All such appeals must be made in writing to the College Director.

3.6.3 Procedures for Transfer and Progression to Further Studies

- The Validations Manager oversees seeking out progression routes and new opportunities for graduates from Portobello Institute programmes
- It is the responsibility of the Programme Manager to have a full understanding of the transfer and progression routes from programmes in Portobello Institute to those offered by other institutions
- When new programmes are being developed, it is borne in mind what programmes the learners will be able to transfer to upon completion of their studies in Portobello Institute
- When prospective learners enquire about programmes at Portobello Institute, not only is the programme explained to them, but they are also told where the programme leads to
- During their studies, learners are invited to discuss progression routes with their respective Programme Manager during tutorials. Requests for further information can also be communicated by email to their respective Programme Manager. Learners wishing to transfer to other institutions are given guidance on which programme might best suit their needs and how to go about applying to transfer/enrol at the other institution. Any documentation needed is also supplied

Chapter 4: Procedures for assuring the Quality of Staff Recruitment, Management and Development

4.1 Staff recruitment: Procedures for Selection, Appointment and Appraisal of Staff

4.1.1 General Recruitment and Selection Procedures

Portobello Institute believes that all our staff contribute to the teaching and learning experience of the learners within the Institute. For these reasons, Portobello Institute seek to hire qualified experts with relevant industry experience. The effective recruitment and selection of staff is integral to the achievement of the Institute's strategic aims. The Institute has a detailed recruitment and selection procedure that is implemented and monitored by the Human Resources (HR) Administrator. All staff are required to comply with this in seeking to fill posts within the Institute. Portobello Institute has a comprehensive set of procedures to ensure that all staff have the appropriate skills to fulfil the role they are being recruited for.

The procedures for the general selection and appointment of staff are as follows:

- A job description is drawn up in conjunction with the relevant Programme Manager, Head of Academic Operations and College Director - this ensures programme needs are met

- The position is advertised internally on the Institute website and externally on other recruitment websites

- Candidates are screened and selected based on the suitability of their qualifications, experience, and other pertinent information to fulfil the position required

- A full record of all candidates who apply for the position, is retained together with details of the screening process used

- First round interviews are held by the HR department with a full record of the interview recorded and retained on the candidate's file

- Second round interviews are held by the relevant Programme Manager, and / or College Director or Academic Manager. The HR department is informed of the successful candidate once the second round of interviews have been concluded and a successful candidate chosen

- A specific interview form is used with standard questions and competency requirements details

- Successful candidates are contacted by email with a job offer confirming the position, salary, contract terms etc. A formal letter of offer follows

- Unsuccessful candidates are notified in writing and asked if they wish to stay on file for future positions

- A contract for services is then forwarded to the candidate once they have sent back their acceptance of the role, with a relevant probationary period outlined

- All records pertaining to recruitment are retained by HR

- Section QA300's pertains to all the HR policies of the Institute

4.1.2 Equality of opportunity in recruitment and selection of candidates for all roles in the Institute

Portobello Institute affords all applicants of employment an equal opportunity within competitions for roles. All recruitment for staff is open and candidates are chosen on merit to do the job being advertised. Every possible accommodation will be made for applicants with disabilities as required under legislation. Portobello Institute endeavours to provide a work environment that promotes dignity and respect for, and from, all individuals and groups. The Institute aims to remove and prevent direct and indirect discrimination by individuals or policies and procedures based on gender, marital or family status, sexual orientation, religious belief, age, disability, race, or membership of the Traveller Community. The Institute does and will continue to review its policies and procedures to ensure continued compliance with relevant changes in legislation.

The implementation of the Equal Opportunities Policy remains the responsibility of the Human Resources Manager. However, all managers are responsible for effective implementation and adherence to the procedure within their respective teams. The Institute insists that each employee is accountable for their behaviour and for following the procedures associated with equal opportunities.

To raise awareness, and in an attempt to ensure compliance, the Institute draws the Equal Opportunities Policy to the attention of all employees and learners through their respective handbooks and by emphasising its relevance and importance at induction.

Please see Appendix 6 for the Institute's Equal Opportunities, Dignity and Respect at Work Policy. The Equal Opportunities Policy for Learners is included in the document Procedures for the Management of Learners and Assuring the Quality of Learner Support.

4.1.3 Tutor selection

All tutors are required to have a minimum academic qualification of one level above the level being taught depending on programme criteria, and 3-5 years industry experience. Candidates who interview to deliver blended learning programmes will ideally have experience in delivering blended learning, however, part of the eLearning Manager's remit is to train and support all existing and new PI staff on such delivery. Candidates called for interview will initially be interviewed by the HR department. Candidates will be required to make a presentation on the subject on which they are applying to lecture on. A standard interview format is used with all candidates to ensure fair opportunity is given to all candidates. A variety of scenarios will be put to each candidate to test their skills in programme delivery, dealing with difficult learners, motivating learners etc. Suitability to deliver a programme of lectures will be established at the first round of interviews and candidates, who are requested to return for a second interview, will be interviewed by the relevant Programme Manager and College Director. During the second interview, a candidate's depth of knowledge and experience will be tested again using a standard format to ensure all candidates are given a fair opportunity. Potential candidates are informed at the first interview of the importance placed on excellent teaching within the Institute.

4.1.4 Programme Manager Selection

Candidates for the role of Programme Manager must have a relevant academic qualification a minimum academic qualification of one level above the level being delivered, a minimum of 3-5 years industry experience and where possible a minimum of 3 years lecturing experience. A process similar to that of tutor selection is used with emphasis being put on the team leadership skills etc. The second-round interview will be with the College Director and Managing Director.

4.1.5 Internal Allocation

Where appropriate, vacancies are filled internally. A circular with vacancies and recruitment criteria is circulated and displayed on the staff notice board and the Institute website. Positions are allocated on the basis of seniority, experience, and proven track record.

4.1.6 Induction

The induction procedures for staff are as follows:

- All new staff receive Staff handbook and induction training. The handbook includes information on the organisation, equality policy, ethos of the Institute, health and safety, general staff guidelines, appraisal and evaluation procedures, appeals procedures etc.

- All staff are given induction training on the day they commence. This includes a short history of the Institute and the various programmes running, the organisational chart, equality procedures, health and safety procedures, training guidelines, examination guidelines, Director's availability, programme content and delivery guidelines

- Staff receive specific job training for the position they are expected to fill from their line manager during the first week. Depending on the role, on-going mentoring takes place over the initial 3 – 6 months. For example, blended learning tutors will receive specific training on how to utilise the Institute's blended learning platform

- A record of staff attendance at induction training is retained on each member's HR file

4.2 Staff Communication

The Institute regularly seeks formal and informal feedback from all stakeholders including internal staff, lecturing staff, learners, graduates, placement providers and other external parties. Each department is assigned a Programme Manager who liaise on regular a basis with lecturing staff through email, telephone calls and written reports. Throughout the year, team meetings are scheduled and held to keep all staff abreast of changes within their respective department or programme, and to monitor the effective delivery of programmes. Each programme compiles a feedback schedule in conjunction with the quality department, who ensures this satisfies the Institute's minimum requirements and takes responsibility for the release of learner evaluation surveys and collation of responses and for dissemination to Programme Managers. Action plans then follow these surveys and stakeholders are notified. Learner evaluations are completed mid-way through each semester of the full-time programmes and once for the part-time programmes. Tutors submit monthly reports detailing schemes of work and how the programmes are progressing. At the end of a programme, evaluations are conducted by the tutor and Programme Manager and any issues

are addressed. The various surveys seek to obtain views on, amongst other matters, the effectiveness of the lecturing team member and Programme Manager in fulfilling their role in supporting learners.

The Institute uses a generic feedback form for all programmes and any programme specific requirements can be added by the relevant Programme Manager. The Quality Manager collates the responses and creates an overarching report which is sent to the Programme Manager and the College Director. The Programme Manager is then responsible for creating an action plan based on the feedback and notifying the Quality Department and the College Director of same. All tutors will be advised of the findings of such surveys and any additional targets and expectations being placed on them. The Programme Manager will support the lecturing team in attaining the required standard. The College Director continually reviews learner evaluation reports and Programme Managers are required to monitor levels of satisfaction. The attainment of standards is monitored as part of the annual self-evaluation and monitoring process.

4.3 Staff Training and Development

The on-going professional and personal development of the staff of Portobello Institute, within the budgets available, is a priority. Staff training must meet the needs of enhancing the delivery of the Institute's services and furthering the strategic development of the Institute's goals. The Institute provide "Train the Trainer" workshops before the commencement of each academic year and all lecturing staff are facilitated to attend and gain certification. Portobello Institute recognises the importance of staff's engagement in regular professional development to remain at the cutting edge of their respective field of expertise. Staff (including those who are employees of collaborating or second providers) are supported financially to avail of opportunities to attend seminars, conferences, and training programmes.

A coaching programme is in place for all administration and management staff to support and improve their soft skills in team leadership, conflict management etc.

All staff are required to attend team meetings, equality training and relevant elements of health and safety training periodically.

The general procedures in place for staff training and development are as follows:

- The HR Administrator is allocated a training and development budget on an annual basis

- A training plan is developed, with the budget allocated between mandatory training (such as fire safety, occupational first aid etc) to meet the needs of legislation and then also training to further develop staff members to meet the demands of their roles in line with the strategic needs of the Institute. Training and development needs are often identified during annual / regular performance reviews

- All staff training and development is recorded on the employees' file

- Feedback is sought from all participants and line managers. The effectiveness of staff training and development is reviewed, and the allocation of resources is assessed through on-line and

paper feedback, open consultation etc. The outcome of this review forms part of the HR Administrator's report to the College Director annually during June/July

Peer observation of lecturing staff acts as a means of assessing the performance of teaching staff and their impact on teaching and learning. Lecturing staff are advised before they start lecturing of the standard expected in the delivery of a programme and of the requirements in respect of professional conduct. Peer observation is conducted in a non-obtrusive and supportive manner and the observer seeks to understand how effectively the tutor assesses and whether learning has taken place. Feedback is provided directly to the tutor as soon as possible in writing and followed up by verbal discussion. Records of observations are submitted to and retained by the Programme Manager, who in turn provides a report to the College Director. Areas for improvement are documented by the peer observer and the tutor will be required to address these concerns with immediate effect. Support will be provided by the Institute as necessary and appropriate.

4.4 Staff Appraisals

Portobello Institute has in place a performance management system for all staff. The objective of the system is to help staff manage their own performance and development, and in doing so help the Institute reach its strategic goals. The appraisal is intended as a two-way process with the employee undertaking a self-assessment and being given the opportunity to identify any difficulties or barriers to achieve their objectives, any support they require and any training they feel will be of benefit to them.

These are the general procedures:

- All staff attend appraisal meetings twice annually with their line manager - an annual appraisal meeting followed up by a six-month review

- Feedback provided by a variety of stakeholders including learners, peers and line managers is discussed

- Training and development needs are also discussed, and a plan implemented, where appropriate

- Staff members are encouraged to take responsibility for their performance and to implement any feedback for improvement given. On-going support is provided by line managers

- All appraisal meetings are documented, and records are retained on employees' files

4.5 Review of HR Policies

HR policies on the selection, appointment and appraisal of staff are reviewed annually to ensure they are effective, compliant with employment legislation and that best practice is implemented in the management and motivation of staff at all levels by the Human resources department. This is done as follows:

- Evidence is sought through review of staff feedback, appraisal meetings, and review of training plans and effectiveness of same for all staff (including employees of collaborating providers).

- This is conducted by the HR Administrator during June/July of each year and reported to the College Director in the HR Annual Report. Methods used for gathering staff satisfaction levels, training and development needs include on-line surveys of staff, focus group meetings and information resulting from biannual appraisal meetings.

Chapter 5: Teaching and Learning

5.1 Teaching, Learning and Assessment Strategy

Portobello Institute developed a teaching, learning and assessment strategy to improve learner experience, engagement, retention, and achievement. Portobello Institute is committed to embedding excellence in teaching, learning and assessment throughout its full suite of programmes. For example, we provide high-quality, easily accessible, skill-based full, part-time, and blended learning programmes that are underpinned by robust internal quality assurance and quality enhancement procedures. The Institute is also committed to evaluating and ensuring success for the further education of the individual learner by meeting the overall aims, objectives and intended learning outcomes of the programmes being delivered in supportive and fully resourced environments with the aim of increased participation from potential learners from diverse backgrounds with individual and specific needs. Portobello Institute offers an ever-increasing portfolio of programmes and the Institutes assessment, learning and teaching (ALT) practice and strategic thinking are aligned closely with key elements of access, global and international issues, with the view to offering more blended and eLearning opportunities.

Portobello Institute are clear that in order for assessment to be successful, effective learning needs to have taken place. The Institute also appreciates that excellent teaching can only lead to effective learning if appropriate to the needs of the learner and relevant to their level of study.

5.2 Provider ethos that promotes learning

Portobello Institute recognises that to deliver high-quality programmes, to maintain academic standards and to ensure a positive learner experience, it is imperative that the quality of the learning environment both physical and virtual, be of a very high standard. There is an expectation that Portobello Institute staff are continuously seeking opportunities to upskill and keep their specific programme subject matter relevant, up-to-date and with the aim of ensuring learners experience is being continuously enhanced. Learners are encouraged to involve themselves in the many opportunities that they must provide feedback about their programmes of study and to recommend areas that could enhance their journey through the programmes of study. Best practice nationally and internationally is benchmarked when developing and reviewing programmes of study in the Institute.

5.2.1 Learning approaches for programmes of education

Portobello Institute places a strong emphasis on a universal Design for Learning (UDL) approach to learning. Portobello Institute believes that this approach to learning places a more holistic and constructivist way of learning wherein the learner is at the center of the experience. All lessons are internally moderated prior to technical design and release to learners to ensure fulfilment of learning outcomes and to confirm appropriateness of level. All learning activities are consistent between different modules, according to level.

In addition, Portobello Institute fosters a "Teaching for Understanding" (TFU) approach when designing programmes and assessment. This encourages learners to apply knowledge flexibility in unfamiliar contexts. The framework helps educators 1) identify topics, concepts, and skills that are worth understanding; 2) frame goals that help learners focus on the most important aspects of those topics; 3) engage learners in challenging learning experiences that help to build and demonstrate their

understanding; and 4) develop assessment practices that help to deepen learners understanding (Blythe, 1998).

5.2.1.1 Lectures and Tutorials

Some programmes within the Institute offer both lectures and tutorials. The main function of the lecture is for the lecturer to impart information relevant to the subject and to create a learning environment for class discussions. The tutorials are a little less formal and are more interactive and seek to explore issues that may have arisen as part of the programme content or assessments that are assigned to individual modules. Learners are encouraged to actively participate in the lectures/tutorial sessions which develop their analytical and communications skills, through active learning.

5.2.1.2 Experiential Learning

Most programmes within the Institute include a work experience module and / or placement in which learners are afforded the opportunity to assimilate and use the module content in real life situations and scenarios. Reflective activities and workplace diaries are used to capture the experiences gained and to become concrete learning signposts for the learners. Lecturers and Tutors will also draw upon their own professional, social, and cultural experiences to enhance the learning process and experience.

5.2.1.3 Scenario Analysis

Case studies/scenarios, experiential exercises, reflective and reflexive assignments and learning through self-discovery provides a valuable source of peer-learning.

5.2.1.4 Reflective Practice

Portobello Institute highly values building the skill set of learners to self-reflect throughout their learning journey as a support to personal and professional development. The output of the reflective and reflexive process is captured through diaries, projects, essays, assignments, and presentations.

5.2.1.5 eLearning/Blended Learning

QA409 Portobello Institute Blended learning policy. Portobello institute offer some programmes through blended learning. The learning materials and resources are supported through our inhouse developed system, ePortobello. Learners can also submit their work through Turnitin at formative and summative submission and final marking stages. Microsoft Teams is fully integrated to support learners who cannot make classroom sessions. This resource allows sessions to be live streamed, recorded and embedded within weekly session plans on ePortobello to be viewed by learners at a later stage. Webinars and individual face to face sessions can be facilitated. Further details can be found within the policy document.

5.2.1.6 Research

Portobello Institute encourage learners to conduct their research using inhouse texts, online academic research databases such as EBSCO, and take an active role in alumni and current staff research projects. In addition, journal clubs, academic writing classes, referencing workshops, and one-to-one

tutorials are other resources available for learners throughout their time at the Institute. Academic integrity underpins the learning process; all learners will be taught to recognise plagiarism and will develop skills to avoid plagiarism in all its forms, including taking notes, quoting, appropriate referencing, citing sources, and paraphrasing.

5.2.1.8 Feedback

The giving and receiving of module and programme formative and summative feedback are seen as key tools for learners to grow their academic skills throughout a programme. The Institute believes learners should, where applicable, receive feedback on their assessment performance that is timely and clearly related to the assessment criteria and learning outcomes that were made available before they started work. Feedback must be sufficiently comprehensive and comprehensible to enable them to improve their performance in future work. To aid the above each tutor is required to complete a standardised feedback form (see appendix number 9). Additionally, it should be clear to colleagues, external examiners, learners, and others how learner performance is measured and processed and how decisions leading to progression and award are taken.

Portobello Institute has developed a capability that facilitates innovative curricular design in the area of eLearning and, which include online examinations and e-portfolios. Formative and summative assessments including forum posts, blogs, and interactive quizzes, are developed within blended learning programmes.

5.2.1.9 Guest lecturers and group planned trips and events

These events and lectures are run as part of enhancement week in the Institute and at regular intervals throughout programmes. These events are key to bringing the programme content to life with real life experiences being brought to the fore.

5.2.1.10 Independent Learning

Portobello Institute believe that independent and self-directed learning by the learners are key to compounding what they have been exposed to in all the above sessions and opportunities. The focus on independent learning will develop an autonomous work and learning ethos as learners assimilate and support their own learning through their daily engagement.

5.3 National and international effective practice

Portobello Institutes management teams and academic staff are actively encouraged to engage with the wider national and international community of practice to enhance teaching and learning and ultimately to enhance the learner experience at the Institute. The Institute is consistently researching and benchmarking its teaching resources and materials, programmes, quality systems, and CPD opportunities against its competitors in similar sectors and counterparts around the world. Staff are encouraged to partake in CPD and post-graduate research opportunities. Staff are supported through funding to continue to grow their portfolios of research and qualifications with the aim of bringing a diverse range of experiences and perspectives to the learning community that exists within the Institute. Staff are encouraged to share the learning with their colleagues at staff meetings, quality

enhancement days, staff, and learners guest lectures and in conducting collaborative research projects. In addition, tutors are encouraged and supported to undertake various digital badges through being delivered through other educational institutes. For example, a number of the lecturing team are working towards their digital badge in UDL.

The Institute uses many methods to achieve this objective including:

- Appointment of staff from diverse backgrounds with international experience
- Appointment of staff who are also engaged in peer institutions to facilitate shared learning
- Funding academic staff attendance at relevant conferences, seminars and key events in Ireland, Europe and internationally
- Funding postgraduate research and education programmes and ongoing professional development of in-house and academic staff
- Several academic staff working as external examiners in other institutions and learning shared from this exposure
- Links with partner institutions both within Ireland and the UK both of whom facilitate sharing of effective practice
- Regular consultations with industry and the wider business community to seek their perspective on future development of programmes and enhancement of current programmes
- eLearning Badges
- Blended Learning inhouse pre blended learning programme delivery training
- Online tutorials developed to support tutors and learners with software and plug ins (EBSCO, Turnitin, Referencing etc.)
- Formative and summative Feedback staff training sessions
- Professional development is planned through appraisal and peer observation

5.4 Learning environments

Portobello Institute recognises that to deliver high-quality programmes, maintain academic standards and ensure a positive learner experience, it is imperative that the quality of the learning environment, physical and virtual, satisfies and ideally exceeds minimum standards. The Institute's learning environment (physical, online, social, and intellectual) including learning resources and academic and pastoral supports, is appropriate and has the capacity to support learners' achievement of the proposed programme's intended learning outcomes. The Institute's aim is to provide and maintain safe, well-resourced buildings and eLearning resources available and accessible to all staff and learners. The Institute caters for and provides adequate space for the many different learning and teaching styles and techniques employed within the proposed programmes.

Over time the Institute has developed, implemented, and continuously reviews the effectiveness of a range of procedures to assure itself of the quality of the learning environment available to staff and learners. Portobello Institute also seeks out industry leader partners to support the delivery and housing of many of the programmes. These partnerships serve a dual purpose: firstly, as a space to

deliver the specific aspect of the programme, and secondly, to expose the learners to industry links in the sectors in which they ultimately wish to be employed.

5.4.1 IT facilities

The IT department at Portobello Institute provides excellent computing facilities to support the requirements of both learners and staff, with technical support services also provided. All registered learners and staff of Portobello Institute may use the computer facilities during the scheduled opening times. Laptops are available for learners to loan from the main reception. There is free fibre Wi-Fi throughout both buildings that learners and staff can use for lessons and study. Learners are facilitated with an Institute email address where communications from the Institute are delivered. All learners are issued with Microsoft Office Accounts. Portobello Institute have also developed their own internal learner management system called Classter where all learner academic affairs are stored securely.

To support Blended Learning programme provision and in line with QA 408 Portobello Institute Blended Learning Policy, Portobello Institute have developed their online teaching area, ePortobello. Embedded in this area are Microsoft Teams, BetterExaminations, EBSCO online library and Turnitin, for hosting live streamed recorded classroom sessions and webinar capabilities, weekly sessions, assignment and assessment areas, numerous short videos supporting learners on all aspects of the ePortobello area. Responsibility for manging the development of this area for all programmes falls to the eLearning Manager.

5.4.2 The Library

Portobello Institute has a library that provides access for learners to a range of books, journals, case studies, reference materials, study area and internet access. All core texts for programmes are available from the library. Books and reports in the library are organised by classification. Portobello Institute has hard and e-copy subscriptions to all key journals within specific departments. Portobello Institute has also paid yearly subscription to EBSCO online library resources.

The library is located in 43, Lower Dominick Street and is open during the academic terms at all times during opening hours of the Institute including weekends.

All tutors and learners of Portobello Institute have a right to use the library and its services. Members may borrow books for a maximum of five working days at a time and a fine is imposed if books are held past their due return date.

5.4.3 Procedure for the Monitoring and Review of Venues for Teaching and Assessment Purposes

This procedure ensures that all on-site facilities used by the Institute for teaching, learning and assessment are fit for purpose and satisfy the minimum standard requirements of the Institute. It also ensures that the suitability of venues is continually reviewed, and the views of learners, tutors, invigilators, and administrative support staff are taken into consideration. As per Assessment and Standards, revised 2013, the Institute is committed to ensuring that the facilities and equipment for assessment are appropriate and are fit for that purpose, ensuring that special facilities and/or equipment are provided where these are required by the nature of the assessment. The Institute is

committed to promoting inclusion and equality of opportunity for all learners. Where individual needs have been assessed and reported to the Institute by an appropriate professional, necessary reasonable accommodations will be made to ensure learner participation as appropriate.

5.4.3.1 Space and Layout

Teaching and assessment venues, whether large or small, should be designed to encourage a positive response from tutors and learners as a result of being comfortable and welcoming environments, with sufficient space for the class size. Venues need to be able to provide an adequate level of airflow at a temperature conducive to a quality learning environment with natural light where possible. Portobello Institute aim to keep class sizes small to allow for as much one-to-one attention as possible.

5.4.3.2 Facilities for Persons with Disabilities

Portobello Institute is led by national guidelines with regards to necessary accommodations to be made for persons with disabilities. Every effort will be made to ensure that no person is precluded from taking part in any of its programmes because of their disability or additional need.

5.4.3.3 Health and Safety requirements of all venues used for teaching and learning

Portobello Institute has an assigned health and safety officer. This person ensures that all aspects of health and safety within the main campus and off-site areas are compliant with legislative health and safety standards. The Institute has assigned a specific venues coordinator. A new venue is always visited, and a checklist (see Appendix 8) is completed on all venues and reviewed on a regular basis and available for inspection on the main campus. All learners and tutors are briefed on the health and safety requirements in all venues.

5.4.3.4 Equipment Requirements used for teaching and learning

Portobello Institute ensures that all equipment required to teach and assess specific programmes is of a very high standard. The classroom environment on the main campus and regional venues will have a minimum of the following:

- A data projector and screen / HMDI accessed Monitor
- Sufficient desks and chairs for all learners and tutors
- Access to appropriate toilet facilities
- Physical materials and supplies required to run the programme

In programmes that are delivered off the main campus, all materials and equipment are stored in a locked cabinet supplied by the institute, in storeroom or in the room provided by the venue, which is used only by the teaching staff.

5.4.3.5 Reviewing teaching and learning environments

When rebooking venues, the venue is asked to resubmit a health and safety checklist (see Appendix 8). Learners and tutors are asked specially about venue on their learner evaluation (see Appendix 1)

sheets and monthly tutor reports. Action reports ensure that this feedback is actioned immediately and recorded

5.4.4 Placement provision quality assurance

Portobello Institute has assigned work experience as a key component of many of its programmes of study. The Workplacement Committee, a subcommittee of the Education and Learner Experience Committee, is responsible for all policy, resourcing, and the quality assurance of all work placements in Portobello Institute. In some cases, the work placement is core to successful completion of programme learning outcomes. In these cases, the placements are generally found for the learners by the Institute. All details regarding workplace requirements are clearly iterated to learners before they start the programme on the Institute website, on the phone with programme advisors, and at interview. Once the learner is accepted onto the programme the full details of placement venue and timings are given at induction along with their learner and placement handbooks.

The sourcing of placements is typically the responsibility of the learner; however, we do have a panel of placements that we offer to our full-time learners that past learners and the Institute have found excellent placements. Learners are advised of any specific requirements, minimum standards or exclusions that are applied to placements and are required to source a placement that satisfies these requirements. Each programme is required to outline its specific requirements and implement a means for confirming this has been complied with. Where required, following sourcing of a placement, the Institute may undertake a quality assurance (QA) visit to complete an audit of the placement's suitability as a teaching, learning and assessment resource. Such audits typically consider the resources and supports available to the learner and the appropriateness of the expertise the placement can offer. The Programme Manager is responsible for ensuring the ongoing QA of placement provision and use of appropriate placements.

Placements at a minimum should have the following available to learners:
- Meet the legislative obligations that are placed on employers in respect of health and safety, equality of opportunity, public liability and so on
- Satisfy the minimum requirements of any associated professional body where applicable
- Are adequately resourced to support a learner in placement, including the availability of a named mentor where required
- Provide a genuine opportunity to enhance teaching, learning and assessment
- Enable learners to achieve the associated learning outcomes
- Are relevant, fit for purpose and reputable in their field
- Are monitored and supervised by appropriately experienced personnel of the Institute and that teaching, learning and assessment associated with placement are undertaken to the standard expected by the Institute and the external bodies with whom the Institute works

5.4.6 VLE and LMS

This section describes the technologies used by Portobello Institute. It also details the quality assurance measures used to support these technologies.

The Institute delivers its programmes via ePortobello, which was developed with the following in mind:

- *Ease of use*: To provide a programme delivery platform that is easy to learn and easy to use for learners, faculty, and administrators

- *Non-specific*: To provide a programme delivery platform that is independent of hardware and software operating systems

- *Security*: To provide a fully secured online learning environment that ensures user confidence and adheres to national and international data protection standards

- *Development*: To enable upgrades and functionality enhancements as and when appropriate

Working in collaboration with IT, The Quality Manager has overall responsibility for the design, implementation, maintenance, security, delivery, and quality assurance of the LMS. The following steps are in place to ensure a safe environment that meets the needs of learner in the institute.

- Regular reviews are undertaken of all Portobello Institute technology including the LMS. This review considers learners, staff, administrators, technical developers, and technical developments in the wider technology environment

- Portobello Institute closely monitors new developments in the eLearning arena and the wider technology environment to assess whether and how these applications might enhance the learner and administrator experience

Chapter 6: Academic Regulations, Assessment and Standards

6.1 Introduction

Portobello Institute's Academic regulations, Assessment and standards document is based on the guidelines and requirements as outlined in QQI Assessments and Standards, revised 2013. In line with

the Bologna Agreement 1999 and the QQI Assessments and Standards, revised 2013, Portobello Institute has adopted a learning outcomes approach to assessment. Portobello Institute take responsibility to fully implement the requirements as set out above and has created a set of policies and procedures to ensure they provide a framework for managing assessment in a fair, transparent, and consistent manner.

6.2 Assessment of (and for) Learning Achievement

Coordinated planning of assessments is essential to ensure all parties have full and prior knowledge of the aims of (and for) the assessments to be carried out and that assessments are consistent with the learning outcomes of the programme. All assessments are the overall responsibility of the College Director who must ensure the following procedures are carried out:

- Assessments are completed as agreed so that learners have the opportunity to prepare fully and make the best use of any assessments planned
- Assessment methods are agreed in accordance with the skills requirement of the learner, the learning outcomes of the programme and the depth of knowledge required by the learner at this level of the programme
- Weighting of assessments is aligned with the objectives of the programme and is in accordance with a progressive learning path for the learner
- Planning meetings are held prior to the commencement of the programme, during which the content of assessments, corresponding solutions and marking schemes are developed by the Programme Manager in cooperation with the tutoring team. These are discussed and approved by the Programme Manager. Assessments must adequately assess the intended learning outcomes and should include a range of methods to test the learner's depth of knowledge. Worked solutions with appropriate marking schemes and rubrics should accompany all assessments. Clear and concise instruction, where appropriate, is included on an assessment information cover sheet
- Programme team meetings are held prior to the commencement of the programme with the scheme of work including planned methods of assessments, weighting of assessments and schedule of assessments agreed. Module booklets including the module specifications, learning outcomes and assessment details are prepared for tutoring staff and learners. Monthly schemes of completed work are submitted to the Programme Manager by tutors and cross checked with the agreed schedule to ensure assessments are taking place as planned
- Assessments take place in accordance with the examination and invigilation regulations

6.3 Requirements of Learners for Assessments

Learners must meet the following criteria to be eligible for assessment:

- Learners must have met all the criteria of the programme to be admitted to assessments
- In accordance with the programme schedule, awards will only be made to candidates, whose performance has been monitored and approved by the external examiner

6.4 Information to Stakeholders on Assessments, Assessment Timetables and Methods

Procedures are in place to ensure learners have all the information they require to successfully complete assessments, apply for accommodation and/or appeal, where appropriate.

Information issued to Learners includes the following:

- Programme assessment criteria
- A programme schedule detailing assessment dates
- Assessment brief including title, duration, examiner, weighting, number of sections/ questions per section, style of questions i.e. short or long structured questions, multiple choice questions etc.
- Assessment methods i.e. written exam, skills demonstration etc.
- Weighting criteria and relevant marking scheme, description of expected standards for each grade
- Appeals procedures
- Processes for applying for reasonable accommodation
- Processes for applying for recognition of prior learning
- Assessment regulations
- Breach of assessment regulations
- Marks and standards

Information issued to Internal Examiners includes the following:

- Marks and standards
- A programme schedule detailing assessment dates
- Guidelines for internal examiners on setting and marking assessments
- Weighting criteria and relevant marking scheme, description of expected marks and standards for each grade (marking rubric)
- Assessment regulations applying to internal examiners
- Breach of assessment regulations

Information issued to Internal Moderators includes the following:

- Marks and Standards
- Assessment regulations applying to Internal Moderators
- Guidelines on moderation of assessments
- Programme documentation with modular outcomes

Information issued to External Examiners includes the following:

- Marks and standards
- Assessments regulations
- Programme documentation with modular outcomes
- Internal examiner and internal moderator guidelines

6.5 Procedures for Reasonable Accommodation for learners with a disability or specific Learning Need

Portobello Institute fully adopts the AHEAD Charter for inclusive teaching and learning and this is reflected in its quality assurance policies and procedures and the teaching and learning assessment practices within the Institute. Procedures are in place to ensure all learners have access to fair and reliable assessment, however reasonable accommodation can only be applied upon receipt of the appropriate report from either a medical consultant or educational psychologist. The reports must be original; include what accommodations are required for the specific learner; and no older than three years. Where possible the Institute will aim to provide reasonable accommodation without additional cost to the learner.

6.5.1 Procedure to be followed

- Learners must forward a request through the "Application for Reasonable Accommodation" form to the Programme Manager, where possible on commencement of the programme, but in any case, a minimum of two weeks before the date of the assessment or assignment due date. As stated above this application should include documentary evidence supporting the reasons why the extension is necessary
- The request is considered by the College Director and Programme Manager during a specially convened meeting to consider such applications. A decision is made, and the learner is informed of the outcome. The type of arrangements may include extending a deadline dates for assignments, offering extra time during an assessment, providing a scribe or any other reasonable accommodation as deemed necessary. Past arrangements and recommendations from medical professionals will be considered when making these decisions
- An action plan, to include any extension of deadlines, extra time allocated during assessments etc. for learners with special consideration is retained on the learner's file and in a logbook for all learners with special considerations. The logbook is reviewed prior to examinations to ensure any necessary arrangements have been put in place. Examination invigilators are fully briefed in relation to learners with special requirements
- Arrangements are put in place to facilitate, where possible, learners requiring mitigating circumstances. The type of arrangements may include extension of deadline dates for assignments, extra time during an assessment, or any other reasonable accommodation, as deemed necessary. Documented evidence is required in these circumstances. All extensions and evidence are logged on the learner's file
- The length of an extension is made on a case-by-case basis. Assessments will be marked without penalty due to the extension of time
- It is the responsibility of the learner to ensure that the new agreed date for submission of assessments is met

Examples of mitigating circumstances include:

- Learner with long/short term illness/disability

- Learner with learning difficulties
- Learner who has experienced a close family member's death during the course of their studies
- Learner with English as a second language

Work and holiday commitments are not considered to be mitigating circumstances.

6.6 Deferral of Assessments

Learners may seek a deferral of assessment by submitting by email a "Request for Deferral of Assessments" to the College Director via the Programme Manager and Quality Department. Any supporting documentation such as medical certificates should be attached. Deferrals are granted at the sole discretion of the College Director, having referred to the list of acceptable reasons for deferral (e.g., illness, supported by a medical certificate, death, or serious illness of a family member).

6.7 Consistency of Marking between Tutors QA 605 (see Appendix 9)

Procedures are in place to ensure the fair and consistent marking across all assessments by all internal examiners. Internal examiners are members of the tutoring staff and are appointed by the College Director to evaluate learners' achievements during assessments. In the case of QQI, IWFM and University Partners, programmes the internal examiners are the tutors and or tutors on that programme. All internal examiners receive guidelines outlining marking by internal examiners, assessment schedules, grading criteria, weighting criteria and relevant marking and solution schemes. Assessments are corrected in accordance with internal assessment marking guidelines and Rubric.

Internal examiners must ensure to report to the Programme Manager that the following criteria have been met:

- Provide and make available to Programme Manager, internal moderator, and external examiner draft assessments, marking schemes/rubric, solutions
- All assessments adequately examine the learning outcomes and that this is clearly recorded on the draft assessment cover sheet
- A range of assessment styles are used and match the level of knowledge being assessed
- Ensure the marking and weighting criteria are appropriate to the assessment level and learning outcomes being tested
- Ensure that the varying levels of learner abilities are considered when devising assessments
- Ensure that the language used is appropriate and correct and assessment instructions are clear, correct, and appropriate
- Ensure that an appropriate feedback method is in place to provide feedback to the learner on their performance in the assessment
- Be available during the assessment period to respond to any queries that may arise, in the rare event that something ambiguous is found in the assessment

- Take into consideration the various grading levels including the minimum pass mark when assessing learner scripts and that marks awarded are in-line with the marking scheme devised and approved for the assessment
- Evaluate assessments in an objective and transparent manner and in the context of the approved marking solutions and schemes
- Return all marked assessments and results within the time specified to the Examinations Officer
- Assessments should indicate clearly the marks awarded to each part of the assessment in red. Any comments for the learner to be written on the front cover sheet in the space provided. All writing must be legible, and feedback must be encouraging and motivating with examples given, where appropriate for feeding forward to later assessments if appropriate. Commentary must be restricted to the criteria of the assessment and the marking scheme
- Be available to attend and participate at Examination Board meetings relevant to the Internal Examiner
- Submit an Internal Examiner's Report detailing the validity, reliability, and standard of the assessment. Any proposed changes, with justification for same, should be included. Learner evaluation should be considered when drafting this report
- Be available to carry out re-check of assessments, meet with learners, if requested to do so by Programme Manager attend Examination Appeals meetings, if requested

A member of the tutoring team per department is usually assigned as an internal moderator and is appointed by the College Director. Their role is to support and evaluate drafting of assessments, respective marking schemes and ensure marking schemes of all programmes are adhered to. The internal moderator also monitors examination scripts to ensure that marking is fair and consistent. This is done as follows:

- Mark a sample of assessments prior to the Internal Examiners to ensure validity of marking schemes. Suggest and agree changes, if necessary, with Internal Examiner and Programme Manager following the sample marking
- A sample of 20% of the total end of term assessments, where results fall in the lower or higher category of a grade, is moderated by the internal moderator to ensure fair and consistent marking standards are adhered to across all internal examiners
- An internal moderation report is compiled taking into consideration the evaluation of examination papers; congruency between solutions and marking schemes; and appropriateness of assessment method in the context of the learning outcomes. This report is discussed with the Programme Manager and the College Director with necessary changes agreed for future assessments

- Also, worth noting is the fact that, if necessary, the internal assessor, in accordance with section 3.2.4 'Reliability of Learner Evidence,' of the QQI Quality Assuring Assessment; Guidelines for Providers, will ascertain whether the learner evidence was equitable across the team

The External Examiner oversees the duties of the internal moderator and further ensures consistency of marking between internal examiners through review of the internal moderation report, draft examination papers, worked solutions and marking schemes and Rubrics. External examiners may

suggest deletions, additions and/or amendments to assessments, worked solutions and marking schemes as they deem appropriate.

6.8 Compiling of Marks

For QQI programmes assessment marks and scripts must be returned to the Examinations Officer within 10 days of receipt of assessments together with the Return of Assessment Marks form. Internal examiners must have concern for clarity and accuracy in calculating marks and completing the marking sheet form. This form must also be signed off by the external authenticator.

The Return of Assessment Marks form details the allocation of marks per assessment, overall total of marks achieved, and grade awarded for each candidate. The Examinations Officer issues this form to the administrator, who inputs the results onto the Institute Classter system. This is completed, where possible, a minimum of two weeks in advance of examination board meetings. This work is subject to internal moderation and externally examination and all marks are provisional until ratified by the Examinations board and the results approval panel meeting.

6.9 Notification of results QA 803 (see Appendix 10)

All results are usually issued to learners in writing at least 10 days after the external examiner visits. The final certificates and breakdown of results are issued their certificates as soon as they are issued by QQI.

6.10 Appeals QA 609 (see Appendix 11)

A learner who feels that their work has been marked unfairly, may appeal a result by completing the appeals form within two weeks of the date of receiving the assessment results and submitting this by email to the Examinations Officer.

Prior to submitting an appeal, learners must discuss their results with the appropriate staff and feedback must be given so that the learner may understand the context of the result attained. Appeals may only be submitted by the learner involved and following the individual feedback consultation process.

Learners may request a re-check whereby the calculation of the mark issued is re-checked to ensure accuracy or they may request a review whereby an assessment or part of an assessment is remarked.

The appeals form is submitted to the Examinations Officer who will take a record of the date of receipt.

6.11 Procedures for a Re-check

- The Examinations Officer cross-checks that the correct result has been issued by examining the assessment material and any calculations involved
- The learner shall be informed in writing of the outcome of the re-check process. Where an error has been made, the correct result will be issued

6.12 Procedures for a Review QA 610 (Appendix 12)

Learners must include on the appeals form all the information they wish to be taken into consideration when applying for a review. This includes the part or parts of the assessment to be reviewed and the reasons for the request. Any supporting documentation should accompany the appeals form.

These are the procedures in the case of a review:

- The appeals form with any supporting documentation is passed to the Programme Manager who will meet with the College Director to discuss the validity of the appeal and whether to grant the review.
- The grounds for a review normally fall under the following headings:
  a. Portobello Institute has failed to implement the examination regulations
  b. The learner's situation falls outside the parameters of the examination regulations
  c. Medical or compassionate circumstances prevailed of which the Institute was aware of, but the examiners were not
- The Certification department is informed that there is an appeal in process
- The Appeals and Complaints Board meets to discuss the review request. This Board consists of the College Director, Quality Manager, Academic Manager and Senior Lecturer (no conflict with the relevant department)
- The learner shall have the opportunity to appear before the Appeals and Complaints Board
- Appeals and Complaints Board shall reach its decision by majority vote. In the case of a tied vote, the College Director shall have the deciding vote.
- The certification department will be informed of the outcome of the appeal
- The outcome of the review will be deemed final, and the learner will be informed in writing.

6.13 Role of the Examinations Officer

The general examination regulations relate to all assessments that take place leading to an award on a Portobello Institute programme. While the College Director has overall responsibility for the conduct of examinations, the Examinations Officer is responsible for the day-to-day issues. Any changes to the examination regulations must be approved by the College Director. The Examinations Officer must ensure the following procedures are followed:

- All examination entries are securely processed and recorded
- Invigilation processes are adhered to
- The guidelines for the preparation of assessments are followed
- Assessment timetables are made available to all stakeholders in a timely manner
- Assessment regulations are available and issued to all stakeholders
- Arrangements are in place for learners with mitigating circumstances
- Ensure internal examiners follow guidelines for preparation of assessments
- Ensure all prepared assessment packs are submitted 10 days prior to assessment date
- Assessment scripts are marked by internal and external examiners
- Accurate records of all assessments are maintained

- Results are processed as per the guidelines for compiling marks
- All results are available for the Internal moderator, External Examiner and Results Approval Panel to review in a timely manner

6.14 Assessment Preparation and Security

The College Director has overall responsibility for ensuring the timely preparation of assessments, however Programme Manager have the responsibility for the coordinated planning and organisation of assessments. Assessments are prepared in accordance with the following procedures and guidelines:

- At the start of their programme each learner receives the assessment guidelines in their handbook. This includes assessment schedules giving details of timings and locations. A reminder giving confirmation details is issued to learners by email six weeks prior to end of year assessments and three weeks prior to all other assessments
- The location of assessments must be suitable for the assessment type and number of learners being assessed
- The HR department must be notified of the number of invigilators required, based on the assessment type and number of learners involved
- All master copies of assessment materials must be checked
- Assessment packs must include invigilator certificates, invigilator guidelines, assessment guidelines, instructions for candidates, assessment materials and answer scripts, and assessment front cover sheets. These packs must be prepared a minimum of 10 days prior to the assessment date and be retained in the assessment materials secure storage unit or on ePortobello
- The examinations officer must be informed in a timely manner of the schedule of assessments including detail on assessment type, location, timing, and learner numbers
- The security and integrity of assessments is of paramount importance and is maintained by ensuring assessments are handled and produced by a minimum number of people
- Where assessments are produced by external awarding bodies, the Examinations Officer is responsible for the secure retention and distribution of these assessments
- The Examinations Officer has the responsibility for direct distribution of assessment packs to invigilators 30 minutes prior to on-site assessment locations and three days prior to off-site assessment locations

6.15 Role and Responsibilities of External Examiners

6.15.1 Selection process

For QQI programmes External Examiners are nominated by Programme Manager, selected, and appointed by the College Director. The Programme Manager must nominate a greater number of candidates than vacancies exist to ensure maximum choice and objectivity in the selection process.

External Examiners drawn from academia must hold a minimum of a qualification at a level above that which they will examine i.e. Level 8 honours degree if examining level 7 ordinary degree. They must also hold recent relevant experience in teaching and assessing at a third level institution or with relevant industry or professional experience.

Appointments are considered in the context of the ability of the external examiner to assess the full range of modules across the programme.

Following appointment, the College Director will ensure the External Examiner receives all necessary documentation and is familiar with the operational structure of the Institute and the requirements of the position.

IWFM, University Partners and ITEC provide their own external examiners to Portobello Institute.

6.15.2 Role of the External Examiner

The main role of the external examiner is as follows:

- Oversee the work of the Internal Examiner and internal moderation processes
- Ensure the integrity of the assessment process
- Ensure results are awarded fairly and impartially
- Monitor academic content and standards and ensure these are on par with best practice in Ireland and internationally.
- Guidance and advice on new programme submissions and existing programme evaluations
- Guidance and advice on the evaluation of the effectiveness of quality assurance policies and procedures

6.15.3 Responsibilities of the External Examiner

Details of the responsibilities of the External Examiner are outlined in QA6072 (see Appendix 13).

6.16 Exam Regulations

Exam regulations are issued to all stakeholders by the examinations officer. The term examination should be interpreted to include all types of oral, aural, and written assessments, assignment work, project work, dissertation work and any other type of assessment approved by the Institute to be an assessment of the learner's performance in a programme of study.

6.17 Exam Regulations for Candidates

All learners are issued with a Learner Handbook incorporating detailed examination regulations at the start of each academic year. It is their responsibility to ensure they are familiar with the regulations. Details of these regulations are included in QA603e (Appendix 14).

6.18 Procedures for dealing with Breaches of Examination Regulations

If a learner is found to be in breach of the Examination Regulations, the following procedures occur:

During assessment

- Any breach of examination regulations by candidates during assessments shall be brought to the attention of the candidate at the time. The learner is informed that a suspected breach of examination regulations has occurred and that the incident is going to be reported to the Examinations Officer
- The learner can finish the assessment
- Any suspect evidence is collected, and a report is drawn up by the Invigilator and submitted to the Examinations Officer at the end of the assessment
- The matter is investigated during which time, the learner, together with a representative, will be allowed to give their version of events during a meeting with the Academic Misconduct and Disciplinary Committee
- The Academic Misconduct and Disciplinary Committee will act as detailed in section 6.19

During marking of assessment

- If plagiarism or copying is suspected, the internal examiner will bring the matter to the attention of the examinations officer, and this will be reported to the Academic Misconduct and Disciplinary Committee who will act as detailed in section 6.19

6.19 The Academic Misconduct and Disciplinary Committee (AMDC)

The Academic Misconduct and Disciplinary Committee shall constitute the following members:

- Programme Manager x 1 (as applicable) - Chair
- Academic Manager
- Teaching & Learning Manager
- Delegated member of assessment board not associated with the department involved
- Senior Lecturer
- Learner Representative

  In the event of the unavailability of any of the members of the AMDC, members may nominate a substitute member

- If a breach of examination regulations is suspected, the circumstances will be fully investigated by the Academic Misconduct and Disciplinary Committee with a recommendation of penalty, if applicable
  Penalties may, but are not limited to, include any of the following:

- o Reduction of Learner marks
- o Learner deemed not to have passed assessment
- o All assessments taken by the learner at the same sitting be deemed void
- o Other forms of assessment taken by the learner during the programme be deemed void
- o The learner should be suspended from the Institute for a period
- The outcome of the disciplinary meeting is made known to the Programme and certification department immediately after it has been held
- The Programme Manager will inform the candidate of the outcome of the Academic Misconduct and Disciplinary Committee meeting
- The candidate may appeal the decision to the Appeals and Complaints Board

6.20 The Appeals and Complaints Board

The decision of the Academic Misconduct and Disciplinary Committee on any breaches of examination regulations may be appealed to the Appeals and Complaints Board.

- The Appeals and Complaints Board is appointed by the Academic Board and shall constitute the following members:

  - o College Director - Chair
  - o Quality Manager
  - o Academic Manager
  - o Senior Lecturer (no conflict)

- A written appeal must be lodged within 10 working days of the final decision on a breach of examination regulations. The written appeal must be submitted by email to the Examinations Officer
- The Appeals and Complaints Board will review the appeal. The candidate may be invited to attend with a representative to make their case
- The Appeals and Complaints Board will endeavour to reach a decision if a breach of examination regulations has been made and the appropriate penalty imposed by majority vote. If consensus cannot be reached, the College Director shall have the casting vote
- The decision of the Appeals and Complaints Board is final

6.21 Penalties

Where it is decided by the Academic Misconduct and Disciplinary Committee, or the College Director to impose a penalty on a learner, they may choose one or a combination of penalties. The penalties available are set out as follows:

- The candidate is innocent of all charges – the results will be put forward for internal marking, moderation, and external examining at the next available certification period

- Issue a written warning to the candidate notifying them that they have been in breach of examination regulations
- Deem the candidate to have failed all or part of the assessments for the stage or year of the programme. The candidate will be informed when they may apply to re-take the assessment/s
- Suspend or expel a learner from the Institute
- Request the learner to complete additional work or to attend additional lectures.

6.22 Role and Responsibilities of Invigilators

The number of invigilators is dependent on the type of assessment and number of learners taking the assessment. The certification department appoints invigilators, and these are usually selected from a panel of invigilators recruited for end of year assessments.

The primary concern of the invigilator is to ensure the validity and integrity of the assessment and to ensure no inappropriate activities take place. It is the direct responsibility of the invigilator to ensure learners have the materials required, that no unfair advantages are afforded to any candidates and that invigilator certificates are completed in full. Instructions for invigilators are outlined in QA603d (Appendix 15)

6.23 Feedback to Learners

Procedures are in place to ensure learners are kept up to date with their progress and understand their performance in the context of the programme and level of award for which they are studying. Formative and summative feedback should be positive, forward looking and task specific. Feedback can be qualitative or quantitative.

- Results of assessments or programme assignments are given to the learner with a feedback form detailing strengths and areas for improvements with general comments, where appropriate.
- Full-time learners receive an end of term report detailing their progress to date. Included in this will be academic scores, placement report results and a general comment from either the Programme Manager or the main programme Tutor. Full-time learners have a one-to-one meeting with the Programme Manager once per semester to discuss their progress on a practical and academic level. Any assessments, assignments, placement reports etc that have been returned during this time are discussed with the learner.
- Part-time learners are given appropriate feedback as it arises. Tutors may request a learner to meet 30 minutes early to discuss their progress during the programme or conversely a learner may request to meet either a tutor or Programme Manager at a time convenient to both parties.

6.24 Assessment Failure and Reassessment
If a learner fails a module, they will have an opportunity to undertake reassessment in any assessment components for that module for which they did not achieve a pass grade. A learner will not be entitled

to be reassessed in any assessment component that they have passed. Learners will be provided with academic support as they prepare coursework for reassessment. A resubmission fee will be charged to submission of each assessment component for reassessment.

6.24.1 QQI- validated programmes

Learners will fail a module if they do not achieve an aggregate mark of 50% after component weightings are applied. If a learner fails a module, they will be provided with an opportunity to undertake reassessment in any assessment components for that module for which they achieved a mark lower than 50%.

Reassessment for coursework, project or portfolio-based assessments and examinations will normally involve the completion of an improved version of the same task.

6.24.2 University Partner -validated programmes

Module Failure and Reassessment

Learners will fail a module if they do not achieve an aggregate mark of 40% after component weightings are applied. If a learner fails a module, they will be provided with an opportunity to undertake reassessment in any assessment components for that module for which they achieved a mark lower than 40%.

Reassessment for coursework, project or portfolio-based assessments and examinations will normally involve the completion of an improved version of the same task.

Failure and Reassessment of Practice Placement Modules

If a learner fails a practice placement module, they will be provided with an opportunity to submit an improved version of their portfolio for reassessment. If a learner fails to provide record of attendance of the practice placement, they will be required to repeat the module.

Resit period

Reassessment will normally take place during the resit period following the academic session in which the module was taken. The specific date of the assessment will be communicated to the learner by the relevant academic member of staff for the module.

Grading reassessed coursework and recording module marks

If the learner passes a component following reassessment, the mark for that component will be capped at 40%, except where capping would lead to a failing mark for the module, but an uncapped mark would lead to a pass. In this case, the module will be recorded as passed with a capped mark of 40%, except where a requirement to pass specific components prevents this.

Following completion of all available reassessments, a revised overall module mark will be calculated. The higher mark from a first attempt or reassessment for each component will be used in the calculation of the overall module mark and weighted in accordance with the module specification.

Repeating modules with tuition

If a learner does not pass a module following reassessment, they will normally be entitled to repeat the module with tuition on one occasion. Repeating a module with tuition means re-registering for the module, paying any tuition required for registration, following the course of tuition offered and attempting all the items of assessed work, including any which they have previously passed. Marks for their first attempt at assessment components of a module that they repeat with tuition are not capped. If they fail a repeated module at the first assessment, they will normally be entitled to a final reassessment opportunity in any assessment components for that module for which they achieved a mark lower than 40%.

Chapter 7: Procedures for the Management of Learners and Assuring the Quality of Learner Support

7.1 Supports for learners

Portobello Institute is committed to providing services within the Institute to ensure that the highest standard of academic and administrative support is provided for all learners of the Institute regardless of their programme of study or geographic location. Portobello Institute recognises the importance of learner support as a means of enhancing learner experience and improving retention and achievement across all its provision. To attain this, it is essential that all staff are aware of their responsibilities and obligations to learners and the means of discharging these appropriately.

Portobello Institute also ensures that learners are advised of their entitlements and the support available to them. The purpose of this policy is also to encourage the successful completion of studies and reduce the requirement for deferrals, extensions, and withdrawals where possible. This set of policies and resources are monitored and updated on an ongoing basis. Portobello Institute are committed to supporting all learners. Learner support services are divided into the areas of academic and administrative support, assessment support and technical support. These areas are managed by the Quality Department, the College Director, Head of Academic Operations, and the Programme Manager.

Information and supports are available across a broad range of activities such as admissions, fees and registration, provision of learner support services, assessments and examinations, exam timetabling, deferrals, academic records and certification services, provision of exam transcripts and graduation. Access to academic and pastoral support, including academic writing skills, dissertation supervision, placement supervision, academic advice and guidance, and the learner counselling service is also available through the Quality Department and the Programme Manager assigned to each Department.

7.2 Pre-Programme Enrolment and entry information

Portobello Institute has a full range of publications that provide information on specific programme entry requirements. The Institute also provides programme advisors for every programme who can arrange individual information sessions for potential applicants. In addition, the Institute holds open day sessions throughout the year in the main campus in Lower Dominick Street, Dublin 1 and online. The Institute also uses print press, TV, social media, and radio advertising campaigns to inform potential applicants of Institute programmes and activities. The Marketing department is responsible for all such activity.

7.3 Admissions

Entry requirements are published on the Institute web site and in various print materials relating to the programme. All applications for entry to a validated programme awarded by QQI, IWFM or University Partners, at Portobello Institute must be made directly to the Institute. All full-time learners must attend an interview with the Programme Manager / programme advisor in advance of filling in an application form. Interview folders are maintained by the admissions team and overseen by the Quality Manager.

7.4 Registration

Registration is required for all full-time and part-time learners. Registration and any required documentation and payment of fees must be completed and submitted to the Institute as directed by the Admissions Office. Support through the registration process can be obtained by contacting the Admissions Office directly.

7.5 Induction

Portobello Institute has created a comprehensive induction programme template. Each tutor has a tick list of items they conduct as part of the induction process. Part and full-time programmes run a similar induction process where learners:

- Have the opportunity to meet with tutors and be given contact details for the administrative and support staff in the Institute
- Are introduced to the policies, procedures, and regulations of the Institute and where to find these for future reference
- Are provided with a learner handbook. Learners are encouraged to familiarise themselves with its contents and refer to it regularly throughout the academic year. It details core programme information and outlines the range of services and facilities available to learners. Furthermore, it details the regulations governing the programme and its assessment. It also introduces learners to the personnel involved in the delivery of the programme and learner support services. The handbook also contains a copy of the learner charter that all learners are required to comply with
- Provided with passwords for EBSCO the online library
- Provided with individual log in details for the Institute VLE ePortobello
- Be given information on how to fill out Garda Vetting form if relevant to programme of study
- Be given information on work experience requirements for the programme of study

7.6 Academic administration

Portobello has a an Academic and Quality administration team who facilitate the smooth administration of all programmes for learners. Each learner's academic record contains the results of all modules for which the learner has enrolled, including those failed or withdrawn from, together with the level of award for programmes completed. Transcripts are provided to learners on completion or withdrawal as applicable. Information and transcripts cannot be supplied to third parties.

The Academic team provide the following administrative support to learners and Programme Manager:

- Managing the programme schedule
- Dealing with learner queries prior to and during the programme roll-out. Once learners are in programme, they can also contact their relevant Programme Manager with queries
- Assisting with the assessment schedule, including release of assessments, reminders of upcoming submission dates and alerting learners to late or non-submissions
- Guiding learners through the assessment regulations of the programme

- Communicating information and specific requirements relating to examination venues
- Providing information on graduation arrangements

For all administrative queries, learners can contact the Academic Administrators in several different ways. They can send an email to the relevant academic admin email address, or they can call Academic Administrators directly via Teams or over the phone. The Academic Administration team are available from 9 a.m. to 5 p.m. Monday to Friday.

7.7 Programme Managers:

Portobello Institute has Programme Managers assigned to all programmes of study in the Institute. These provide academic and non-academic support to learners who are undergoing difficulties across Institute programmes through the management and provision of information and guidance relating to Institute policies and procedures and direction to appropriate support mechanisms within the Institute. Their remit includes:

- Listening to and assisting learners who have questions or who are experiencing difficulties during their course of studies and providing non-academic support to help them through the programme
- Advising in relation to matters such as extensions, extenuating circumstances, reasonable accommodation applications, additional feedback, reviews, rechecks and appeals
- Providing learners with relevant, accurate and appropriate information relating to potential support options that are available to them and the implications of these
- Managing and implementing the deferral or Temporary leave processes including monitoring and supporting the return of such learners
- Liaising with examiners and invigilators to ensure tutors are provided with complete information about reasonable accommodation or additional requirements for specific learners
- Liaising with other Institute staff including the Programme Manager, Quality Manager, Academic administrators, College Director, Learner liaison Officer and certification coordinator on learner concerns and issues regarding assessment performance and compliance
- Learner counselling service. Programme Manager provide online counselling to support learners in their academic progress and to help address any personal issues that can arise for the duration of study programmes. Counselling can be conducted through e-mail, face-to-face encounters with the Programme Manager, or via Teams

7.8 On-Programme IT Support

For all technical queries, the learners can contact the Academic administrators or their relevant Programme Manager. An inhouse IT support team monitor and are available to assist learners and staff with any technical issues should they occur.

7.9 Disability and Specific Learning Needs Support

Portobello Institute are firmly committed to supporting learners with disabilities or specific learning needs. Portobello Institute clearly inform learners that it is their responsibility to inform the Institute through whichever means they are most comfortable with. Learners are encouraged from first conversation with programme advisors to disclose such matters, so the Institute can provide any necessary support as early as possible. Portobello Institute want every learner to have every possible opportunity to successfully attend and complete their programme of study. Subject to appropriate professional assessment and guidance, the Institute will provide as much support as possible. The Institute cannot be considered in any way liable for failing to accommodate needs where a learner or applicant has failed to disclose a disability or specific needs.

The College Director, Quality Manager, Academic administrators, Programme Manager, certification coordinator, tutoring teams and other relevant staff of the Institute work together to facilitate learners' learning and support needs as far as is practicable and in line with legal obligations placed on the Institute. Learners are advised to consult the Institute policy and procedure on 'Learner Support: Access and Inclusion Policy' in this document.

7.10 Additional Policies and Practices Relating to Supporting Learners

Portobello Institute has adopted a number of policies and practices in relation to supporting learners. Such policies include:

- Mitigating Circumstances
- Extenuating circumstances
- Deferrals
- Withdrawals
- Temporary Leave of Absence
- Extensions
- The code of practice for reasonable accommodation in assessment

7.11 On-Programme Academic Support

Portobello Institute is committed to supporting all learners to not only complete their programme of study but to also fulfil their full academic potential and recognises that to do so, additional academic support and guidance might be required at any stage during a learner's studies. Learners can access academic support by contacting their Programme Manager or tutor if they are:

- Feeling overwhelmed by the programme workload
- Struggling or having problems in assigned placement
- Requiring assessment guidance

- Requiring additional formative assessment feedback
- To discuss examination and assessment performance
- Library and resource enquiries

These persons and services are signposted at induction and in the learner handbook which they receive at induction.

7.12 Placement allocation and supervision

Portobello Institute understand the importance of securing placements for learners so that they can compound their academic learning with hands on practical experiences. Portobello Institute have an arrangement with several organisations that accommodate our learners during their placement. These placements are assigned to learners based on their geographical home address and individual needs. Programme Managers will support them through this aspect of learning and assessment. Placement Supervisors are nominated by each placement and mentor the learners whilst on placement. They also complete a report on the placement and return to the Programme Manager on completion of the placement.

7.13 Research supervisors and support

Portobello Institute assign thesis/project supervisors to all learners who are required to undertake this form of assessment. Allocation of supervisors takes place after learners have submitted their research proposals to ensure supervisors are appropriately qualified and experienced to support their learners in the specifics of their chosen area of research.

The role of the research supervisor is to:

- Support and monitor the progress of learners through their research project
- Encourage learners to meet draft submission deadlines and remain on track for final submission
- Advise on the appropriateness of methodologies
- Provide subject-specific and study skills support
- Provide formative feedback on drafts where applicable
- Assess oral presentation of the project where applicable
- Correct and provide feedback on final submission

7.14 Study Skills Support

Portobello Institute is committed to supporting its learners to develop the skills of academic writing and research and actively promotes good academic practice, including the application of rigorous mechanisms for preventing or detecting academic impropriety.

The Institute has created an inhouse referencing document for tutors and learners to guide them through their academic assessments. Several sessions are scheduled throughout all programmes. These provide practical support and guidance for all learners with the writing and research requirements of their chosen programme. The sessions address matters such as:

- Writing essays
- Report writing
- Research skills
- Note taking
- Study skills
- Time management and goal setting
- Thesis writing
- Examination techniques
- Quoting and referencing

7.15 Learner support policies and procedures

7.15.1 Admissions Procedure

The purpose of this procedure is to ensure compliance with validated entry requirements for all validated programmes awarded by QQI and University Partners, and to satisfy legal obligations in respect of equality opportunity and anti-discriminatory practice. Admission to a programme is subject to places being available and is governed by three principles:

- That, in the professional judgement of the Institute and following an interview (if deemed appropriate) the learner/participant is suitable for a programme of study with the Institute
- That, in the professional judgement of the Institute, the candidate, because of previous education, training or experience, is considered likely to benefit from attendance
- That participation will contribute positively to the programme and in no way infringe upon the opportunities or rights of other learners or staff

The Institute is committed to promoting equal access for people from all sections of society regardless of gender, marital or family status, sexual orientation, religious belief, age (within the boundaries of the acceptable exceptions identified within equality legislation), disability, race, or membership of the Traveller community. The learner admissions process is conducted in an equitable manner and avoids unfair treatment of any individual or groups of individuals. Wherever possible, the Institute will address the individual needs of applicants within the constraints of resources and equity for all. The Institute ensures that all learners are treated fairly and endeavours to ensure that, where practicable, they have an equal opportunity to develop their full potential.

Places are offered based on a candidate's ability to fulfil the entry criteria for the programme to which they have applied and, where appropriate, have demonstrated through interview that they are

deemed suitable for the programme of study and the profession it qualifies a learner for. Where the Institute has concerns about any individual failing to show genuine commitment to the commencement and/or completion of the programme following repeated applications/admissions, the Institute reserves the right to refuse future applications.

7.15.2 Applications

The application process and all documentary requirements are clearly detailed online. The Marketing Manager is responsible for ensuring these remain current and valid and reflect the validated requirements of the programme. The applicant submits the application form with all supporting documentation and application fee to the Admissions team.

On receipt of all items in admissions application form, the Admissions team processes the application, confirms the authenticity of documentation (such as academic transcripts), and confirms evidence of the initial entry requirements has been provided. Any applicant identifying additional learning needs or disability at the application stage will be contacted by a member of the Admissions team to confirm any special arrangements that might be required to attend for interview, where applicable. When the Admissions team confirms evidence of initial entry qualifications being satisfied, the application is forwarded to the Programme Manager to confirm the applicant's suitability to offer a place. Alternatively, the applicant may be identified as being suitable for interview for a place where this is a requirement for admission. The applicant is contacted by the Admissions team to advise them of the outcome of this stage of the process.

7.16 Interview

Where an interview is scheduled, applicants are required to attend at the allocated date and time and bring photographic identification with them. Interview and selection is overseen by the Programme Manager who is responsible for the quality assurance of this process. The interview is conducted by the Programme advisor and the respective subject area Programme Manager. Applicants are asked a series of approved competency-based questions and grade the applicant's responses according to a clear marking scheme and a collective decision is made on the applicant's suitability for admission to the programme.

Interview outcomes are defined as:

- Offer recommended (as outlined by the marking scheme)
    - Or
- Conditional offer
    - Or
- Offer not recommended (as outlined by the marking scheme)

The Programme Manager can review any borderline cases and make the final decision on the outcome.

7.16.1 Outcome: Offer Recommended

An applicant can be identified as being recommended to receive an offer of a place by the Programme Manager or, in the instance of the admission requirements to a programme requiring the interview of applicants, by an interview panel. All application outcomes are forwarded to the Admissions Office by the Programme Manager or interview panel. The Admissions team sends all successful applicants an offer by e-mail for their chosen programme. The offer letter includes detailed information about the programme, including commencement date, fees, induction date and a tentative schedule for the programme.

The following documents are included with the offer and registration form:

- Information on fees and payment options

- Data Protection Statement

- Garda vetting form and FAQs, where applicable

- Information confirming the Exercise of the Right to Cancel and Cancellation Process
- Terms of Enrolment

Offered places will be retained for the applicant on receipt of the required deposit date specified in the offer letter. Failure to return the registration form with the required deposit by the date specified will be deemed a refusal of the offer on behalf of the applicant and the admissions process for this applicant will terminate at this stage. The Institute reserves the right to prevent access to a programme until such a time as programme fees are paid and withdraw the offer of a place where fees are not paid by the due date. A successful applicant can defer their place for a maximum of one academic year and subject to the continuing validation of the programme, on receipt of the deposit and by completing a deferral application to the Deferral team (via Quality) with the relevant administration fee.

7.16.2 Outcome: Conditional Offer

An applicant can be identified as being offered a conditional offer based on information required to complete the application. Once the information has been supplied the offer can be made, if not met it can be withdrawn and the application terminated.

7.16.3 Outcome: Offer Not Recommended

An applicant can be identified as being not recommended to receive an offer of a place by the Programme Manager or, in the instance of the admission requirements to a programme requiring interview of applicants, by an interview panel. When the Admissions team is advised of the decision, unsuccessful applicants are notified of the decision by e-mail.

7.17 Communication of Admission Decisions

All admissions decisions are communicated to applicants by the Admissions team. The outcome of the admissions process will be made known to applicants no later than one month after completion of the final stage of the admissions process. In practice, it is generally no later than one week after completion of the final stage of the process.

7.17.1 Additional Feedback and Disagreement with Admissions Decisions

Detailed feedback for unsuccessful applicants is available on request and is coordinated by the Admissions team with the Programme Manager, where applicable, based on the observations of the interview panel. Where an applicant disagrees with an admissions decision, this should be communicated to the Admissions team, who will bring it to the attention of the Programme Manager with a view to providing additional feedback to outline the decision reached. Applicants can seek additional feedback but there is no right of appeal against an admissions decision.

7.18 Repeat Applications

In the interest of fairness to applicants who are unsuccessful, the Institute accepts unlimited repeat applications. Applicants can only make three consecutive applications. Following which, they must take a break in applying for one calendar year. This is intended as a means of affording applicants the time required to address any shortcomings identified in their application.

Where the Institute has concerns about any individual failing to show genuine commitment to the commencement and/or completion of the programme following repeated applications/admissions, the Institute reserves the right to refuse future applications.

7.19 Monitoring and Review of the Admissions Process

The Quality Manager is responsible for monitoring compliance with the admissions process. Programme Managers are responsible for ensuring compliance with validated admissions requirements and monitoring the effectiveness of the process in the selection of appropriate learners for the programme and their ability to successfully complete the programme.

7.20. Recognition of Prior Learning

7.20.1 Recognition of Prior Learning Procedure

The following policy and procedure outline Portobello Institutes approach to, and implementation of, recognition of prior learning (RPL). Whilst RPL at admission also allows for exemption, the Institute also operates a process for modular exemption through RPL where an applicant has followed standard admission.

The main purpose of this procedure is to:

- Demonstrate the Institute's commitment to lifelong learning, allowing learners to enter and re-enter formal education if life gets in the way
- Satisfy the requirements of the QQI *Assessment and Standards, Revised 2013* document in respect of admission to a programme of study or exemption from studying a module

RPL in Portobello Institute refers to certified learning that has taken place in advance of admission to a programme or to a relevant stage or module within a programme. The aim of the RPL process is to provide an applicant with the opportunity for entry on to a programme where they can demonstrate that they have achieved the minimum entry requirements because of previous prior certified learning. It also aims to provide the means for a learner to seek exemption from a module or modules where the learner can demonstrate achievement of the learning outcomes associated with those elements through prior learning. Where a learner seeks RPL, that may exempt them from part of the qualification, it is the learner's responsibility to provide documentary proof that the qualification or part thereof has been obtained. RPL should maintain the standards of the NFQ and its awards and facilitate access, transfer, and progression to qualifications and for the achievement of an award.

7.20.2 RPL for Programme Admission and exemption

An applicant's prior learning can be assessed for RPL exemptions and advanced entry to a programme at Portobello Institute, where the accrediting body and the entry requirements for the programme permit this.

7.20.2 Responsibility of Applicant

The applicant is responsible for seeking authority to make the claim, making the claim, and providing appropriate evidence to support the claim.

7.20.3 Identification of Learning

Evidence of learning must be provided to be in order to assessed by the Programme Manager.

7.20.4 Evidence of Learning

Evidence of learning must be demonstrated by supplying with the RPL application:
- Title of award/qualification for which the exemption is sought
- The name and code of the modules for which the exemption is sought
- The Institute where the certified learning was undertaken
- The dates and duration of study
- The mode of study
- Details of learning outcomes, syllabus content, assessments, marks achieved
- Proof of successfully completing the certified learning or part thereof

7.20.5 Academic Assessment

Assessment of a claim for RPL will be undertaken by the certification coordinator under the direction of the Programme Manager.

7.20.6 Learning Outcomes

All claims for admission through RPL will be assessed against the appropriate award standards provided by the relevant accreditation body.

7.20.7 Quality of Assessment

When assessing a claim for RPL, examiners must be assured of the quality of the assessment. Consideration should be given to the:

- Appropriateness of the evidence to the learning outcomes
- Equivalence of the academic level of the learning gained
- Date/time/life span, reliability and validity of the evidence provided

7.20.8 Exemptions and advanced entry RPL application process

The applicant indicates their intention to apply for entry through RPL on the programme application form. On receipt of the application form, a member of the Admissions team contacts the applicant to advise of the application procedure and informs the Programme Manager of the request. The Programme Manager makes initial contact with the applicant to briefly try to ascertain if the applicant has valid grounds to make it worthwhile for the applicant to complete the process. The Admissions Administrator sends the applicant the RPL application form and pack with information on the RPL process. On receipt of the RPL application pack, the learner is advised to familiarise themselves with the relevant award standards that must be demonstrated to meet the entry requirement of the programme. Applicants are advised that where prior certificated learning is included as part of the application, details of the award type, level, and programme and module learning outcomes must be provided, they must provide the following evidence of learning must be demonstrated by supplying with the RPL application:

- Title of award/qualification for which the exemption is sought
- The name and code of the modules for which the exemption is sought
- The Institute where the certified learning was undertaken
- The dates and duration of study
- The mode of study
- Details of learning outcomes, syllabus content, assessments, marks achieved
- Certified/verified proof of successfully completing the certified learning or part thereof

Applicants are advised that it is the *learning* that is assessed and must be deemed to be of the appropriate standard – not simply the experience. The completed portfolio, along with statements of authentication and verification, should be submitted to the Admissions Office. The Admissions Administrator will forward the portfolio to the certification coordinator to arrange assessment. Applications will normally be processed within four weeks of receipt and, therefore, must be submitted at least four weeks prior to the start of a programme of study. Where it is felt that additional evidence of learning is required to satisfy a learning outcome or outcomes, the assessor can contact the applicant to provide this in documentary form. When the assessor recommends exemptions by RPL, the portfolio and assessor's report will be sent to the External Examiner to ratify the decision.

The External Examiner will notify the certification coordinator of their decision. On completion of the process, the admissions office will be notified of the outcome and will inform the applicant.

It is acceptable that an applicant can be granted admission without exemptions, in which case, the certification coordinator will advise the applicant of this decision and refer them back to the Admissions Office for continuation of entry to the programme.

Applicants granted exemptions in modules who subsequently present themselves for further examination in any or all the exempted modules will be deemed to have waived the exemptions granted.

The applicant has the right to appeal an RPL decision on the following grounds:
The applicant believes the RPL procedure of the Institute was not complied with.
Awarding of exemptions is a matter of academic judgement. Disagreement with an academic decision does not constitute valid grounds for appeal. Appeals must be submitted in writing to the College Director no more than five working days after communication of the decision. The College Director will determine whether there are valid grounds for appeal. In instances of the appeal being granted, appropriate corrective action will be taken. This can include the reassessment of the application by an independent party. In instances of the appeal being denied, this will be communicated to the applicant and no further course of appeal is available.

7.21 Garda Vetting

Portobello Institute offers programmes of study that require participants to work with children and other vulnerable groups. The Institute places the utmost importance on protecting its learners whilst on placement and the children and young persons whom these learners will have regular contact with whilst on placement. The Garda vetting policy is not used as a selection for admissions criteria however learners are required to be vetted before being allowed out on placement.

By completing and signing the Garda vetting form, the applicant is granting permission to Portobello Institute to process details of any prosecutions or convictions for assessing the candidate's suitability to complete work placements associated with the programme. Completion of this form is a requirement for all programmes where learners are required to go out of work placement and will have access to children or other vulnerable groups as a part of their studies.

7.22 Garda Vetting Procedure

The purpose of this procedure is to outline the steps taken to implement the Portobello Institute policy relating to the Garda vetting of learners undertaking programmes of study that require participants to work with children or other vulnerable groups as part of their Institute studies in Ireland. The procedure is solely for confirming the suitability of potential learners to undertake a practice placement. It does not confirm their ongoing suitability post-qualification.

Garda vetting reports are strictly confidential and are provided solely for the information of the applicant body, Portobello Institute, and therefore cannot be shared with any third party. Placements will not be notified of the findings of a Garda vetting report. The Garda vetting process is coordinated internally by the authorised signatory in Portobello Institute, as approved by the Garda Central Vetting

Unit (GCVU). The Admissions team is required to be familiar with the policy and procedure to advise applicants appropriately. Completion of the Garda vetting form is a requirement for all programmes where learners will have access to children or other vulnerable groups as part of their studies. The Institute recognises and informs applicants that Garda Vetting applications can take several weeks to process by the GCVU.

7.23 Garda Vetting Application Procedure

The Admissions team will provide the successful applicant with the Garda vetting form (provided by the GCVU for that purpose) and guidance on how to complete it as well as information on the vetting process. This will be included with the correspondence offering an applicant a place on the programme.

The applicant is required to return the completed form, along with the fee which can be paid online, to the Garda vetting coordinator.

7.23.1 Internal Screening

As required by the GCVU, the Institute appoints an authorised signatory to liaise with the GCVU. The authorised signatory completes training with the GCVU before engaging with the authorising process. Portobello Institute have assigned a Garda Vetting coordinator who screens all Garda vetting forms to confirm full and proper completion. The authorised signatory does not make any judgement on the suitability of an applicant based on what is provided on the Garda vetting form. Where internal screening identifies inaccurate or incomplete completion of the Garda vetting form, the Garda Vetting coordinator will return the form to the applicant with details of what is still required and a revised deadline for return of the completed form. All correctly completed forms will be forwarded to the GCVU by the authorised signatory for the full vetting process to commence.

7.23.2 Vetting Outcome

Having received Garda vetting forms from Portobello Institute, the GCVU returns a report on each applicant outlining one of the following:

- According to Garda records, there are no previous convictions as per the GCVU Disclosures administrative filter in anticipation of the amendment and commencement of the National Vetting Bureau Act 2012, procedural guideline recorded against the above-named applicant
- The attached convictions and/or non-convictions appear on Garda records
- The attached prosecutions are pending
- Further investigations are ongoing

Where the GCVU decides to disclose information under this section, they will:

- Notify the person who is the subject of the application for the vetting disclosure concerned, in writing, of its determination and of the reasons for it
- Provide to the person a copy of the information to be disclosed

- Notify the person of the intention to disclose the information to an authorised signatory for the registered organisation concerned after the expiry of 14 days from the date of notification
- Allow the applicant the opportunity to make a written submission
- There will also be an appeals process in respect of a decision to disclose the information.

7.23.3 Institute Action

On receipt of the report from the GCVU, the authorised signatory reviews all returned applications and takes the appropriate action according to the outcome of the vetting.

In the case where there are no previous convictions recorded, the Garda Vetting process is completed, and the learner is identified as cleared. In the case where non-convictions are listed, the authorised signatory will review the nature, seriousness, and timing of the offence of the non-conviction and notify the certification coordinator and the Programme Manager. They will consider the nature of non-conviction and can decide whether to speak with the potential learner. In some incidents, the learner can be asked to attend a meeting with the College Director to assist the decision-making process. In the case of convictions being listed, these will be reviewed by the authorised signatory and the certification coordinator and Programme Manager notified.

Convictions that are not considered to have involved a serious breach of trust or do not by their nature give rise to specific concerns in relation to contact with children, young people or other vulnerable groups, for example, motoring offences , minor public offences and other minor offences over seven years' old will not be included except in cases where the GCVU consider the circumstances of the offence to give rise to a bona fide concern that the person concerned might harm a child or vulnerable person) are referred by the authorised signatory to the Programme Manager to confirm the suitability of the person to attend a placement as part of their programme.

In the case of convictions that do not fall into the categories above, the learner is advised of the vetting outcome and invited to attend an interview with the Programme Manager for their case to be considered. If the College Director considers that the nature of the conviction would in any way be inappropriate for the learner to be put forward or eligible for work experience with a child or vulnerable person, then the learner will be contacted for a meeting and informed of the decision. The College Director will have the final decision in such cases.

7.24 Registration

All Portobello Institute learners must complete the registration procedures outlined to them by the Admissions office. Upon registering for a programme, learners are agreeing to be bound by the Institute's rules and regulations, including the policies, procedures and regulations which govern the programme. The Institute must be able to contact learners at all times. Learners are required to notify their relevant Academic and Quality Administrators if there are any changes to their personal contact details. The Institute cannot be responsible for miscommunication if the learner fails to notify the Institute of changes in personal or contact details.

7.25 Fees

Payment of fees does not constitute registration. To register for the first time at Portobello Institute, learners must complete a registration form confirming their personal details, the programme modules or programme for which they are registering and the award they are working towards. Once the Institute has all of this information and either full fees or a deposit and payment agreement plan in place, an email will be sent from the Institute confirming the learner's enrolment with a terms of enrolment information, refunds and deferrals policy, protection for enrolled learner's information for their programme.

The Institute has the right to revoke a learner's access to online materials including files, folders and programme materials, the library and attendance at classes for non-payment of fees at any stage. Non-payment of fees can attract additional penalty fees and a learner can be withdrawn from the programme by the Institute for non-payment of fees. No learner will be issued with a reference or transcript of marks until all outstanding financial matters are settled in full to the satisfaction of the Institute.

7.26 Registration Procedure

The purpose of this procedure is to outline the process, responsibilities and obligations placed on learners registering on Portobello Institute programmes and the steps taken to ensure that these are fully and correctly implemented and to clarify the entitlements of registered learners of the Institute. The procedure is applicable to learners commencing an accredited programme of study of at least one module in duration unless otherwise specified or amended by specific accreditation bodies. This procedure reflects the Institute's commitment to a duty of care to all its learners and the expectation of prospective learners to abide by the Learner charter which subscribes to a commitment of fair and ethical practice in the completion of their studies and associated activities. The procedure incorporates a cooling-off period of 14 days for online bookings without limitation or penalty.

7.26.1 Procedure

All learners are required to satisfy the registration and entry requirements before commencing their programme of study. The Admissions Office will send all successful applicants a registration form with their initial offer letter and instructions on the deadline for registration and the fees due for payment. Payment of fees does not constitute registration; the form must be completed. Offers are not considered to be accepted until such a time as the successful applicant has completed the registration form and paid relevant fees. Failure to return the registration paperwork by the specified deadline will be deemed a refusal of the place offered. The onus is on the learner to supply accurate contact details and to advise the Institute of any changes throughout their Institute life. Portobello Institute operates a 14-day registration cooling-off period for online bookings. A learner has the right to cancel this contract within 14 days without giving any reason. No refunds will be issued after the 14-day cooling off period. After the 14-day cooling-off period and where the learner is paying by an agreed Institute instalment option, the learner is not entitled to a refund of any fees paid. Instalment due dates are issued to learners at admissions stage and must be adhered to. All refund and deferral applications are subject to approval by the deferrals and refund departments.

7.27 Attendance

Class attendance is a vital aspect of the learning and teaching process in the Portobello Institute. In order to ensure effective learning, learners must complete the minimum attendance requirements.

Portobello Institute recognise the fact that learners are independent and responsible for their own study however the Institute also recognises that for effective learning to take place good attendance is imperative. The Institute requires all learners to attend at least 90% of classes. Attendance is monitored, and records of attendance are maintained.

Learners must present themselves punctually for Institute examinations in accordance with the procedures outlined to them. A learner who is prevented by illness from attending any examination or assessment must contact the Academic and Quality Administrative team and ensure that a medical certificate signed by a doctor is submitted to the Institute no later than three days after the examination has taken place.

7.27.1 Attendance procedures

The purpose of this procedure is to outline learner attendance requirements and the implications of failing to comply with these requirements. Attendance monitoring is also intended as an additional means of identifying learners who might be experiencing difficulty or circumstances affecting their attendance or participation on the programme that the Institute may be able to support through their studies. Portobello Institutes aim is always to support learners to be successful on their programme of study however as adults there is an expectation that learners are responsible for their own study and are required to fully assume this responsibility. The Institute recognises that life often gets in the way so there are wide-ranging supports in place to support the circumstances that impact a learner's ability to fully engage with their programme and satisfy attendance requirements. Experience informs the Institute that learners often do not appreciate the importance of communicating such circumstances to the Institute and the implications of failing to do so. Attendance is monitored, and records of attendance and participation are maintained by the Academic team.

7.27.2 Procedure

Attendance will not be recorded by the Tutor for learners arriving more than 30 minutes after the scheduled start of the class without a valid reason. Learners leaving early from class must discuss this with the Tutor at the start of the class. The Programme Manager will be informed of any learner's continued absenteeism, lateness or early departure and may request a meeting with the learner.

At induction and in the learner pack learners are alerted to the fact that the Institute tracks their attendance. Timetables are communicated in advance and learners are informed that they are subject to change as a result of unforeseen circumstances. Any change will be communicated at the earliest opportunity. Attendance sheets QA 055a (Appendix 16) are handed around in class each session or tracked via the VLE for online classes.

The tutor is required to ensure attendance is accurately taken and recorded and that no learner signs in on behalf of another learner. The attendance sheets are monitored monthly by the Programme Manager and the Academic and Quality Team.

7.27.3 Implications of Non-attendance or Participation

If a learner is not engaging, the tutor informs the Programme Manager who then follows up with the learner. The Programme Manager is required to contact the learner concerned to ensure continued intention to complete the programme and establish if there are any circumstances the Institute needs to be aware of that are impacting the learner's attendance and participation. The learner can be asked to attend a meeting to discuss the implications of their non-attendance or non-participation.

7.27.4 Extenuating Circumstances Impacting Learner Attendance or Participation

Where there is evidence of extenuating circumstances impacting attendance, participation or assessment, the learner will be advised appropriately in respect of the options available to them including but not limited to:

- Module or programme deferrals
- Submission of extenuating circumstances
- Assessment extensions

7.27.5 No Evidence of Extenuating Circumstances

Where there is no evidence of extenuating circumstances, learners will be advised of the requirement to improve their attendance or participation on the programme. Where poor attendance or participation is impacting assessment submissions, through late or non-submissions or a drop-in assessment grades, learners will be reminded of the potential impact of this on their final award in line with QQI Assessment and Standards, Revised 2013.

While a learner will not be withdrawn for poor attendance, if they fail the programme as an indirect result of poor attendance or participation without extenuating circumstances this apparent lack of commitment to the programme will be a factor for consideration by the Academic Board in the event of any appeal.

7.28 Policy and procedure for a learner deferring a period of study

The purpose of the Temporary Leave of Absence policy - QA 058 (see Appendix 17) is to define the concept of deferral and to set the principles by which the policy is developed, and the procedure is articulated. Portobello Institute defines a Temporary Leave of Absence (TLA) as where a learner may in certain circumstances be granted permission to interrupt their studies and return at a later agreed date to complete with their own cohort or with a subsequent cohort. A TLA process is provided in recognition that there can be occasions when learners are prevented from completing the commitment, they have undertaken due to extenuating circumstances that are unforeseen and beyond their control. This policy and associated procedure applies to all Portobello Institute programmes.

- This policy and procedure is based on the duty of care principle that the Institute holds towards all its learners
- All learners undertaking an accredited programme of study have the right to apply for a deferral where there are relevant circumstances, and its processing will be subject to the Institute deferral policy and procedure
- A TLA may be granted to reflect both equitable and compassionate support to learners who are experiencing verifiable extenuating circumstances which could not be predicted at the time the learner commenced the programme. Consideration may also be given to the circumstances that were present and have worsened or where the impact of the circumstances was not possible to ascertain accurately
- As with all learner communications, clear and confidential records will be maintained, with due respect for a person's confidential information and requirements of data protection.

7.28.1 Criteria used by Portobello Institute to decide if an application for a Temporary Leave of Absence be granted

- The best personal and academic interest of the learner
- The stage at which a learner is on the programme and the programme schedule
- The remaining requirements for a learner to complete the programme
- The academic achievement and commitment and attendance of the learner to date
- Previous Institute agreements
- Whether a programme is due to cease or is in Teachout
- The reasonableness of the Institute's logistical and operational burden e.g., if the programme were to change programme or module delivery the following year

7.28.2 Practical Implications and considerations for Learners before seeking a Temporary Leave of Absence

The Institute reserves the right to amend the proposed return date where this is impacted by timetabling requirements made known closer to the time. Interrupting studies may also result in the requirement to repeat programme components or assessments that have already been satisfied, except where a complete module has been successfully completed and this module remains current within the programme.

Tuition Fees: Learners availing of a whole programme deferral/TLA who are on payment schedules, agreed upon acceptance of their place on the programme, must have paid all fees due at the time of the TLA; learners are required to make any remaining scheduled payments on the agreed dates for the cohort they are taking a break from. Failure to meet agreed fee payments will result in the activation of standard penalties for non-payment of tuition fees. A TLA that subsequently results in a learner not completing the programme normally does not give the learner any entitlement to a refund of fees.

Extensions: Where a TLA is granted and agreed, it is understood that it is for the period specified in the formal decision communicated to the learner by e-mail, and future TLA requests will only be

granted in extreme circumstances where a learner makes a case with supporting evidence. TLA cannot normally be extended or renewed.

A learner wishing to request a TLA should complete the application form available on ePortobello. Applications without supporting evidence will not be accepted.

7.28.3 The Institute's Processing of the Application

All applications are considered in view of the Institute Temporary Leave of Absence Policy. Following receipt of an application, the quality department conducts an initial review to establish if the application meets the required criteria. Where the application is deemed not to meet the criteria, the learner is informed. Where the application meets these criteria the quality department will consult with the Programme Manager, the quality department will prepare a recommendation describing the practical implications for the learner and the Institute and may forward this to the College Director for review. All supporting evidence must be presented at the time of application. Additional evidence may be sought.

7.28.4 Institute Decisions

The Programme Manager is the decision-maker. They will make a decision to grant, or not to grant the application for a TLA, based on the evidence presented by the quality team and learner applying.

7.28.5 Communicating Decisions

The Programme Manager will communicate the decision to the quality team within five working days of receiving the application and in turn notify the learner in writing of the decision. The learner must accept or decline the deferral offer within ten working days of the issue of the decision. The Programme Manager will ensure that the decision is formally recorded on the learner record, and on the Classter. The Institute will retain all records confidentially in line with data protection requirements and will only share information on a need-to-know basis.

7.28.6 Appealing a Decision

Decisions of the relevant Programme Manager can be appealed to the College Director within ten working days of the issue of the decision using the appropriate appeal form. Valid grounds for an appeal are:

- The provision of new information which was not known at the time of the decision
- That the process was not administered appropriately

Any appeal must be submitted within ten working days of a decision being issued to a learner and must be made in writing. The College Director will consider the appeal ensuring no parties involved in the original decision are party to the appeal. A decision will be issued to the learner normally within five working days of the receipt of the application.

7.29 Learner complaint policy

Portobello Institute is committed to providing a high-quality customer service to both internal & external customers. We want to deliver the best possible service in an effective, efficient, and caring manner. The purpose of this policy and procedure is to outline the systems in place that allow all learners to have the right to express a complaint in the event they feel they have been unfairly treated or disadvantaged because of the service provided by the Institute or the actions and behaviours of a member of Institute staff. This complaints procedure applies to all learners of Portobello Institute and relates to general complaints about issues such as poor customer service, errors, instances where they did not receive the quality of service and feel they are entitled to, and other center-based issues. For complaints about examination results learners must email certification@portobelloInstitute.com for information about how to appeal their results.

- To address reported customer dissatisfaction, quickly, effectively, and fairly
- To ensure a fair and equitable resolution to the complaint
- To keep the learner updated on the progress of their complaint
- To retain customer confidence and respect
- Where appropriate, to update our procedures and introduce corrective actions to avoid the re-occurrence of any problems identified
- To endeavour to achieve a situation where the learner feels we have addressed their complaint

Most complaints are capable of being resolved on an informal basis without recourse to the formal procedure. The Institute accepts that there might be instances that necessitate immediate engagement of formal action in response to a complaint.

7.30 Complaints Procedure

7.30.1 Informal resolution

Before invoking on the full complaints procedure every endeavour is made to try and informally solve learners' individual complaints. Initial informal action can be initiated in writing but will not be considered a formal written complaint at this stage. No formal record will be retained. The relevant Programme Manager will attempt to seek a satisfactory resolution through informal communication with the learner and the subject of the complaint. If the matter is not resolved satisfactorily through informal discussions, the learner can seek to raise a formal complaint under this procedure.

7.30.2 Formal

In instances where informal action has not reached a satisfactory resolution or where the matter is considered to be of a grave and serious nature, the Programme Manager will liaise with the learner with a view to invoking formal complaint proceedings. The Programme Manager will contact the learner and outline what is involved in a formal complaint. The complaints procedure is based on the principle of natural justice. Consequently, anonymous complaints will not be accepted.

When received, the Programme Manager will forward the complaint to the Quality Department and begin investigating the complaint. At this point, the Programme Manager will inform the person who is the subject of the complaint the facts of the complaint. Any party involved in a complaint is entitled

to be accompanied by a friend, fellow learner or family member who is not a legal representative or advocate. Where the complainant or subject of the complaint wishes to be accompanied, the discussion must take place face-to-face. On completion of the investigation into the facts, the Programme Manager will notify the Quality Department of their findings.

7.30.3 The Appeals and Complaints Board

The Appeals and Complaints Board is made up of the College Director, Quality Manager, Academic Manager and Senior Lecturer (where there is no conflict) to hear the findings of the investigation. The Appeals and Complaints Board will meet to discuss the findings and to determine a fair resolution. The College Director will formally respond, in writing, to both parties to inform them of the findings of the investigation, any decisions made, the reason for the decisions and any subsequent action, where appropriate. Where the result of the complaint includes consequent action or recommendations, College Director will also notify the appropriate person/s without delay.

7.30.4 Appeal

Any learner wishing to appeal the decision of an Appeals and Complaints Board can do so by writing to the Managing Director. Disagreement with the findings of the Appeals and Complaints Board or a request for a rehearing are not considered grounds for appeal. Grounds for appeal should be clearly outlined by the complainant and the Managing Director will decide if there are grounds for an appeal. If the Managing Director grants an appeal, then they will appoint an appropriate panel. The complainant may be invited to attend the panel meeting depending on the basis of the appeal request, where the panel deems this to be necessary. The outcome of the appeal will be communicated to the complainant at the earliest opportunity. The decision of this panel is final, and no further right of appeal is available.

7.31 Learner Charter

QA613 Portobello Institutes Learner charter (see Appendix 18) sets out the mutual expectations and obligations between the Institute and our Learners. It establishes rights, responsibilities, and expectations to support our learners with their studies and to help them to flourish in shaping their future and empower them to fulfil their full potential. We want our learners to succeed in a mutually respectful environment that is conducive to learning. The Institute respects the rights of staff and learners and all parties associated with the Institute to work and study in an abuse-free environment that promotes dignity and respect for all. A high standard of behaviour and appropriate professional conduct is required of all learners and staff throughout their engagements with and on behalf of the Institute. The Learner charter seeks to outline minimum expectations in this regard. All learners of Portobello Institute are expected to behave responsibly at all times and not to engage in any activity that might bring the good name of the Institute, fellow learners, or staff into disrepute.

The learner charter lays out clearly our commitment to our learners and what we expect in return from our learners. The charter is clearly displayed on our website, in learner packs and on information boards throughout the Institute.

7.32 Code of Learner Conduct

The major principles that form the basis of acceptable learner conduct are:

- Learners are expected to respect and observe the rules and regulations of the Institute

- Learners should conduct themselves in an orderly manner in their academic and recreational activities while they attend the Institute
- Learners should respect the rights and privacy of other learners of the Institute at all times

7.33 Definition of Misconduct

The general definition of 'misconduct' under these Disciplinary Procedures is improper interference, in the broadest sense, with the proper functioning or activities of the Institute, or those who work or study in the Institute; or action which otherwise damages the Institute.

7.33.1 The following constitute misconduct:

- disruption of, or improper interference with, the academic, administrative, social, or other activities of the Institute, whether on Institute premises or elsewhere
- obstruction of, or improper interference with, the functions, duties or activities of any learner, member of staff or other employee of the Institute or any authorised visitor to the Institute
- violent, indecent, disorderly, threatening, or offensive behaviour or language whilst on Institute premises or online
- action likely to cause injury or impair safety either on Institute premises or on any other sites associated with the Institute through its professional or other programmes
- defacement of, or deliberate damage to, any property of the Institute, or any property of a member of the Institute (including damage resulting from negligence)
- harassment of any kind, including sexual or racial harassment of any learner, member of staff or other employee of the Institute or any authorised visitor to the Institute, including that committed by electronic or other remote means
- acts of disturbance, negligence or breaches of health and safety measures which might threaten the safety, security, or welfare of everyone in the Institute
- the unlawful use, possession, distribution, or manufacture of any controlled substance on company property or during work time or on company business. Arriving at work or class under the influence of alcohol or any controlled substance is strictly prohibited

Where a learner is deemed to be in a state of mind or health which is perceived to pose a threat, affect the welfare of staff and/or learners, or is disruptive of the learning and teaching process, the Institute reserves the right to refer the learner for an occupational health assessment before any recommencement of study can be considered.

7.34 Learner Disciplinary Policy

The Learner Disciplinary Procedures provide a framework for the regulation of learners' behaviour, as learners of the Institute, in order to secure the proper working of the Institute in the broadest sense. Portobello Institute recognises that its learners as adult learners are legally responsible for their own actions and capable of making informed decisions. Nonetheless, all learners are advised of the minimum standards of behaviour expected of them as learners while undertaking activities associated with the completion of their programme of study.

Learners are advised that any breach of the code of conduct is considered a breach of discipline and can attract disciplinary proceedings. Appropriate penalties will be applied up to and including the requirement to withdraw from the Institute and the programme with no entitlement to full or partial refund.

Where appropriate and feasible, the Institute will seek to resolve any breach of the code of conduct without the requirement to invoke formal disciplinary proceedings.

The Institute will not normally engage with legal representatives or advocates as part of the implementation of this policy. However, it should be noted that on completion of the investigation, where matters of a criminal nature are discovered to have likely occurred, the Institute can refer the matter to An Garda Síochána.

The purpose of the disciplinary procedure is to:
- Provide a transparent and consistent means of managing breaches of the learner code of conduct or other such disciplinary matters brought to the attention of the Institute
- Ensure all learners against whom a breach of discipline is alleged are provided with the opportunity to respond to all such allegations and be entitled to an independent investigation

Portobello Institute
- has obligations relating to the care of its learners
- has a duty to protect its reputation
- is committed to maintaining the standards and values set out in its Mission Statement.

The disciplinary procedure is based on a principle of natural justice and, therefore, anonymous complaints will not be considered. All learners subject to a disciplinary investigation are entitled to be informed of the identity of the complainant, except where it is felt this might present serious risk[34] to the complainant or others associated with them. The subject of the disciplinary investigation is also entitled to receive details of the allegations made against them and afforded appropriate opportunity to respond.

The Institute reserves the right to suspend a learner pending investigation when it is in receipt of an allegation of a breach of the code of conduct or formal complaint.

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[34] All risks are categorised and recoded in the Institute's Risk Register / Log (see Appendix 19)

7.35 Outline of the Learner Disciplinary Process

In cases of minor infringements, the Institute will seek to resolve disciplinary matters *informally*, with disciplinary procedures operated by the Programme Manager or any other nominee of the College Director.

If the matter cannot be resolved informally, the College Director, or nominee, will conduct a *formal* investigation.

7.36 Minor Infringements of Institute Discipline

In cases where an act of indiscipline is of a minor nature, the learner will be cautioned by the Programme Manager, or any other nominee of the College Director, and a note entered into the learner's file, removable after six months provided there are no further instances of misconduct. These arrangements do not apply to plagiarism or other academic misconduct, for which there are separate procedures. If the learner is not satisfied with the outcome of the informal stage of the procedures, the learner may request an investigation to be carried out by the College Director under the same procedures as for serious misconduct.

7.37 Disciplinary Cases involving Serious Misconduct

In the case of a more serious breach of the Code of Learner Conduct, or repetition of minor acts of misconduct, the matter will be referred to the College Director. The College Director will inform the learner of the nature of the alleged misconduct and having given reasonable notice, permit the learner an opportunity to be heard. A learner attending for interview may be accompanied by a friend who may be a fellow learner of the Institute, or a member of staff who may speak on their behalf. The College Director will determine, in light of the evidence, whether a breach of the rules and regulations has been committed:

- if they are satisfied that there has been a breach of the Code of Learner Conduct, take one or more of the following courses of action:
  - resolve that no action be taken
  - issue a written warning to the learner indicating the consequences of future misconduct, to be entered into the learner's file removable any period up to three months after the completion of the learners' programme, at the discretion of the College Director, provided there are no further instances of misconduct
  - require the learner to compensate for or make good any damage caused to Institute property
  - require the learner to make appropriate recompense or apology for any offence or harm caused, or any damage done, to the Institutes relations with its members or the outside community
  - suspend or exclude the learner with immediate effect from Institute premises and/or services. Only the College Director or someone acting in this capacity, can impose this penalty, having reviewed the recommendation before it is imposed. Any decision to suspend or exclude a learner will require the prior approval of the Managing Director.

The decision to impose such a penalty should include a recommendation as to whether the penalty should or should not be suspended before a review of the decision has taken place if this is requested by the learner

On completion of the disciplinary investigation, the learner will be sent, within five working days if practicable, a notice in writing stating the outcome of the investigation, the reasons for that outcome, a summary of the alleged facts on which the disciplinary action is based, and any penalty imposed. The notice will include a clear statement of the right and method of seeking a review of the decision.

A learner who is the subject of a complaint of misconduct and against whom a criminal charge is pending or who is the subject of police investigation may be suspended or excluded by the College Director pending the disciplinary hearing or the trial.

7.38 Arrangements for the Review of the Outcome of a Disciplinary Investigation

A learner may request a review by the Managing Director against a decision or penalty imposed by the College Director, in relation to an infringement of Institute discipline. Such a request for a review must be submitted in writing to the Managing Director or other relevant senior manager within seven days of any decision or penalty being imposed. The Managing Director will act as the Reviewer.

The Reviewer will request the College Director, to supply a written summary outlining the facts of the case and the reasons for the decision and will send a copy to the learner concerned with an invitation to comment. The Reviewer shall conduct a hearing as soon as practicable after the receipt of the request for a review. The learner concerned may present their case, accompanied by a friend who may be a fellow learner, or a member of staff who may speak on their behalf. Following the hearing, the Reviewer may confirm, reduce, set aside, amend, or otherwise vary the decision or penalty imposed.

7.39 Learner Support

Portobello Institute fully adopts the AHEAD Charter for inclusive teaching and learning, and this is reflected in its quality assurance policies and procedures and the teaching and learning assessment practices within the Institute. Procedures are in place to ensure all learners have access to fair and reliable assessment and experience during their time in the Institute. For example, questions in respect of the availability and adequacy of supports are included in learner evaluation surveys. These are issued twice per year. Where possible the Institute will aim to provide reasonable accommodation without additional cost to the learner.

The purpose of this policy is to:
- Provide assurance to potential applicants with a disability or learning need that the Portobello Institute will seek to provide whatever support they require to actively engage with their programme of study
- Provide assurance to potential applicants with a disability or learning need that the Institute actively welcomes applications from them

- Provide learners with a disability or learning need with the information required to enable them to seek assistance and arrange for reasonable accommodations where required and appropriate, including in assessment
- This policy applies to all applicants to, current learners and staff in all departments of Portobello Institute
- Learners who require accommodations in all areas of their studies with the Institute will be considered through this procedure
- Learners seeking accommodations in assessment only, for example, additional time, are advised to consult the Institute policy and procedure on reasonable accommodation in assessment

The Institute is committed to promoting access for people with disabilities and additional needs. The Institute supports and enables learners with physical disabilities, sensory impairments, specific learning difficulties, special psychological needs and medical conditions that can have an impact on day-to-day activities to participate in and successfully complete Portobello Institute programmes, as far as is reasonably practicable and within any constraints laid down by all relevant accreditation bodies within the Institute. This procedure is based on the principles of inclusion, accessibility, and the promotion of equality. All information in this regard is maintained in strict confidence in line with data protection legislation and shared only on a need-to-know basis.

7.40 The Institutes commitments to learners with disabilities or learning needs

Portobello Institute commits to:
- Encourage applications from people with disabilities and extra learning needs
- Endeavour to provide information in suitable formats to accommodate individual needs
- Invite applicants to the Institute with a disability or specific need to inform the Institute of their particular needs and arrange to come in and meet the team to discuss how their requirements can be accommodated
- Provide additional support or resources at the application stage to enable the applicant to complete the application process including attending interview where applicable
- Make reasonable accommodations in assessment where applicable and without impacting the learning outcomes to be assessed
- Provide educational support services as appropriate and applicable for eligible learners throughout their studies
- Promote an inclusive environment and attitude amongst the wider Institute community and endeavour to provide appropriate training to staff on an ongoing basis

7.41 Application process for potential applicants from persons with disabilities or learning needs

Applicants or potential applicants with a disability or learning need are advised to contact the Admissions Office by e-mail or telephone to discuss their personal situation with a view to the Institute implementing appropriate strategies and resources to accommodate their needs in applying for a programme of study. Applicants or potential applicants will be required to provide evidence to support their request for accommodations.

The applicant will be advised of the arrangements and accommodations to be made to facilitate their application and completion of the admissions process. The Institute recognises that there can be occasions when a disability or learning need is not disclosed at the point of application. In such cases, the Institute cannot guarantee to provide all necessary resources and supports but will at all times seek to make reasonable accommodations in line with relevant legislation after the disclosure has been made and assessment completed.

Chapter 8: Procedures for Maintaining Security of Data and Assuring the Quality of Public Information

8.1 Introduction

This Chapter is concerned with Portobello Institutes responsibilities as a data controller and processor. The Chapter details how personal data from stakeholders must be collected, handled, and stored to meet with data protection standards as set out in GDPR 2018. Portobello Institute is committed to excellent practice in this regard.

8.2 Context and overview

Portobello Institute needs to gather and use certain information on individuals - these can include customers, suppliers, business contacts, employees, and other people the institute has a relationship with or may need to contact. This policy describes how this personal Data must be collected, handled, and stored to meet the company's Data Protection standards and to comply with the law. Portobello Institute is a data controller.

8.3 Why this policy exists

Portobello Institute is committed to the safe, secure, and legal usage and storage of information and data and is mindful of its ethical obligations and legal commitments in respect of same. The Institute includes several policies and procedures within this overall policy to outline its approach and implementation of these requirements.

These include:

- This Data protection policy ensures Portobello Institute: Complies with GDPR and follows best practice; protects the rights of staff, learners, and partners; is open about how it stores and processes individual's data / information and protects itself from the risks of Data breach
- Acceptable usage policy
- Disk encryption policy
- Data security policy
- Procedures for assuring quality and monitoring of marketing materials

8.4 Policy Scope

This document applies to all part-time and full-time learners and all employees of Portobello Institute. It provides classification of types of data with which they are concerned. The policy applies to:

- The Head office of Portobello Institute
- All staff and volunteers of Portobello Institute
- All contractors, partners, suppliers, and other people working on behalf of Portobello Institute
- It applies to all data that the company holds or processes relating to individuals, including:
  - Learners
  - Staff members
  - Tutors
  - Volunteers
  - Suppliers
  - Partners
- Learner information / Learner Data collected can include:
  - Names of Individuals
  - Postal addresses
  - Phone numbers
  - Email addresses
  - PPS numbers
  - Dates of birth
  - Details of learning difficulties / support required
  - Next of kin
  - Exam / assessment results

8.5 Data Protection Risks

The policy helps to protect Portobello Institute from some very real Data security risks including:

- Breaches of confidentiality: Information being given out inappropriately
- Failing to offer choice: Individuals should be free to choose how a company uses Data relating to them
- Reputational damage: hackers could gain access to sensitive data / information

8.6. Responsibilities

Everyone who works for Portobello Institute has responsibility for ensuring Data is collected, stored, and handled appropriately – as well as ensuring disposal of same follows protocol.

Each team that handles personal Data must ensure that it is processed and handled in line with this policy and Data collection principals.

However, these people have key areas of responsibility:

- The Board of Directors is ultimately responsible for ensuring Portobello Institute meets all its legal obligations
- The College Director is responsible for:
  o Keeping the board updated about data protection responsibilities, risks, and issues
  o Reviewing all data protection procedures and related policies in line with agreed schedules
  o Arranging data protection training and advice for the people covered by this policy
  o Handling data protection questions from staff any anyone else covered by this policy
  o Dealing with requests from individuals to see the data Portobello Institute holds about them (Data Access Requests)
  o Checking and approving contracts or agreements with third parties that may handle the company's sensitive data
- The Financial Manager and Digital Learning Manager are responsible for:
  o Ensuring all systems, services and equipment used for storing data meet acceptable security standards
  o Performing regular checks and scans to ensure security hardware and software is functioning properly
  o Evaluating third party services the company is considering using to store or process data e.g.: Cloud computing services
- The Director of Enrolment and Quality Manager are responsible for:
  o Approving any data protection statements attached to communications such as emails or letters
  o Addressing any data protection queries from learners, potential learners, media, and other sources
  o Where necessary, working with other staff to ensure marketing initiatives abide by Data protection principals

8.7. General Staff Guidelines

- All visitors should be escorted by an authorized employee at all times
- Access to the server room is restricted to authorized personnel only
- The only people with access to data covered by this policy should be those who need it for their work
- Data should not be shared informally. When access to confidential information is required, employees should request same from their manager
- Portobello Institute provide training to all employees to help them understand their responsibilities when handling data at time of induction

- Employees should keep all Data secure, by taking sensible precautions and following the guidelines below
- Employees should follow Portobello Institute's Clean desk policy and Data security policy
- In particular – strong passwords should be used, and they should never be shared. Email passwords should be changed regularly
- Personal data should not be disclosed to unauthorized people either within the company or otherwise
- Terminated employees are required to return all records in any format containing personal information pertaining to learners
- Data should be regularly reviewed and updated. If it is found to be out of date and no longer required, it should be deleted and disposed of
- Employees including tutors shall be trained on this Data protection policy on induction and made aware of their own responsibilities in this area
- Staff working remotely must ensure that data is appropriately handled, seeking guidance from Digital Learning Manager if required
- Remote access must be from approved devices only, using web-based outlook for email and encrypted BYOD if relevant
- All staff should only use portobelloinstitute.com email addresses for work purposes
- Employees should request help from the data protection officers if they have any queries about any aspect of data protection
- Sales databases and emails should be kept up to date and in line with data destruction policy

8.8 Data Collection

Data can be collected from several sources and includes but is not limited to:

- Email / sales query
- Website query / email
- Phone call
- Personal – calls to reception
- Email attachment – including CV's

Each data set must have a legal basis for collection

- if required, achieve explicit consent from the data subject
- have contractual basis for data collection
- legitimate basis for such data for the purpose of carrying out business

8.9 Data storage

When data is stored on paper, it should be kept in a secure place where unauthorized people cannot see it i.e.: locked cabinet or drawer.

These guidelines also apply to data that is usually stored electronically but has been printed out for some reason.

- When not required, the paper files should be kept in locked cabinet or drawer
- Employees should ensure that paper and printouts are not left out where unauthorized people can access them – such as on a printer
- Data printouts should be shredded and disposed of securely after use

When data is stored electronically it must be protected from unauthorized access, accidental deletion, and malicious hacking attempts:

- Data should be protected by strong passwords that are changed frequently and never shared between employees
- If Data is stored on removable device such as a CD or USB these should be locked away when not in use. All removable devices should be password protected
- Data should only be stored on designated drives and servers and should only be uploaded to an approved cloud computing service
- Servers containing personal information should be sited in a secure location, away from general office space
- Data and information should be backed up frequently, backups tested regularly and in line with company standard backup procedures
- Data and information should never be saved directly to laptops or other mobile devices such as tablets or smartphones
- All servers and computers containing data should be protected by an approved security software and a firewall

8.10 Learner Information System (Classter)

Classter is the Portobello Institute's bespoke learner information system. This is cloud based and GDPR compliant.

Learner can only be accessed by eligible staff with current logins.

All learner information systems within Portobello Institute are robust and are capable of

- Maintaining secure learner records for evaluation, current use, and historical review
- Providing reports for quality control and review
- Generating data requires for external regulatory systems as required
- Databases are maintained securely and kept accurate and complete in as much as possible

8.11 Management information systems

Portobello Institute use ePortobello as its online eLearning educational platform that provides customized learning environments for learners in each academic department.

The management information system enables necessary information to be securely stored and channelled to where it is needed.

8.12 Completion rates

Completion rates are collected and made available to external accreditation reviewers.

- All potential learner information is kept on HubSpot, an encrypted CRM system for the purpose of communicating with people who have made inquiries about programmes until they have enrolled
- Once enrolled, all learner data is stored on Classter as outlined above

8.13 Publication of quality assurance evaluation reports and validated programmes (QQI)

Key, formal provider-owned quality evaluations result in the production of a written report and, where appropriate, a quality improvement plan. Along with the Institute's QA procedures, key findings from validation events are published in PDF format on Portobello Institute's website as soon as practicable after the event.

8.14. Acceptable Usage of data

Personal data is of no value to Portobello Institute unless the business can make use of it such as:

- Delivering a programme which the learner has enrolled on
- HR purposes
- Partnerships and suppliers

However, it is when personal data is accessed and used that it can be at the greatest risk of loss, corruption, or theft:

- When working with personal data, employees should ensure the screens of their computers are locked when they are left unattended
- Personal data should not be shared informally, particularly it should not be sent by email as this is not secure
- All Data must be encrypted before electronic transfer

8.15. Data Accuracy

The law requires reasonable steps to be taken to ensure data and information is kept up to date and accurate. It is the responsibility of all employees of Portobello Institute who work with Data to take reasonable steps to ensure this.

- Data will be held in as few places as necessary
- Staff should not create any unnecessary additional data sets
- Staff should take every opportunity to ensure data is updated
- Data should be updated or destroyed as inaccuracies are discovered

8.16 Data Access requests / Freedom of Information

All individuals who are the subject of personal data held by Portobello Institute are entitled to:
- Ask what information is held and why
- How to gain access to it – via DAR form
- Be informed as to how to keep it up to date
- Be informed how the company is meeting its data protection obligations
- Identity of those making the request must be verified before handing over any information
- Data access request form is available by emailing DAR@portobelloinstitute.com

8.17 Data Security and Destruction Schedule

Portobello Institute has a Data security and destruction Schedule.

8.18 Information Classification and Access

8.18.1 Data Classification Guide

This guide provides a framework for classifying and protecting Portobello Institute's information resources. It outlines the security objectives in the left column and assesses the potential impact on Portobello Institute should certain events occur which jeopardise the information and information systems needed by the college to accomplish its mission, protect its assets, fulfil its legal responsibilities, maintain its day-to-day functions, and protect individuals.

The three levels of potential impact on Portobello Institute or individuals should there be a breach of security (i.e., a loss of confidentiality, integrity, or availability) are as follows:

- The potential impact is LOW if the loss of confidentiality, integrity, or availability could be expected to have a limited adverse effect on Portobello Institute's operations, assets, or on individuals
- The potential impact is MODERATE if the loss of confidentiality, integrity, or availability could be expected to have a serious adverse effect on Portobello Institute's operations, assets, or on individuals
- The potential impact is HIGH if the loss of confidentiality, integrity, or availability could be expected to have a severe or catastrophic adverse effect on Portobello Institute's operations, assets, or on individuals

Public information, i.e., information that can be communicated without restrictions, and is intended for general public use, is not included in the framework below as this data will not cause harm to any individual, group, or to Portobello Institute if made public. Examples include standard guidelines and policies, contact details, maps, programme catalogue, public web page, press releases, event details and advertisements.

In terms of classifying data, if for any one of the data element/combination of elements the potential impact in terms of unauthorised disclosure, unauthorised modification, or loss of data is identified as "High," then the complete data set should be classified as "Highly Restricted."

For example, if in a single data store copies of invoices classified as "Controlled" occupies the same space as payroll information classified as "Highly Restricted," then the classification of "Highly Restricted" applies to the data set.

POTENTIAL IMPACT			
Security Objective	LOW	MODERATE	HIGH

Confidentiality Preserving authorised restrictions on information access and disclosure, including means for protecting personal privacy and proprietary information.	The unauthorised disclosure of information could be expected to have a limited adverse effect on Portobello Institute's operations, assets, or on individuals.	The unauthorised disclosure of information could be expected to have a serious adverse effect on Portobello Institute's operations, assets, or on individuals.	The unauthorised disclosure of information could be expected to have a severe or catastrophic adverse effect on Portobello Institute's operations, assets, or on individuals.
Integrity Guarding against improper information modification or destruction and includes ensuring information nonrepudiation and authenticity.	The unauthorised modification or destruction of information could be expected to have a limited adverse effect on Portobello Institute's operations, assets, or on individuals.	The unauthorised modification or destruction of information could be expected to have a serious adverse effect on Portobello Institute's operations, assets, or on individuals.	The unauthorised modification or destruction of information could be expected to have a severe or catastrophic adverse effect on Portobello Institute's operations, assets, or on individuals.
Availability Ensuring timely and reliable access to and use of information.	The disruption of access to or use of information or an information system could be expected to have a limited adverse effect on Portobello Institute's operations, assets, or on individuals.	The disruption of access to or use of information or an information system could be expected to have a serious adverse effect on Portobello Institute's operations, assets, or on individuals.	The disruption of access to or use of information or an information system could be expected to have a severe or catastrophic adverse effect on Portobello Institute's operations, assets, or on individuals.

Data Classification	Controlled	Restricted	Highly Restricted
	With this classification protection of information is at the discretion of the custodian and there is a low risk of embarrassment or reputational harm to Portobello Institute. Examples: Meeting minutes; department working & draft documents	Portobello Institute has a legal, regulatory, or contractual obligation to protect the information with this classification. Disclosure or loss of availability or integrity could cause harm to the reputation of Portobello Institute or may have short term financial impact on the university. Examples: Learner or employee records; grades; employee performance reviews; personally, identifiable information.	Protection of information is required by law or regulatory instrument. The information within this classification is subject to strictly limited distribution within and outside the University. Disclosure would cause exceptional or long-term damage to the reputation of Portobello Institute, or risk to those whose information is disclosed, or may have serious or long term negative financial impact on the college. Examples: PPS numbers; physical or mental health record relating to individuals; disciplinary records, personnel files

8.19. Acceptable use of Internet, Social media, and email

When using the Internet, email, and social media all staff must comply with all copyright, libel, fraud, discrimination and obscenity laws, and all staff are expected to communicate in a professional manner consistent with the rules of behaviour governing employees in the Education Sector.

@portobelloinstitute.com email addresses must be used for all work-related communications and should not be used for personal use.

No Internet user is permitted to retrieve, modify the security settings/configuration of the PC and IT facilities, send, copy or display offensive messages or pictures; use obscene or racist language; harass, insult or attack others; damage computers, computer systems or computer networks; violate copyright laws; use another user's password; trespass in another user's folders, work or files; intentionally waste resources (such as on-line time and consumables); use the network for unapproved commercial purposes. Staff members using BYOD must ensure they meet Portobello Institute encryption standards and follow general staff guidelines as such

8.20. Staff Training and Compliance Handbook

Portobello Institute provide regular staff training for existing and new staff regarding GDPR and data management. All staff are given a clear set of information in the staff handbook.

8.21 Consequences – dismissal / disciplinary action

The consequences of Portobello Institute not adhering to the policy regarding data are clearly outlined in the staff handbook.

8.22 Data Breach procedures and Protocol

In the event of a data breach, notification must be sent in the first instance to the inhouse GDPR designated officers.

What constitutes a data breach is broadly defined in the GDPR, and the concept of breach covers more than an unauthorised use or disclosure of personal data. Obvious breach events, such as unauthorised access or disclosure e.g., in the event of an IT system hack, or an inadvertent employee disclosure. Under GDPR, any breach of security giving rise to accidental or unlawful destruction, loss, or alteration of data (which would likely capture data being irreparably corrupted or accidentally wiped, for example).

With that in mind, any reported breach will need to be assessed to determine whether the mandatory breach notification obligations are triggered. In that way, that relatively benign breaches need not be notified to competent supervisory authorities or affected individuals.

As a data controller, once an assessment has been carried out within a reasonable timeframe of not more than 36 hours, the DPC will be notified if required. Notification to DPC will be within 72 hours of first becoming aware of the breach.

Data breach notification form is available here:

https://www.dataprotection.ie/secur-breach/form.asp

All data breaches will be documented in an incident report.

8.23 Marketing

Data for marketing purposes is collected and stored in the CRM system and emails using an "opt in" system.

Marketing department continually reviews all materials for their suitability, accuracy, and effectiveness. All marketing practices are covered by this policy document and its procedures therein.

8.24 Website Privacy notice

Portobello Institute's website privacy notice is contained can be found at:

Website Privacy notice: https://portobelloinstitute.com/privacy-statement/

8.25 Clean Desk Policy

Portobello Institute's clean desk policy is to ensure that each employee leaves their desk clean and free from work documents.

Appendix 1: Learner Evaluation Form

We very much appreciate you taking the time to complete this evaluation form. So that we can continue to improve and develop our programmes we value your opinion and ask that you fill in the attached sections frankly and fairly.

Name and learner ID (optional):	**Programme Name:**
Location:	**Tutors name/s:**
Date:	

How did the college fair in the following areas?

Pre-programme information

Were you provided with accurate information on request about our programmes, fees, payment, Learner support and programme assessment

_____

_____

Learning and training environment

Did we provide a warm, welcoming, open, and transparent, professional place for you to study?

_____

_____

Were you in a position to gain access to real work experience and employment opportunities and were you given the correct paperwork to provide to the setting.

_____

_____

Learning and training methods

Did we give clear induction and programme work material at the outset of each module so that you are clear about what the expectations are from the module and did we adhere to quality and procedural guidelines

_____

_____

Were you supported to achieve your learning goals, given feedback in a timely manner and encouraged to achieve your potential.

_____

_____

Personal & Professional Conduct

Were you treated respectfully by your tutor and did staff in Portobello Institute treat all learner, potential learners, and colleagues equally at all times being fair, polite, respectful, and professional in a manner, regardless of age, gender, race, religion, sexual orientation, and disability.

_____

_____

Teaching staff

Did we provide skilled and motivated staff and resources to allow you to work to a high standard. Tell us about your Tutor.

_____

_____

Appendix 1a: QA608E Learner Evaluation Action Plan

Programme Name: Programme code:

Tutors Name: Coordinator: Date:

Learner Issue	Action Plan	Solved On

Signed and Seen by

College Director: _____

Date: _____

Appendix 2: Programme Completion Form

DOCUMENT CHECKLIST (Preparation)	
☐ Learner Handbook (x n)	☐ Tutor Handbook
☐ Programme Descriptor (x n)	☐ Session Plans
☐ Learner Folder Cover Sheet (x n)	☐ Assessment Instruments (x n)
☐ Learner Record (x n)	☐ Assessment Cover Sheet (x n)
☐ Learner Resources (x n)	☐ Marking Sheets (x n)
☐ Training Equipment and Materials	☐ Results Summary Sheets (QQI)
☐ Attendance List	☐ Learner Feedback (x n)
☐ Induction Checklist	
P.M. Signature:	**Date:**

DOCUMENT CHECKLIST (Post-delivery)	
☐ Results Summary Sheets (QQI)	☐ Learner Evaluation Report
☐ Attendance List	☐ Induction Checklist
☐ Minutes of Meeting (P.M. to add)	
Tutor Signature:	**Date Submitted to P.M.:**

Appendix 3: QA102b End of Semester Tutor Evaluation

Semester:		**Tutor Name (optional):**	
Programme Names:		**Programme Codes:**	
Module Names:		**Average Learner Attendance:**	
Departments Evaluated: (Select all that are relevant)	☐ Montessori & Childcare ☐ Special Needs ☐ Sport ☐ Health	☐ Fashion ☐ Facilities Management ☐ Business and Travel	

Criteria	Excellent		Very Good		Satisfactory		Limited		Critical	
	10	9	8	7	6	5	4	3	2	1
	Rating		**Comments**							
Standard of Exams	/10									
Standard of Assignments	/10									
Standard of Practical	/10									
Learner Satisfaction	/10									
Administration Support	/10									
Feedback from Learners	/10									
Feedback from the College	/10									

Were there any weak learners?	
Were there any drop offs?	
Were there any learner issues?	
Did you have any issues?	
What more could Portobello Institute do for you?	
What changes would you recommend for next Semester?	

Signed:		**Date:**	Click here to enter a date.

Appendix 4: Programme Self Evaluation Report

Provider Name:	
Provider No.	
Address	43 Lower Dominick St, Dublin 1.
Phone / Fax / email / website	
Manager / Principal / Director Name	
Report Date	
Programme Title	
Report Author(s)	
External Evaluator	Name / Job Details
Timeframe covered by Evaluation	From / To

Programme Summary

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

Programme Statistics

No. Learners who started in period:	
No. Learners who achieved an award in period:	

Evaluation Methodology

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

Executive Summary

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

Grading Scale:

3 = Strength: There is plentiful evidence to indicate that achievement in this area is above average. This is an area where practice should be disseminated elsewhere.

2 = Acceptable: There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement: There is little or no evidence that achievement in this area meets what is expected. Improvement is needed.

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

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

Strengths

- Good quality programme
- Highly experienced and trained tutors
- Strong attainment of learners
- Programme available regionally
- Programme duration
- High standard of graduates

Areas for Improvement

Ensuring quality schools for our learners to gain valuable teaching experience

List the main recommendations made in relation to this programme.

Recommendations

- Longer programme
- More materials
- Module for graduates who want to open up their own Montessori School
- Follow on programmes – degree programme

Detailed Findings

Programme Design and Content

To consider:

How has the design and content of the programme met the needs of learners in terms of access, transfer and progression and achievement of awards.

Have learners been completing the programme or dropping out?

Is there sufficient information available on which to base decisions regarding demand, content, learner need etc?

Is the demand for the programme from learners, employers, other providers still evident?

Are all the requirements for the award(s) being met?

Is the design and content of the programme accommodating of learner diversity?

Strengths

Areas for Improvement

Recommendations

Programme Delivery

To consider:

Are delivery methods appropriate to learner needs?

Have adaptations been identified?

Are learner supports and information adequate?

Are learners kept informed of their own progress?

Are the teaching and learning materials adequate for purpose?

Are timetables /schedules being adhered to?

Are learners encouraged to take responsibility for their own learning?

How well are the needs of learners with diverse needs being addressed?

Are staff confident and content in their roles?

Is staff development keeping pace with the demands on staff?

Is the programme being reviewed on a regular basis and are staff facilitated to contribute to the review?

Strengths

Areas for Improvement

Recommendations

Assessment of Learning

To consider:

Is the administration of assessment and learner registration happening effectively?

Are assessment strategies appropriate to learner needs and programme design?

 Is assessment fair to learners and consistent as carried out by assessors?

Are the reports of external verifiers / monitors / examiners reviewed and acted upon?

Is the standard achieved by learners consistent with national standards?

Are reasonable accommodations available to learners with disabilities?

Are exemptions from assessment given where a learner has evidence of prior achievement?

Are records of assessment maintained securely?

Strengths

Areas for Improvement

Recommendations

Associated Services and Resourcing

To consider:

Are the resources available to allow staff to deliver the programme effectively?

Do learners have access to the materials and facilities essential for successful participation in the programme?

Is there sufficient access for staff and learners to reference materials and I.T. resources as appropriate?

Are facilities safe and well maintained?

Is access to services available to all learner groups?

Strengths

Areas for Improvement

Recommendations

Attainment of Programme Objectives

To consider:

Are the objectives of the programme being reached?

Are the objectives clearly enough defined?

Are learners leaving the programme early?

Are the reasons for early drop out known and understood?

Are attainment levels comparable across all learner groups?

Is the demand for this programme still evident?

Conclusions:

Appendix 5: Monthly Tutor Report with Scheme of Work

Tutor:		For the Month of:		Programme Manager	

Tutors delivering an entire programme (e.g. Montessori) can make one entry (for the whole programme). Tutors delivering individual modules should make more than one entry.

Programme/Module	Avg. Attd.	On Sched.	Standard of Work			List any learners who have not attended for 3 weeks:
			Exam	Assign.	Prac.	

Learner Issues/Action Taken:	

Venue Issues:	
Equipment/Stock Request:	
General Comments/Assistance Required:	
Ideas/Suggestions for Programme Development or Improvement:	

Monthly Scheme of Work

Class No.	Content		Teaching Aids	Method of Assessment	Completed		
					Content	Assign	Exam
	Theory						
	Practical						
	Theory						
	Practical						

	Theory						
	Practical						

Signed:		Date:	

Please send this report to the HR Administrator

Appendix 6: QA200a Equality Policy

Introduction

The purpose of Portobello Institute's equal status policy is to:

Identify Portobello Institute's commitment to combating discrimination, accommodating diversity, and promoting equality.

This equal status policy reflects Portobello Institute's commitment to meeting its obligations under the Equal Status Acts 2000 to 2008 which prohibit discrimination (including harassment, sexual harassment, and victimisation) in the provision of goods and services to members of nine equality grounds (gender, marital status, family status, religion, age, disability, sexual orientation, race, and membership of the Traveller community).

This policy has been developed in consultation with staff and Learners from across all of the nine grounds and from local organisations representing groups experiencing inequality.

Statement of Commitment

Equality
Portobello Institute seeks to ensure that the goods and services that it provides:

- are free from discrimination, sexual harassment, harassment, and victimisation

- accommodate diversity across the nine grounds covered by the equality legislation and meet needs that are specific to particular groups of Learners

- make reasonable accommodation for Learners with disabilities

- seek to benefit all Learners from across the nine grounds by promoting equality and implementing positive action measures where necessary

Portobello Institute will not tolerate discrimination, sexual harassment, harassment, or victimisation of Learners by employees and non-employees, such as other service users or contractors. Such behaviour may lead to disciplinary action (in the case of employees) or to other sanctions such as suspension of contractors or exclusion from our premises (in the case of non-employees).

Mainstreaming
Portobello Institute seeks to ensure that the needs of Learners from across the groups covered by the equality legislation are taken to account in the planning, design, and delivery of its programmes.

Complaints

A complaints procedure is established within the college. Portobello Institute will treat all complaints by service users with fairness and sensitivity and in as confidential a manner as possible.

Taking Action

Communication with Learners

Materials
Information, programme, and other materials produced for and by Portobello Institute will be provided in a relevant and accessible manner to Learners from across the nine grounds. This includes using:

- Different formats such as Braille and large print
- Different media such as an accessible website
- Different languages

Promotional Materials
Materials produced to promote Portobello Institute activities will be non-discriminatory and will communicate the company's commitment to equality for Learners.

Direct Contact
In its direct contact with service users, Portobello Institute seeks to ensure that:

- Learners are dealt with in a consideration, courteous and professional manner
- Learners experience a harassment free environment
- Language barriers are effectively addressed, including through the use of interpreters
- Reasonable accommodation is made for people with disabilities

Learner evaluation
Portobello Institute encourages the participation in their evaluation systems of Learners from across the nine grounds and from organisations representing groups experiencing inequality. These feedback systems include learner evaluation forms, website questionnaires, service user panels and regular meetings with representative organisations.

Accommodating diversity
Portobello Institute will accommodate the diversity of Learners across the nine grounds by:

- Actively identifying and addressing Learner needs across the nine grounds
- Providing reasonable accommodation for Learners with disabilities
- Ensuring flexibility in the provision of goods and services so as to allow for the diversity of Learners to be accommodated

- Taking positive action measures to promote equality in practice for disadvantaged persons by providing facilities, arrangements, services, and assistance required to cater for the special needs of Learners

Reasonable accommodation of people with disabilities

Portobello Institute seeks to anticipate the requirements of Learners with disabilities (including those with physical, intellectual, and sensory disabilities and mental health issues) and to ensure that Learners with disabilities are not excluded by physical, systemic, attitudinal or communication barriers. Portobello Institute takes steps to assess the needs of individual Learners with disabilities and to identify how best to meet these needs.

Portobello Institute seeks to ensure that:

- The physical environment in its buildings and surrounding grounds are accessible and free from barriers
- Goods / services are provided using flexible systems, trained staff, and clear procedures
- Alternative methods of making services / goods available are provided where appropriate and reasonable
- Communication strategies and materials are accessible
- Staff communicate effectively with Learners with disabilities and do not display patronising attitudes or make assumptions about people's abilities or inabilities

Portobello Institute seeks to provide an environment where, in dialogue with staff, a person with a disability can identify their needs and how these can be met.

Promoting equality

Portobello Institute will conduct an equal status review at appropriate intervals. These reviews will examine:

The current diversity of Learners- Staff and service user perceptions of equality and diversity issues and Portobello Institute's performance in addressing these.

Portobello Institute will prepare an equality action plan on foot of the equal status review.

Implementation

Management is responsible for implementing this policy and for ensuring that Learners do not experience discrimination, that diversity is accommodated, and that equality is promoted for Learners.

All staff should cooperate in the development and implementation of policies and procedures to promote equality for Learners.

Nonemployees should also cooperate with this policy.

An equality officer has responsibility for promoting the effective implementation of this policy.

Communicating this Policy

Portobello Institute is committed to communicating this policy to:

- All staff
- Learners
- Potential Learners
- Business contractors
- Trade unions
- Local organisations representing groups experiencing inequality

This policy will be communicated through:

- Publication and dissemination of the policy
- Provision of training on the policy to all staff
- Display of the policy in public areas of the organisation
- Reference to the policy in all business contracts
- Reference to the policy in information materials
- Staff handbooks.
- Learner Handbook

Equality Infrastructure

The Education & Learner Experience Committee deals with specific equality issues and support implementation of this policy.

It has the following terms of reference:

The Education and Learner Experience Committee is responsible shaping Portobello Institute strategy and policy in relation to academic affairs, while horizon scanning, forward planning and developing new initiatives. It will make recommendations for approval by the Academic Board on academic matters, education policies, objectives, delivery mechanisms and governance structures regarding the learner learning experience.

To maintain an overview of Portobello Institute's academic strategies, policies and procedures pertaining to the following:

i.   teaching and learning
ii.   definition and maintenance of academic standards
iii.   examinations and assessment
iv.   innovations in educational practice
v.   programme development and review
vi.   learner behaviour and discipline
vii.   learner experience
viii. academic staff development

ix.   quality management and enhancement

Responsibility for the development and implementation of Portobello Institute's Teaching and Learning Strategy and related policies relating to teaching, learning, assessment, learner engagement, learner success, learner support and learner recruitment.

- Provide academic direction
- Develop, monitor and review educational provision and support strategies
- ESEC shall undertake any other appropriate duties or tasks assigned to it by the Academic Board
- CPD

Equality and Diversity Training
Portobello Institute undertakes to develop an equality and diversity training strategy to develop a programme of training aimed at providing staff with:

- A knowledge and understanding of the equality infrastructure and equality policies for their company

- Information on the Employment Equality Acts 1998 to 2008 and the Equal Status Acts 2000 to 2008

- Awareness of the differing needs of groups that experience inequality across the nine grounds covered by the equality legislation

- Skills to enable them to promote equality, combat discrimination and accommodate diversity in their interaction with other employees and with Learners

- Skills to assess the needs of Learners with disabilities as well as those of Learners across all nine grounds

Learner Support and Complaints
Learner will have responsibility to ensure that:

- Learners with disabilities have their needs assessed and are reasonably accommodated
- the needs of Learners from across the nine grounds are assessed and reasonably accommodated
- the complaints procedure is managed in relation to allegations of discrimination or of failure to make reasonable accommodation

Portobello Institute will maintain an accessible system for dealing with any complaints under this policy. This system will be fair and as confidential as possible.

The complaints procedure will involve:

- a fair and transparent investigation of all complaints
- Timescales within which Learners will receive responses to complaints

This system does not affect the individual's right to bring a complaint under the Equal Status Act 2000 to 2008.

Monitoring and review

Portobello Institute will actively seek feedback from Learners and staff on the implementation of this policy.

Data will be collected to identify the degree to which the policy is successfully promoting equality for Learners. The data collected will be treated in confidence and will comply with data protection legislation.

The operation of this policy will be evaluated on a regular basis and this policy will be updated accordingly.

Appendix 7: Guidelines for Programme Design for Portobello Institute

1.1 Phase 1 – Proposals for New Programmes

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

Proposals must be considered both on their own merit and within the framework of the overall college policy. Portobello Institute requires that proposers of new programmes submit an outline of the programme for approval prior to the development of a full submission. This outline approval arrangement facilitates time management during the process.

- The outline proposal should be submitted to the Development Manager for consideration by the Education & Learner Experience Committee
- They will examine the outline proposal in terms of the college's Strategic Plan and the college's resource planning. The Education & Learner Experience Committee will compile a report, which will be forwarded by the Development Manager, together with the outline proposal, to the Academic Board
- The proposal for outline approval must conform to the requirements of the validating body on new programme evaluation. The outline should include the following:
  - *Demand from industry*
  - *Demand from prospective learners*
  - *Institute and Department Strategy*
  - *Aims and Learning Outcomes* - general details
  - *Programme Design* - subjects, learning outcomes, teaching methodologies and assessment methodologies
  - *Programme Schedule* - examination subjects, component subjects, contact hours, credit rating and level, marks per subject
  - *Resources* - accommodation implications, staffing implications
  - *Similar Programmes at other Institutions*
- The outline proposal shall not include detailed syllabi, readings lists, equipment lists etc.
- The Academic Board will decide whether to grant outline approval to the proposed programme based on its own deliberations and any recommendations of the Education & Learner Experience Committee taking into account the report from the College Director
- The Academic Board may attach conditions to the outline approval of a new programme proposal
- A proposed programme that is granted outline approval will be identified with a specific department and provision will be made for structured meetings of the academic staff involved. In the case of a multi-disciplinary programme, one of the departments concerned will be identified as the base department and staff from the various disciplines will be included in the programme board. In the case of a proposed new programme, such groupings will be provisional pending validation of the programme and finalisation of the staffing arrangements

There can be three outcomes to the outline proposal submission, as follows:

1. Granted – proposed development plans for programmes can now progress to full development phase

2. Further Information Required – in order to progress to full development further information is required. The programme development application – phase 1 - must be re-submitted giving details in the areas sought

3. Refused – it is deemed that the proposal is not suitable for progression to full development at this time

Phase 2 commences when a programme development application - phase 1, is granted and a programme development application - phase 2 is developed by the Education & Learner Experience Committee for submission to the College Director.

1.2   Phase 2 – Stages in the Development of the Proposed Programme for Validation

Guidelines for New Programme Development and Evaluation

The Evaluation of a New Programme is concerned with the total design and proposed implementation of the programme with particular reference to its aims and learning outcomes, subject content, facilities required and staff deployment.

1.2.1   Objectives

1.2.1.1 Evaluate the aims and general learning outcomes of the programme in the context of the relevant national standards

1.2.1.2 Evaluate the learning experience to be provided in terms of learning outcomes, syllabus content, teaching methods, and curriculum

1.2.1.3 Evaluate the assessment instruments proposed and ensure they are in line with college policy on fair and standard compliant assessment of learners

1.2.1.4 Evaluate the curricula vitae of academic staff to be deployed in teaching the programme

1.2.1.5 Evaluate the physical facilities being provided

1.2.1.6 Assess whether the processes in place for access, transfer and progression are in line with the policies of college.

1.3   Proposed Programme Document

The Proposed Programme Document should contain detailed information on the proposed educational programme as follows:

1.3.1   Aims and General Learning Outcomes

This section should consist of a general statement of intent relating to the goal of the programme of learning, with particular reference to career/employment related applications.

1.3.2   Learning Experience and Assessment

1.3.3 Learning Outcomes

The decisions on the goals of a programme of learning in the form of a statement of detailed outcomes can be a most important step, as the definition of the outcomes can be used to guide the construction of the whole programme.

1.3.4 Syllabus

This should consist of a description of the content of the programme of learning.

1.3.5 Teaching/Learning Methodologies

A description of the methods and materials to be used in the programme of learning.

1.3.6 Assessment Methodologies and Instruments

This should consist of a description of the techniques to be used to measure the degree to which the learning outcomes have been realised e.g., assignments, objective tests, final examinations, open book examinations, oral/aural examinations, continuous assessment, etc.

1.3.7 Curriculum and Time/Staff Allocation

A table giving details of the contact-hours to be devoted to each subject in terms of the breakdown of this between practical, workshops, studio, tutorials, lectures, etc. should be given. The staff member(s) to deal with each subject should be listed.

1.3.8 Physical Facilities

This should give as much detail as is deemed appropriate to enable an evaluation to take place of laboratory/studio/workshop/other accommodation facilities to be available to learners participating in this programme. This does not imply a list of individual items of equipment.

1.3.9 Curricula Vitae

The curricula vitae of the staff to teach on the programme should be provided.

1.3.10 Draft Programme Schedule

A draft programme schedule to include listings of Examination Subjects, component subjects, contact hours, credit ratings, marks per subject.

1.4 Subject Matter of New Programme Evaluation

The Panel of Assessors must be satisfied that the proposal adequately addresses the following criteria:

(1) Education and Training Requirements

The programme is consistent with the college's mission, avoids redundant provision and makes efficient use of resources (collaborating where this is beneficial).

Particular elements for consideration:
- compatibility with the Portobello Institute's Strategic Plan and Mission

- o compatibility with Department Planning
- o demand by employers for graduates of a programme of this nature
- o opportunities graduation offers learners
- o support for the programme from industry, commerce, government agencies and associated professional bodies
- o consultation on the proposal with relevant stakeholders and peers
- o research on similar or related programmes offered by other providers
- o impact on the programmes currently offered by the Institute and particularly the proposing School

(2)   Unity

There should be an underlying unifying theme and the modules should be bonded by interactions which are either implicit or explicit. The proposal should demonstrate how the standard (of knowledge, skill, and competence), evolves throughout the programme as a whole.

Particular elements for consideration:
- o the level of the programme, the degree to which the programme challenges the learner
- o an appropriate balance in regard to the breadth and depth of the individual curricula and the academic and practical requirements of the programme
- o sufficient emphasis on promoting the intended learning outcomes together with details of how achievement of the learning outcomes will be measured
- o the development of the curriculum imposing increasing demands on the learners as they progress through the programme
- o the personal development of the learner must be central to the programme

(3)   Teaching and Learning

The proposed approach to teaching and learning should be clearly indicated and justified.

Particular elements for consideration:
- o the development of the curriculum – through appropriate learning outcomes, teaching methodologies and assessment techniques – imposing increasing demands on the learner as they progress through the programme
- o the appropriateness of the total contact hours and the breakdown of these hours into lectures, practical, tutorials etc.

(4)   Learner Assessment

The learner assessment methods should be fully elaborated and consistent with the college's policy on fair and consistent assessment. The assessment methods should be capable, among other things, of demonstrating attainment of the standards of knowledge, skill, or competence.

Particular elements for consideration:
- o the workload of the learner in terms of assessment requirements, reading, researching, studying etc.
- o planned feedback to learners on assessments
- o assessment schedule, assessment criteria, and referencing protocols

o   procedures for promoting the timely submission of assessment material

(5)   Resources

The proposed staffing levels should be appropriate and the levels of qualifications and competence of the staff sufficient to deliver the programme.

The necessary facilities should be available in terms of accommodation, equipment, library, and information technology resources to support the proposed programme.

(6)   Quality Assurance

The proposal should demonstrate how the college's quality assurance procedures have been applied in the development of the proposed programme and that satisfactory procedures exist for the ongoing monitoring and periodic review of programmes.

(7)   Programme Title and Award Title

The award title should be consistent with the programme title and should be clear, accurate, succinct, and fit for the purpose of informing prospective learners and other stakeholders.

1.5   Procedures for the Assessment of Learners

Portobello Institute has in place procedures to ensure fair and consistent assessment of learners and to ensure standards are consistent and compliant with the national framework of qualifications. These procedures are as follows:

1.5.1   Guidelines for Coordinated Planning of Assessments

Coordinated planning of assessments is essential to ensure all parties have full and prior knowledge of the aims of the assessments to be carried out and that assessments are consistent with the learning outcomes of the programme. All assessments are the overall responsibility of the College Director, and the College Director must ensure the following procedures are carried out:

- Assessments are completed as agreed so that learners have the opportunity to prepare fully and make the best use of any assessments planned
- Assessment methods are agreed in accordance with the skills requirement of the learner, the learning outcomes of the programme and the depth of knowledge required by the learner at this level of the programme
- Weighting of assessments is aligned with the objectives of the programme and is in accordance with a progressive learning path for the learner
- Planning meetings are held prior to the commencement of the programme, during which the content of assessments, corresponding solutions and marking schemes are developed by the Programme Manager in cooperation with the tutors. These are discussed and approved by the Academic Manager. Assessments must adequately assess the intended learning outcomes and should include a range of methods to test the learner's depth of knowledge. Worked solutions with appropriate marking schemes should accompany all assessments.

Clear and concise instruction, where appropriate, is included on an assessment information cover sheet

- Programme team meetings are held prior to the commencement of the programme with the scheme of work including planned methods of assessments, weighting of assessments and schedule of assessments agreed. Monthly schemes of completed work are submitted to the Programme Manager by tutors and cross checked with the agreed schedule to ensure assessments are taking place as planned
- Assessments take place in accordance with the examination and invigilation regulations.

1.5.2   Requirements of Learners for Assessments

Learners must meet the following criteria in order to be eligible for assessment:

- Learners must have met all the criteria of the programme to be admitted to assessments
- In accordance with the programme schedule, awards will only be made to candidates, whose performance has been monitored and approved by the external examiner

1.5.3   Information required on Assessments, Assessment Timetables and Methods

Procedures are in place to ensure learners have all the information they require to successfully complete assessments, apply for accommodation and/or appeal, where appropriate.

Information issued to Learners includes the following:

- Programme Assessment Criteria
- A programme schedule detailing assessment submission date(s)
- Assessment brief including title, duration, examiner, weighting, number of sections/ questions per section, style of questions i.e. short or long structured questions, multiple choice questions etc.
- Assessment methods i.e. theory, skills based etc
- Weighting criteria and relevant marking scheme, description of expected standards for each grade
- Appeals procedures
- Processes for applying for reasonable accommodation
- Processes for applying for recognition of prior learning
- Assessment regulations
- Breach of assessment regulations
- Marks and Standards

Information issued to Internal Examiners includes the following:

- Marks and Standards
- A programme schedule detailing assessment submission date(s)
- Guidelines for internal examiners on setting and marking assessments
- Weighting criteria and relevant marking scheme, description of expected marks and standards for each grade
- Assessment regulations applying to internal examiners
- Breach of assessment regulations

Information issued to Internal Moderators includes the following:

- Marks and Standards
- Assessment regulations applying to Internal Moderators
- Guidelines on moderation of assessments
- Programme documentation with modular outcomes

Information issued to External Examiners includes the following:

- Marks and Standards
- Assessments Regulations
- Programme documentation with modular outcomes
- Internal examiner and internal moderator guidelines

Appendix 8: QA085 Portobello Institute Regional Venue H&S/Maintenance Inspection checklist

Venue:		
Signed:	Position:	Date:

Y = Satisfactory N= Action Required

Walking Surfaces

□	Aisles correctly established and clear
□	No tripping hazards evident
□	Floors dry (not slippery)- if wet, appropriate signs are in place
□	Cords/wires not stretched across aisles
□	Carpet/flooring is secure and free of tears, lumps, or loose pieces
□	Tiles (if applicable) are secure and free of loose pieces

Stairways, Elevators, Aisles/Halls, Emergency Exits, Fire Extinguishers

□	Stairways are clear (i.e. there are no obstacles/ obstructions)
□	Stair treads in good condition
□	Elevators/lifts are in good working condition
□	Elevators/lifts has been serviced at least once in the last two years
□	Adequate lighting in stairways, aisles, and storage rooms
□	Handrails installed and are in good condition
□	Hallways are kept clear of equipment and supplies
□	Emergency exit doors are clearly marked and signposted
□	Emergency exit doors are easily accessible and are not locked/blocked
□	Fire extinguishers accessible and fully charged

Within Conference Room

☐	Lockers and shelves not overloaded
☐	Heavy storage shelves secured to wall
☐	Furniture is comfortable and in good mechanical condition (springs/casters on chairs, etc.)
☐	All doors can be opened and closed properly
☐	All windows can be opened and closed properly

Electrical Safety and Equipment

☐	Equipment properly grounded
☐	Equipment is in good condition
☐	Equipment is safe to use
☐	Electrical cords and plugs in good condition and are safe to use
☐	Electrical outlets are not overloaded

Other

☐	Chemical products properly used, stored, and labelled
☐	Safe step stools and ladders properly used when needed
☐	Member of staff onsite in case of emergency

PLEASE ATTACH A COPY OF YOUR HEALTH AND SAFTEY CERTIFICATE AND RETURN ALL TO

PORTOBELLO INSTITUTE, 43 LOWER DOMINICK STREET, DUBLIN 1

Appendix 9: QA 605 Consistency of Marking between Tutors

Title	**Consistency of Marking between Assessors**
Purpose	To ensure all assessments are marked with fairness and consistency
Staff Involved	College Director Programme Manager Programme Tutors Internal Verifier Certification
Methods used to carry out this procedure	• Assessors attend a pre-assessment meeting, guidelines for the assessment discussed. Marking guidelines are reviewed and Programme Managers ensure that assessors have a clear understanding of the standard required, the object of the assessment and any special circumstances or further information they may require. Learners have prior knowledge of weighting of any questions etc. • A sample of 20% of the total end of term examinations where results fall into each of the grade bands is moderated by the Internal Verifier to ensure fair and consistent assessment procedures and consistency of standards are adhered to across all assessors. A cross moderation report is issued by the Internal Verifier to the Programme Manager, the results approval panel and to assessors with findings and any recommendations for implementation on same. • All assessors complete an evaluation of the examination. This details the average result, strengths and weakness of the group, areas for improvement and general opinion of the assessment. This is returned with the results to Certification and is reviewed by the Programme Manager, results approval panel, and tutors during a team meeting. It is included as a topic for discussion during programme team meetings. When satisfied that assessments have been corrected in a fair and consistent manner, the results approval panel approve and sign off assessment results. • Learners are requested to complete programme evaluations intermittently during the programme. A section of this queries their opinion of assessments, assessors, time, and duration etc. These are reviewed during programme meetings and suggestions discussed. Any changes to the assessment procedure are issued to learners in writing.

Who Does It	• Any Changes to the assessment procedure, parameters, dates etc. are issued to Learners in writing • Tutors and assessors must mark the assessment. This is to show clearly where marks are given and for what reason.
Evidence Generated by this Procedure **Scope**	Programme Manager Internal Verifier Internal Verification Report Marking Guidelines Sample Marking Sheets Minutes of Team Meetings Cross Moderation Report

Monitoring	
Monitor	Programme Manager
Frequency	End of Term
Monitoring Methods	Internal Verification Report Team meetings
Monitor	External Evaluator
Frequency	End of Term
Monitoring Methods	External Authentication Report Review Internal Verification Reports

Title	Results and Certification
Purpose	To ensure that all results and certificates from Portobello Institute are issued correctly.
Staff Involved	Certification Programme Managers College Director
Methods used to carry out this procedure	Portobello Institute will not issue Final results to learners until the programme is completed and all Internal and External Verification checks have taken place. QQI certificates are posted out to learners as soon as they arrive from QQI. All other certificates are awarded at the Portobello Institute graduation which is held bi-annually. Results can take up to 12-16 weeks from the last date of examinations to be issued to the learners. No results are to be given out over the phone or via email Any results queries are to be sent to the Certification Department by post, via email at certification@portobelloinstitute.com If a learner owes money for their programme their final results and certificate will be withheld until payment is made.
Who Does It	Certification College Director
Evidence Generated by this Procedure	
Scope	Final Results sheets Email Queries

Monitoring	
Monitor	College Director
Frequency	Annually
Monitoring Methods	Team Meetings

Appendix 10: QA 803 Results and Certification

Title	Results and Certification
Purpose	To ensure that all results and certificates from Portobello Institute are issued correctly.
Staff Involved	Certification Programme Managers Academic Director
Methods used to carry out this procedure	Portobello Institute will not issue Final results to learners until the programme is completed and all Internal and External Verification checks have taken place. QQI certificates are posted out to learners as soon as they arrive from QQI. All other certificates are awarded at the Portobello Institute graduation which is held bi-annually. Results can take up to 12-16 weeks from the last date of examinations to be issued to the learners. No results are to be given out over the phone or via email Any results queries are to be sent to the Certification Department by post, via email at certification@portobelloinstitute.com If a learner owes money on their programme their final results and certificate will be withheld until payment is made.
Who Does It	Certification Academic Director
Evidence Generated by this Procedure	
Scope	Final Results sheets Email Queries
Monitoring	
Monitor	Academic Director
Frequency	Annually
Monitoring Methods	Team Meetings

Appendix 11: QA609 Learner Appeal

Title	Learner Appeals for Unsuccessful Assessments
Purpose	To ensure all learners have access to appeal an assessment result they do not agree with
Staff Involved	Programme Manager Programme Tutors Certification
Methods used to carry out this procedure	1. Any learner that feels that their work has been marked unfairly or has failed an assessment is entitled to appeal by filling out the appeals form within two weeks of the date of receiving the result. There is an appeals fee of €50. This is refunded if the learner's appeal is upheld. NOTE: Consult external bodies for their processes for appeals as these can differ slightly. 2. The appeals form will be given to Certification who will take a record of the date of receipt. Certification will also cross-check that the correct result has been issued. If an incorrect result has been issued the learner shall be informed in writing of the error made and the correct result issued. 3. If the above does not occur, the Programme Manager will meet with the tutor to discuss the validity of the appeal. The College Director is informed that there is an appeal in process of a result. A re-check of the result will be conducted by an appropriate assessor and feedback issued on the results re-check form to the Programme Manager, tutor, and the learner. 4. If the issue remains unresolved for the learner, the Programme Manager will request an alternate examiner to correct & grade the disputed work. Should this mark concur with the original, this grade will be deemed final, and the learner will be informed in writing. Should an upgrade be awarded the learner will be informed in writing also. 5. Certification will record the process for the duration of the appeal in the appeals log. The College Director is informed of the outcome.

Who Does It	Certification College Director
Evidence Generated by this Procedure **Scope**	Appeals Form Re check Results form Appeals Outcome letter
Monitoring	
Monitor	Programme Manager and Certification
Frequency	As situation occurs
Monitoring Methods	Appeals Forms and Appeals log

Appendix 12: QA 610 Procedures for assessment review

Title	Review of an Assessment
Purpose	To ensure learners can have their work reviewed and remarked.
Staff Involved	Programme Managers College Director Certification Appeals and Complaints Board
Methods used to carry out this procedure	A learner who is dissatisfied with the mark given for a piece of assessment may lodge a request with Certification for the piece of work to be reviewed. Requests must be lodged using the review form no later than two weeks after the result is issued or work returned. In most cases, work from external accrediting bodies can be re checked and appealed. Assessment eligible for review includes essays, reports, or other written assessment tasks such as tests or examinations. Where a review is requested, a member of academic staff with appropriate expertise will be appointed by the Programme Manager to assess the item in question. The reviewer will be provided with: • the reason for the mark review request • the assessment criteria applicable to the item • the original mark awarded • the original marker's comments on the item The final assessment outcome for the item will be agreed between the original marker and the reviewer and they will agree to: • increase the mark, or • confirm the mark originally awarded. The reviewer must note their name and signature on the assessment item. Items of reviewed assessment will not: • include comments from the reviewer • receive a revised mark that is lower than the mark originally awarded
Who Does It	Certification College Director

	Appeals and Complaints Board
Evidence Generated by this Procedure Scope	Appeals Form Re check Results form Appeals Outcome letter
Monitoring	
Monitor	Programme Manager and Certification
Frequency	As situation occurs
Monitoring Methods	Appeals Forms and Appeals log

Appendix 13: QA6072 External Authentication

Title	External Authentication
Purpose	To ensure all assessors are grading in accordance with the national standard applicable – External Authentication
Staff Involved	Programme Managers Programme Tutors
Methods used to carry out this procedure	An independent External Authenticator will be appointed on the basis of their qualifications and field of expertise. External Authentication will take place on completion of each programme or as required. They will verify the Internal Verification report and authenticate its findings by sampling assessments. They will produce a marking standard report. They will have access to work that has been subject it Internal Verification and the IV report. They will also have access to learners and tutors and their records. The External Authenticator will produce an External Authenticator Marking Standards Report which will be used during the Results Approval Panel meeting and subsequent self-evaluation meetings. A Results Approval Panel is brought together consisting of the College Director, Programme Managers, senior tutors etc. They meet and review the findings of the internal Verifier and the External Authenticator. They identify any issues arising in relation to the results and make recommendations for corrective action. The results approval panel will have access to work that has been subject to Internal Verification and the IV report, any assessments with appeals pending and any assessments with issues identified by the External Authenticator. The Results Approval Panel will meet at the end of each programme cycle or as required. The Results Approval Panel will finally approve results for immediate release to Learners and submission to QQI for certification by signing off each Final Return Results Module Summary sheets.
Who Does It	Programme Managers Programme Tutors
Evidence Generated by this Procedure Scope	Sampling Schedules Internal Verification Event Log & Report External Authenticator Marking Standards Report
Monitoring	

Monitor	Programme Manager External Authenticator
Frequency	End of Term
Monitoring Methods	Internal Verification report External Authenticator Marking Standards Report Team meetings

Appendix 14: QA603 Examination regulations for candidates

Below are the main examination regulations for candidates:

1. It is the responsibility of candidates to carefully note the dates and times of their examinations, as displayed on the examination timetable.
2. Any attempt at any of the following by one or more candidates will be deemed to be a breach of examination regulations:
   - Possession of copies of assessment questions or papers in advance of the assessment being held
   - Cheating
   - Misrepresentation
   - Bribery
   - Falsification
   - Impersonation or any other form of deception
   - Plagiarism
   - Any looking or copying of another learner's work.
3. Candidates are required to be available 15 minutes before the advertised start of the assessment. They are not permitted to enter the assessment location until advised to do so by the invigilator
4. Candidates are requested to notify the invigilator should there be any misspelling of your name on the answer script. (This only applies to ITEC examinations)
5. Smoking is not permitted on the college premises. Eating or drinking in the assessment location is not permitted except with the prior approval of the invigilator
6. All materials, including computer equipment, mobile phones, electronic dictionaries/translators, bags etc, must remain outside/ at the top of the assessment location.
   No pencil cases are permitted
   Candidates found to be in possession of any of these items will be deemed to be in serious breach of examination regulations
7. Candidates are not allowed to borrow anything, such as red biro, tippex, eraser, etc, during the course of the assessment. If these items are required, ask the invigilator
8. Candidates are requested to read all relevant instructional documentation for the assessment, when advised to do so by the invigilator
9. Candidates must comply with the instructions of the invigilator at all times
10. Candidates will not be permitted entry to the assessment location twenty minutes after the advertised commencement time of the assessment
11. Candidates are permitted to leave the assessment once complete. No re-entry will be allowed
12. Candidates must remain seated at the end of the assessment until the invigilator has completed the collection of all assessment material
13. Communication between candidates is considered a serious breach of exam regulations. Candidates should raise their hand to draw the attention of the invigilator, should they require any assistance during the assessment

14. Invigilators have the authority to inspect any material in the possession of the candidate during the assessment period. Any unauthorized materials will be deemed to be in serious breach of the examination regulations and will be retained by the invigilator and reported to the examinations officer

15. All rough work should be included with assessment answer scripts

16. Candidates may not retain any materials from the assessment unless authorized to do so by the invigilator

17. Candidates who are deemed to have violated the examination regulations in anyway will be referred to the Academic Misconduct and Disciplinary Committee

18. Results are issued to learners up to 12-16 weeks after the completion of the programme/ final examination. It is the responsibility of the learner to ensure that the college is given notification of change of address

Appendix 15: QA603d Instructions for invigilators

1. Invigilators are required to be at the assessment centre a minimum of twenty minutes prior to the commencement of an assessment to ensure that the centre is set up correctly

2. It is the responsibility of the invigilator to ensure that candidates do not enter the room more than 15 minutes prior to the scheduled time of the examination/assessment

3. Invigilators must ensure that no unauthorised materials, bags, or mobile phones are located in the assessment room. The only materials permitted on the learner's desk are the assessment and writing materials

4. Invigilators are required to distribute assessment materials prior to the commencement of the assessment

5. Invigilators announce the commencement and completion time of the assessment. Candidates may not turn over the examination paper or commence the assessment until the invigilator announces the commencement time. The invigilator will announce when there is only five minutes of the assessment remaining

6. Invigilators must walk around the assessment location surveying for any improper actions.

7. If an invigilator is suspicious of a candidate's actions, but has no conclusive proof of inappropriate behaviour, then this must not be addressed until the end of the assessment. The invigilator must inform the candidate as they are leaving the examination room of their suspicions and inform them that a report will be made on the occurrence. This report must be included with the invigilator's certificate. If, however, a candidate's conduct is causing unnecessary disruption to others, the invigilator may ask the candidate to leave the assessment location

8. If an invigilator catches a candidate breaking any of the examination regulations, they must inform the candidate that a report on this will be written up and given to the Academic Misconduct & Disciplinary Committee. The candidate must, however, be allowed to finish the examination

9. At the end of an assessment, it is the responsibility of the invigilator to collect all assessment materials from candidates and to record same.

    Invigilators should ensure candidates have completed the assessment cover sheet correctly and included the exam paper, any additional materials and/or used/unused scripts. These must be checked against the signature of the candidates together with the invigilator certificate and returned to Front Office. Scripts should be returned in the order they are documented on the invigilator certificate.

10. The Invigilator Certificate must be completed with the following information:
    - Time, date & location of assessment
    - Number of candidates present
    - Number of candidates absent
    - Signature of each candidate present
    - Number of scripts distributed
    - Number of scripts collected
    - Any queries raised by learners during the assessment
    - Any corrective action taken
    - Any breaches of the examination regulations
    - Signature of invigilator

Appendix 16: QA055a Attendance Sheets

Programme and Module Name:							Venue:			Tutor Name:		
Learner Name												
Tutor Initial												

Appendix 17: QA058 Temporary Leave of Absence Policy

Purpose	To ensure that learners who are unable to undertake their programme, after they have commenced their studies, with a valid reason have an option to take a temporary break.
Scope	All learners who have commenced their studies.
Policy Statement	Temporary Leave of Absence is only granted under exceptional circumstances and learners must gain written agreement from the Institute. Learners seeking a temporary leave of absence must meet one of the following conditions: Compassionate and Compelling Circumstances as follows: • Serious illness or injury with accompanying medical certificate • Bereavement of close family member to include parents, spouse, siblings, or child. • Traumatic Experience which would include witness or involvement in serious accident, witnessing or being victim of serious crime. Paperwork to accompany the request for should include medical certificates, death certificate of family member, Garda, or psychologists report if applicable. **Conditions of Granting a Temporary leave of absence** • Temporary leave of absence is granted for one year only. • If fees are increased when the learner re-enrolls for the programme, the learner is liable to pay the increase in fees • A refund will not be granted in lieu • The learner must remain on the programme until approval has been granted. • Approval is not automatic • All fees will remain due and if the learner is on payment plan, the plan will remain in place and payments collected as normal • Failure to make payments will result in referral of the account to a debt collection agency • €350 temporary leave of absence fee must be paid with application
Supporting Procedures	QA058b Temporary leave of absence Procedure
Responsibility for Implementation	Accounts Staff Quality Manager Assurance Academic Director Admissions Team
Status	Active

Related Policies	QA056 Refund Policy, QA057 Deferral Policy
Date Effective	03.08.21

Appendix 18: QA613a PI Learner Charter

What is a Learner Charter?

Portobello Institutes learner charter sets out the mutual expectations and obligations between the Institute and our Learners. It establishes rights, responsibilities, and expectations to support you in your studies help you to flourish in shaping your future and empower you to fulfil your full potential. We want you to succeed.

As a learner or potential learner of Portobello Institute, you can expect us to

❖ Provide a warm, welcoming, open, and transparent, professional place for you to take your studies
❖ provide high quality teaching programmes, learning resources, academic support well-resourced facilities at Higher Education level, led by experts in their field
❖ provide an environment that supports our learners in achieving their learning goals, gives feedback and encourages them to aim high and to be rewarded by their success
❖ be part of a community of learning and experiences with diverse staff and staff collaborating and working in partnership with the same end goal your enjoyment and success
❖ provide accurate information on request about our programmes, fees, payment, learner support and programme assessment
❖ receive academic support, coaching and advice on issues that arise during your programme that may affect your programme
❖ treat all learners, potential learners, and colleagues equally - at all times being fair, polite, respectful, and professional in a manner, regardless of age, gender, race, religion, sexual orientation, and disability
❖ consult our learners and potential learners regularly in a respectful, honest, and constructive manner to obtain feedback on our programmes and service's and to use that feedback positively and have a fair and prompt complaints procedure
❖ act promptly and efficiently in our dealings with learners and potential learners, being clear about what action will be taken and when
❖ be given clear induction and programme work material at the outset of each module so that you are clear about what the expectations are from the module
❖ receive written and/or oral feedback on drafts and submissions in a timely manner
❖ adhere to quality and procedural guidelines - they exist to ensure good practice and are for the benefit of both learners and staff
❖ ensure our staff are skilled, motivated and have at their disposal the resources to work to a high standard and deliver programmes using flexible methods to cater to learners' busy lives
❖ Gain access to real work experience and employment opportunities
❖ Comply with all legislation including Freedom of Information and Data Protection
❖ Appoint external examiners who are experts in their field of Study.

What we expect our learners to

- ❖ engage with Portobello Institutes community of learning in an open, honest, and constructive manner
- ❖ treat other learners and staff equally - at all times being fair, polite, and respectful, regardless of age, gender, race, religion, sexual orientation, and disability
- ❖ abide by any rules and regulations that apply to your programme such as administrative arrangements, punctuality to class, meeting deadlines for submitting work, participate actively in activities and lessons and respect the learning rights of all learners in Portobello Institute
- ❖ acknowledge that you are responsible for organising and managing your own learning, ask for support where needed, and be committed to participation in all aspects of the programme including draft and submission feedback
- ❖ give us feedback on programmes and teaching programmes and your needs as learners of this department
- ❖ inform us of any difficulties you experience when they arise to allow us to solve problems informally and locally before using formal Institute procedures
- ❖ be aware of the objectives of your programme and expectations of relevant programme work and the time needed to complete these tasks
- ❖ be proactive in taking advantage of the career opportunities, extra supports, and extracurricular activities afforded to you by your programme team in the Institute
- ❖ be prepared to engage in out of class preparation and study for at least three hours to every one hour of class time
- ❖ Ensure that all confidential information gathered during your Studies are treated in accordance with Data Protection Legislation.
- ❖ Respect the College's policy on academic honesty by ensuring that the Intellectual efforts of others are acknowledged correctly in writing material.

Appendix 19a:
Risk Assessment
Register & Log

Insignificant	
Minor	
Moderate	
Major	
Severe	

							Risk Log	
Risk ID	**Title**	**Description**	**New**	**Risk/Issue**	**Date Raised**	**Raised by**	**Impact on**	**Owner**

Actions	**Assigned to**	**Date to be Completed**	**Current Status**	**Closure Reason**	**Date**	**Review Action**

Appendix 19a: Risk Assessment Register & Log

Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
		Effectiveness of existing controls	Current Risk Consequence	Current Risk Likelihood	Current Risk Rating		Target Risk Consequence	Target Risk Likelihood	Target Risk Rating
Describe the risk event cause/s and consequence/s. *What would cause it to go wrong? (causes)*	Describe any existing policy, procedure, practice or device that acts to minimise the risk *What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?*	*How effective are the current controls we have in place?*	*How big would the impact of this risk be if it occurred?*	*How likely is this risk to occur?*	*What is the current risk level based on the risk rating matrix?*	Describe the actions to be undertaken for those risks requiring further treatment. *What will be done? Who is accountable? When will it happen?*	*(Choose one)*	*(Choose one)*	What is the target risk level based on the risk rating matrix?

What are the impacts if it does go wrong? (consequences)		(Choose one)	(Choose one)	(Choose one)					

Causes	Policy & Procedure in place for curriculum review and ongoing development								
Lack of professional development opportunities for staff	Programmes to raise leadership skills and abilities within Portobello Institute								
High absentee rates	Ongoing tracking of learner performance								
Inadequate hardware / software / networks	Active Tutor professional development								
Ability to recruit, train and retain appropriately skilled teachers	Review curriculum and teaching and learning practices								
Lack of leadership at College Level	Promotion of Portobello Institute as a desirable place to work								
Failure to engage learners in curriculum	Ensure the facilities/Budget requirements are applied in the most effective manner								

Ongoing organisational renewal may impact service delivery	Policy in place for the Evaluation of Portobello Institute performance									
	Continued practice in place to build Tutor capacity									
	Monitor and review this risk as a regular agenda item at Management Meeting.									

Consequences	Full Panel of Tutors across all departments									
Failure to achieve targeted results										
Reputation damage to Portobello Institute,										
due to negative Feedback										
Decreasing enrolments (further impacting funding)										
Low staff morale										
High staff turnover										
Causes	Policy in place for curriculum review and ongoing development									
Lack of professional development opportunities for staff	Review learner wellbeing arrangements to ensure each learner receives any special requirements. .									
Ability to recruit, train and retain appropriately skilled teachers	Promote and publicise excellence									

Lack of leadership	Regular Colleges & Team meetings to monitor and review progress									
Failure to engage learners in curriculum and other school activities	Policy in place for safety & Health wellbeing									

	Continuous Tutor development (CPD) training									
Consequences										
Best outcomes for learners not achieved										
Reputation damage to Portobello Institute										
Decreasing enrolments (further impacting funding and creating cyclic issues)										
Causes	Workforce planning strategies									
High staff turnover	Regular College leadership team meetings to monitor, review and provide feedback to key staff									
Lack of budget	On the job coaching, mentoring and empowerment									

Lack of planning									
Lack of leadership									
Lack of opportunity for key staff									
Consequences									
Low staff morale									
Decreasing enrolments									
Failure to achieve targeted									
Reputation damage for college									

Causes									
Inability to compete with other Educational Colleges on wages	Promotion of Portobello Institute as a desirable place to work e.g., market work life balance								
Budget limitations	Human Resources policies and strategies (Peninsula)								
Lack of leadership at local levels	PDP processes and professional development								
Salary expectations are not met	Induct new teachers and provide professional learning								

	Salary benchmarked								
Consequences									
Low staff morale and high turnover									
Decreasing enrolments (further impacting funding and creating issues)									
Delay or failure to implement Department priorities/policy									
Reputation damage to the Portobello Institute									
Causes	Portobello Institute covered by Insurance.								
Conflict/bullying/intimidating and/or threatening behaviour or harassment of staff, learners, or visitors	Clearly defined work plan								
Work-related stress	Learner Charter in place to Promote and publicise Portobello Institute expectations regarding our core values inclusiveness, respect, empathy, etc.								
Slip, trip or fall hazards	Regular leadership team meetings to monitor and review progress								
Storage, handling and transport of materials and equipment	Communicate the availability of training to staff i.e., Respectful Workplaces and Workplace Bullying, Manual								

	Handling, Hazard & Incident Reporting,									
injury at work	Provide staff with opportunities for relevant professional development and training									
	Health & Safety policy in place included in Tutor & Learners documentation.									

Consequences										
Inability to deliver on Portobello Institute goals, targets, and key improvement strategies										
Potential high staff turnover										
Recruitment and re-training costs										
Staff low morale and motivation										
Increased absenteeism										
Increased workload on other staff										
Loss of corporate knowledge										
Poor public image and negative media										
Causes	Health & Safety Policy & Procedure in Place									

Failure to employ appropriate Health & Safety principles and practices	Communication and Consultation									
Recklessness / criminal act including sexual assault, drug use / abuse on Colleagues' grounds	First Aid and Infection Control									

Unauthorised person(s) on grounds	Induction and Training for all staff and learners									
Learner violence towards learner / staff	Where safety equipment is provided required, it is to be worn / used									
Staff violence towards learner / staff	Activate a communication plan for emergency situations									
Self-harm	Learner Charter policy in place									
Disregard / breach of policy and/or procedures	Dignity & Respect Policy & Procedure in Place									
Accident or misadventure e.g., infectious disease outbreak, electrocution (faulty equipment, gas leak etc.	Monitoring system in place and Access only for designated personnel (login and logout required by all staff.)									
Bullying / discrimination	Disciplinary Procedure in place for breach of Policies.									
Consequences										
Death, injury, or disability										
Workers Compensation / Public Liability claim										

Cost implications (time and money for investigations / reporting / rehabilitation)										
Possible litigation										
Disruption to learning programs										

Stress event requiring professional help										
Reputation damage to Portobello Institute										
Causes	Compliance to Industry Standards									
Ineffective budget calculation	Compliance and operational audits									
Over commitment of delivery	Managerial oversight, monitoring, and review of									
Inaccurate growth predictions (declining enrolments)	Budget requirements									
Marketing projections do not meet target / expectations	Fraud and Corruption Control policy and procedures									
Theft / loss / fraud										
Consequences										
improvement strategies cannot be delivered										
Educational outcomes not met										
Reputation damage										

Causes	Facility Management Monitor and review the premises at close of business each day.									
Loss or damage due to arson / vandalism / storm damage / natural disaster /fire	.									

Natural growth / strategic planning does not match growth / shifting population	Scheduled maintenance Programme in Place									
Inadequate maintenance increases vulnerability e.g., blocked gutters lead to storm damage										
Recklessness / criminal act	Established liaison with local police, fire, ambulance emergency response personal and develop positive ongoing relationship as preparation for any contact situations.									
Consequences										
Loss of access to facilities until repaired / replaced										
Requirement to use sub-optimal temporary facilities										
Improved educational outcomes not achieved										

Loss of facilities											
Disruption to learning programs											
Inconvenience to everyday routine											
Reputation damage for Portobello Institute											

Causes	DATA Protection Policy in Place with induction pack for all new staff.										
Inadequate information security systems / guards / classifications	Electronic records back up stored in secure drive / area										
Unethical (unlawful) behaviour by staff member / contractor	Log in / password protocols										
Aggrieved staff member	Anti-virus software										
Accidental release / failure to safeguard / appropriately destroy / deal with records	Paper records stored in secure area										
Lack of accessibility and/or ease of accessibility to records (information)	Disposal of records policy and procedures										
	Records transferred to archives as much as possible										
Consequences	System access controls										

Litigation for breach of copyright / privacy	Firewall and audit trails									
Potential consequences under Archives Act										
Cost involved in restoration of records										

Possible impact on learner learning or learner / staff well being										
Possible civil action (aggrieved party - learner, teacher										
Reputation damage for the school,										
Causes	Processing (recording, receipting, securing) any cash takings immediately									
Opportunity combined with a lack of adequate controls										
Willful non-compliance policies and procedures	Separation / segregation of duties									
Lack of supervision										
Consequences	Monthly bank reconciliations									
Loss of trust impacting ability to achieve outcomes	Frequent / daily banking									
Financial loss: monies / asset stolen or overpayment										

Time lost to investigate alleged fraud or corruption matter	Validation and certification of sick leave / annual leave (Peninsula)							
Reputation damage for school and the Department	Managerial / supervisor oversight, monitoring, and review of tasks							

Appendix 20: Terms of Reference Portobello Institute Committees

Academic Board

Membership
  i. College Director
  ii. Head of Academic Operations - Chairperson
  iii. Secretary to the Board
  iv. Academic Manager
  v. Admissions Manager
  vi. Chair of Education & Learner Experience Committee
  vii. Chair of Academic Standards & Quality Committee
  viii. Chair of Progression & Awards Boards
  ix. Chair of Appeals & Complaints Board
  x. Chair of Academic Misconduct & Disciplinary Committee
  xi. Chair of Research & Innovation Committee
  xii. Learner representatives (1 x FE and 1 x HE)
  xiii. Co-options as recommended by College Director

TOR

Strategy & Policy
  i. Strategy and policy relating to all aspects of education and research, including:
     a. academic planning and development
     b. collaborative provision
     c. organisation of teaching, learning and assessment
  ii. Policies, regulations, and procedures in relation to the approval, periodic review, quality assurance and enhancement of all programmes and the maintenance of academic standards
  iii. Policies, regulations and procedures for the recruitment, admission and conduct of Learners in compliance with Portobello Institute's commitment to equality of opportunity and access to education and for the overall quality of the Learner experience
  iv. Strategy and policy relating to staff development
  v. Responsible for establishing and overseeing external academic partnerships and for the quality assurance of standards for programmes delivered in collaboration with external partners
  vi. Monitor the provision of academic data and analysis to enhance institutional decision-making on academic matters, ensure appropriate oversight of academic standards, and inform strategy for academic development and quality enhancement

Executive Functions
  i. Annually approve the assessment regulations and examination procedures and their publication
  ii. Approve new programmes and withdrawal or suspension from recruitment of existing programmes
  iii. Approve the annual schedule for the periodic review of programmes
  iv. Approve administrative arrangements and award of funded scholarships and prizes
  v. Lead institutional preparation for reviews by external agencies concerned with academic quality

Oversight Functions
  i. Receive reports on the outcomes of internal programme approval and periodic reviews and propose action as required

ii.   Receive reports from the Academic Standards and Quality Committee on the outcomes of the examination process, issues identified by External Examiners and propose action as appropriate

iii.   Receive annual report from the Academic Misconduct & Disciplinary Committee, Appeals and Complaints Board, and Exceptional Circumstances Committee on the outcomes of plagiarism and mitigation cases and propose action as appropriate

iv.   Oversee Portobello Institute's adherence to the academic quality framework and to propose action as appropriate

v.   Receive annual reports from the Education and Learner Experience Committee on the Learner Information Management System, data management, academic reporting and propose action as appropriate

vi.   Receive regular reports from all other Standing Committees and to propose action as appropriate

vii.   Oversee liaison with validating and professional bodies, including approval of relevant submissions and reports

Reports to

Board of Directors

Academic Board Approval and Ratifications

The Academic Board is the supreme academic authority at Portobello Institute with ultimate responsibility for academic integrity and quality of all awards.

Academic Board approval is required for annual plan(s) relating to:

- Programme management and development
- Academic operations and appointments
- Teaching, learning and assessment
- Quality assurance and enhancement
- External partnerships

Academic Board approval is required for policies, standards, processes, and procedures associated with academic management and governance at Portobello Institute in relation to:

- Programme review and validations
- Admission and progress
- Teaching, learning and assessment
- Staff development, research, and innovation
- Academic resources

Academic Board ratification is required for:

- changes to academic quality, regulations, or standards
- new programmes and amendments to programmes
- assessment results and awards
- academic staff appointments, including external examiners

Education & Learner Experience Committee (ELEC)

Membership
- Programme Manager x 5 (rotating)*
- Quality Manager
- Teaching & Learning Manager - Chair

- Academic Manager
- Learner Liaison Officer
- eLearning Manager

*Per university partner/School

TOR

All matters relating to education and the learner experience.

The Education and Learner Experience Committee is responsible shaping Portobello Institute strategy and policy in relation to academic affairs, while horizon scanning, forward planning and developing new initiatives. It will make recommendations for approval by the Academic Board on academic matters, education policies, objectives, delivery mechanisms and governance structures regarding the learner learning experience.

To maintain an overview of Portobello Institute's academic strategies, policies and procedures pertaining to the following:

x.   teaching and learning
xi.   definition and maintenance of academic standards
xii.   examinations and assessment
xiii. innovations in educational practice
xiv.   programme development and review
xv.   learner behaviour and discipline
xvi.   learner experience
xvii. academic staff development
xviii. quality management and enhancement

Responsibility for the development and implementation of Portobello Institute's Teaching and Learning Strategy and related policies relating to teaching, learning, assessment, learner engagement, learner success, learner support and learner recruitment.

- Provide academic direction
- Develop, monitor, and review educational provision and support strategies
- ESEC shall undertake any other appropriate duties or tasks assigned to it by Academic Board
- CPD

Type
Standing Committee with Delegated Authority from Academic Board

TOR

Strategy & Policy
Make recommendations to the Academic Board including:

vi.   Annual report on actions taken to ensure continuous improvement of the learner academic experience and outcomes
vii.   Teaching, Learning and Assessment Strategy
viii. Education policies, objectives, delivery mechanisms and governance structures in relation to the learner learning experience
ix.   Policy and procedures in relation to the approval and review of CPD
x.   Developments in support of CPD offerings

Consider and/or approve:

vi.   Education and learner learning experience and engagement matters

vii. Development, implementation and evaluation of procedures and initiatives involving:

   a. Teaching and learning strategy and other related strategies

   b. Tracking, monitoring, and supporting learner experience and outcomes (e.g. progression, retention, employment, and access)

   c. Enhancement of all areas of the learner learning experience and engagement

   d. Ensuring fully inclusive learner voice

viii. Actions in response to complaints and conduct matters

ix.   Rules for prizes, scholarships, and awards

x.   Reports, actions, and recommendations from subcommittees and working groups

Executive Functions

ix.   Promote good practice in teaching and learning within Portobello Institute

x.   Promote the quality and innovation in teaching, learning and assessment, in the learning environment, in learner services, in learner representation and partnerships

xi.   Promote learner engagement

xii. Monitor learner feedback and recommend changes in policy and procedures affecting the learner experience

xiii. Keep under review Portobello Institute's Teaching and Learning Strategy, related policies and provide an annual report to Academic Board

xiv. Promote more effective communication among the departments in connection with learner development and/or learner life

xv.   Provide CPD, induction and training for staff

xvi. Provide digital literacy and other training for learners as appropriate

Oversight Functions

v.   Monitor the effectiveness of teaching and learning strategy and the effectiveness of learner engagement measures

vi.   Monitor trends related to learner academic misconduct to inform guidance on assessment design

vii. Monitor all CPD activity and evaluate overall performance and opportunities for enhancement in CPD

viii. Receive reports from sub-committees in relation to online environment, learner experience and equality and inclusion

Delegation of Authority

Can delegate authority:

- Decisions arising from the implementation of Teaching and Learning strategy to Departments and Programme Boards
- Development of initiatives, scholarships, and awards to Research & Scholarships Committee

Reports to

Academic Board

Academic Standards & Quality Committee (ASQC)

The Academic Standards & Quality Committee is responsible for the development and implementation of Portobello Institute's policy and procedures to enhance and maintain academic standards.

ASQC promotes academic quality and maintenance of standards, assures, and promotes the quality of all teaching and learning provision. Makes decisions around quality assurance and standards. Oversee the delivery of the quality assurance framework.

Approval of ASQC is required for all new programmes, major changes to programmes and creation of exit awards. It oversees the development, approval, review, and delivery of programmes by governing boards to assure compliance with Portobello Institute regulations and the effectiveness and quality of programmes.

ASQC shall undertake any other appropriate duties or tasks assigned to it by Academic Board.

Membership

- Quality Manager- Chair
- Academic Manager
- Certification Manager
- eLearning Manager
- Validations Manager
- Admissions Manager

Type
Standing Committee with Delegated Authority from Academic Board

TOR

Strategy & Policy
Make recommendations to the Academic Board in relation to, or bring forward for consideration:

iv.   Policy and procedures for programme approval and review, including the arrangements for approval programmes offered in collaborative provision with partner institutions
v.   New strategic academic partnerships with other institutions and organisations
vi.   Annual quality assurance report on the actions taken to ensure continuous improvement of the learner academic experience and learner outcomes

Consider and/or approve:

x.   Strategies, policies, and procedures relating to Portobello Institute's quality assurance framework
xi.   Regulations relating to all registered learners across all levels of study
xii.   Academic quality and standards matters relating to Portobello Institute, including any matter referred to it by Academic Board
xiii.   The development, implementation, coordination and evaluation of procedures, and initiatives, with a focus on risks and enhancement, regarding:
   a.   Admissions, including recognition of prior learning
   b.   Approval, management, and review of Portobello Institute's educational provision
   c.   Collaborative provision arrangements with other institutions and organisations
xiv.   Criteria and procedures for the appointment of External Examiners
xv.   Criteria and procedures for the appointment of teaching staff and monitoring their performance
xvi.   Actions in response to academic appeals and academic misconduct issues
xvii.   Concessions to Portobello Institute's programme regulations
xviii. Reports, actions, and recommendations made by subgroups or other bodies (e.g. ESEC) in relation to the implementation of Portobello Institute's quality assurance framework and related strategies, policies, and procedures

Executive Functions

   iii.   Prepare reports for Academic Board on the outcomes of the examination process, issues identified by External Examiners and propose action as appropriate

   iv.   Consider nominations for External Examiners and maintain a register of External Examiners ensuring all programmes have appropriate cover

Oversight Functions

   vi.   Ensure Portobello Institute's compliance with assessment procedures and standards

   vii.   Ensure delivery of all programmes follows Portobello Institute policy, procedures, and standards

   viii.   Ensure External Examiners are appointed, and reports received and responded to and alert the College Director to matters requiring urgent attention

   ix.   Ensure Information Systems follow QA guidelines, policies, and procedures

   x.   Evaluate the performance of academic standards framework and advise Academic Board

Delegation of Authority

The delegation of any of its functions as it may, from time to time determine, to groups appointed by ASQC, including the establishment of subgroups, working groups, task and finish groups and advisory groups, as appropriate, to advise and report on any of the above matters.

Reports to

Academic Board

Progression & Awards Board (PAB)

Make decisions about learner progression and learner award outcomes.

Ratify and approve results and awards, approve Internal Examiners, and nominate External Examiners. Oversee all assessment practices. Advise and assist with the management of examination and assessment practice.

Considers marks on all programmes and the feedback of relevant external examiners. Progression & Awards Board collates and review grades in the various modules and considers all relevant information when approving final results. The Progression & Awards Board retains the discretion to make decisions in respect of individual learner marks.

Where a Board is held at the Collaborative Partner, the results will normally be ratified, and the recommendations will be submitted for approval at the next Progression & Awards Board. Following the Progression & Awards Board, decision letters and transcripts will be released to learners. The Chair will be responsible for communicating the details of any changes to the Collaborative Partner's Progression and Awards Board.

Type

Standing Committee with Delegated Authority from Academic Board

Membership

- Programme Manager x 5 – Chair (Rotate)
- Academic Manager
- Certification Manager
- Quality Manager
- College Director

TOR

Strategy & Policy

iii. Draft and implement procedures to support Examinations and Assessments

iv. Consider and make recommendations on matters of policy relating to Examinations and Assessment

Executive Functions

Consider and/or approve:

v. Graduating learners or make recommendations for the award of Honours and confirming pass lists.

    g. Confer awards or ratify awards conferred by a Collaborative Partner's Progression and Awards Board upon learners who have completed their programmes in accordance with appropriate regulations

    h. Confirm eligibility or otherwise or ratify eligibility of learner progression to the next academic level as determined by a Collaborative Partner's Progression and Awards Board

    i. Confer exit awards or ratify awards conferred by a Collaborative Partner's Progression and Awards Board upon learners who have withdrawn or failed to meet the requirements of the intended award

    j. Apply the outcomes of mitigation processes where relevant to the determination of learner progression or award

    k. Apply the outcomes of academic integrity processes where relevant to the determination of learner progression or award

    l. Determine the outcomes of reassessment

vi. Evaluate External Examiners' reports and make recommendations based on their feedback.

vii. For graduating learners:

    c. Provide a list of learners eligible to graduate and the recommended degree classification or category of award

    d. Record learners ineligible to graduate but who may become eligible to graduate at a subsequent Board following a second attempt or deferred completion. The record will include details of Boards' recommendations

viii. For all other learners:

    c. Provide a list of learners eligible to progress unconditionally

    d. Record learners ineligible to progress but who may become eligible to progress at a subsequent Board following a second attempt or deferred completion. The record will include details of the Boards' recommendations

Oversight Functions

iii. Coordinate and oversee assessment procedures in Portobello Institute programmes and maintain standards of assessment

iv. Receive award and progression data at the last meeting of the academic year and monitor progression rates

Reports to

Academic Board

Appeals & Complaints Board (ACB)

Oversee learner appeals and complaints processes. Receives reports from PMs and learner complaints officer.

Maintain oversight of learner appeals and complaints procedure.

Make recommendations to Academic Board in relation to any issues arising from monitoring the oversight of learner appeals and complaints procedure.

Ensure processes are operating in an efficient and timely manner

Receive reports from Departments, Programme Managers and Quality.

Consider appeals from decisions of the Academic Standards & Quality Committee.

The Appeals and Complaints Board considers documentary evidence presented to it in the case of each appeal, consults with tutors and, if necessary, with External Examiner or any other appropriate person. If necessary, the Board may seek additional information or documentation from PMs, appellants, or any other appropriate person.

The ACB determines the outcome of an appeal by giving a decision. The Chair of ACB informs the appellant, Academic Board, and any other appropriate persons of the decision in writing. If a change in a result is required, the Chair will inform the College Director, who will arrange to have the result amended.

There is no appeal against an academic judgement and therefore the ACB cannot make academic judgements. Marks will not be awarded or amended to compensate for exceptional circumstances which will normally only influence the consequences of assessment decisions (e.g. re-taking a failed module). Learners are not permitted to re-sit modules which they have already passed.

The decision of the ACB is final.

Membership

- College Director – Chair
- Head of Academic Operations
- Quality Manager
- Academic Manager
- Senior Lecturer (no conflict)

Type
Standing Committee with Delegated Authority from Academic Board

TOR
Executive Functions
   i.   Provide an opportunity to any learner to appeal against a decision on progression, assessment, and awards, including the outcome of a Fitness to Study Assessment Panel or Academic Misconduct & Disciplinary Committee
   ii.   Make recommendations to Academic Board in relation to any issues or opportunities arising from monitoring the oversight of learner appeals and complaints procedure
   iii.   Ensure processes are operating in an efficient and timely manner
   iv.   Provide an annual report to Academic Board on trends and issues, including any need for policy change arising from consideration of an individual case or cases
   v.   Provide a mechanism to receive learner complaints and ensure that the learner is not disadvantaged as a consequence of making a complaint
   vi.   Ensure a fair and equitable resolution to learner complaints in a timely manner
   vii.   To recommend changes to the Institute's Complaints Policy and Procedure as appropriate

Oversight Functions
   i.   Oversee learner appeals and complaints processes. Receives reports from PMs and learner complaints officer
   ii.   Maintain oversight of learner appeals and complaints procedure

Reports to

Academic Board, Progression and Awards Boards

Academic Misconduct & Disciplinary Committee (AMDC)

Receive and consider cases of academic misconduct or breaches of the Learner Charter which have not been resolved at the department level by PMs or adjudicators.

Membership

- Programme Manager x 1 (as applicable) - Chair
- Academic Manager
- Teaching & Learning Manager
- Delegated member of assessment board not associated with the department involved
- Senior Lecturer
- *Learner Representative (As above)*

Type

Standing Committee with Delegated Authority from Academic Board

TOR

Strategy & Policy

NA

Executive Functions

i.   To receive and consider all cases of alleged breaches of academic conduct as referred by Examinations Officers and Programme Managers
ii.   To ensure learners accused of academic misconduct are given a full and fair hearing.
iii.   To establish, as far as possible:
    a.   the facts of the case
    b.   determine whether or not an allegation of academic misconduct is substantiated
    c.   where the case is proven, determining the seriousness of the offence, taking into account any evidence in mitigation, and assigning an appropriate penalty in accordance with the procedures and regulations
    d.   report its findings to the learner and to the relevant Awards Board with recommendations
iv.   To provide the right to an appeal of PM/adjudicators decisions
v.   To provide a report of decisions to Progress and Awards Board

Oversight Functions

i.   Review its activities on an annual basis
ii.   Ensure academic misconduct and disciplinary policies and procedures are applied in a fair and consistent manner throughout Portobello Institute
iii.   Presents an annual report to Academic Board summarising cases, outcomes, penalties and identifying trends and providing recommendations where appropriate

Delegation of Authority

To 'adjudicators' (independent arbitrators appointed to investigate allegations of academic misconduct).

Reports to

Academic Board

Reports decisions to Progression and Awards Boards to be taken into account when determining learner results.

No person who was a member of an assessment board associated with the allegation or was concerned in any way with the award will be a member of the Academic Misconduct & Disciplinary Committee.

Research & Innovation Committee (RIC)

Oversees research strategy and management.

Responsible for strategy and policy to support Portobello Institute's strategy and objectives in relation to scholarly activity, research, and innovation. The RIC advises on the framework for monitoring and evaluating scholar activity and research.

Membership

- Teaching & Learning Manager
- eLearning Manager
- Heads of Department x 5
- Chair of Ethics Committee – Chair
- Managing Director
- College Director

Type
Standing Committee with Delegated Authority from Academic Board

TOR
Strategy & Policy
Make recommendations to the Academic Board in relation to and/or bring forward for consideration:

i. Proposals on policy and strategy and to support the development of scholar activity, research, external research collaborations, innovation, and consultancies in relation to Portobello Institute's strategic objectives in these areas
ii. Provide advice and guidance for the development of the framework and procedures for the evaluation of research capacity and quality and for the operation of departmental research groups
iii. Support the development of research to meet the strategic objectives in relation to high-quality teaching and learning
iv. Promote staff and learner scholarly activity and research in areas that contribute to the strategic objectives of Portobello Institute
v. Mechanisms to enhance Portobello Institute's engagement key external bodies related to research development and funding

Executive Functions
i. Coordinate the response to policy consultations in the areas of research and innovation.
ii. Evaluate research and innovation performance suggest action as appropriate
iii. Keep under review the KPIs for research and innovation and make recommendations for revisions as appropriate

Oversight Functions
i. Maintain oversight of departmental research group strategies and ensure they are in line with the Portobello Institute's Research Strategy
ii. Maintain oversight of the effectiveness of Portobello Institute policy and strategies for supporting and building research capacity and advise as appropriate

iii.   Monitor research and scholarly activities undertaken within Portobello Institute and outcomes from quality reviews and propose action as appropriate

Delegation of Authority
May establish sub-committees and establish working groups.

Reports to
Academic Board

Programme Boards (PBs)

Overseeing the delivery of programmes and monitoring performance. Responsible for the design, development, delivery, management, regulation, quality of each programme. Conduct programme and module reviews.

Responsible for the monitoring and development of a programme or suite of programmes.

Responsible for developing, continuously improving, and managing the effective delivery of programmes within their departments.

Membership:

- Programme Manager - Chair
- Senior Lecturers
- Academic Manager
- Learner Representation (Class rep)
- Either
    - T&L Manager
    - eLearning Manager
- University partner representative (Optional)

Type:
Subcommittee

TOR
Strategy & Policy
Executive Functions
   i.   Evaluate all elements of programme provision including, content, delivery, assessment methods, learning outcomes, facilities, staff, demand, links with business and industry, Quality procedures
   ii.   Ensure that the programme is kept up to date and relevant, and that the curriculum content and assessment is suitable for the learning outcomes
   iii. Ensure that recommendations of external examiners, where possible, are actioned.
   iv.   Address issues that may arise from time to time with learner performance in individual modules or with the programme as a whole
   v.   Implement action plans from annual monitoring reports and monitor the impact of the same
   vi.   Undertake development of new programmes, College Director, and Programme Development Lead, once approval has been received, and assist in the programme validation process
   vii. Review and act upon feedback from learners as appropriate, and report to the ASQC and Academic Board
   viii. To submit new programmes for QQI validation (and revalidation)

Oversight Functions

i. Monitor and manage the programme on an ongoing basis, in accordance with programme validation
ii. Contribute to a self-evaluation report for the periodic evaluation of the programmes
iii. Monitor, evaluate and manage assessment practice, including ongoing coordinated planning of assessment, and regular assessment feedback to learners
iv. Identify and share good teaching, learning, and assessment practices between members of staff
v. Monitor learner attendance and engagement, retention, progression, and success rates, and make recommendations to the Academic Board based on these

Delegation of Authority

Reports to

Academic Standards & Quality Committee; Education & Learner Experience Committee; Academic Misconduct & Disciplinary Committee

Internal Assessment Board (IAB)

Setting and monitoring the standard of learner achievement, confirmation of assessment marks, programme, and module evaluations.

Membership:

- Programme Manager
- Teaching & Learning Manager
- Academic Manager - Chair
- eLearning Manager
- Certification Manager - Secretary
- Lecturing staff

Type:

Subcommittee

TOR

Strategy & Policy

Executive Functions

i. To ensure full and accurate collation of learner marks in preparation for Boards of Examiners and/or Progression & Awards Boards, within Portobello Institute and/or with external collaborative partners
ii. To make recommendations on assessment result as appropriate

Oversight Functions

i. To ensure accuracy of data to be presented to Progression and Awards Boards and make recommendations as appropriate

Delegation of Authority

The Internal Assessment Boards have delegated authority from Academic Board.

The Board may amend individual assessment or module marks where there is clear justification in respect to an assessment or module. Normally this would be:

- in response to feedback from External Examiners

- where there are incomplete marks
- to correct an error

The Internal Assessment Board should not amend marks for the sole purpose of moving a learner above a classification borderline. The Internal Assessment Board does not have the authority to:

- change borderline awards
- determine pass by compensation
- fail and withdraw learners
- progress learners
- permit progression with failed modules
- determine an award classification

In each of the scenarios above, the Internal Assessment Board may make recommendations to the subsequent the Board of Examiners and/or Progression and Awards Boards.

Reports to
Progression & Awards Boards

Exceptional Circumstances Committee (ECC)

Consider applications for mitigation in relation to unforeseeable or unpreventable events or circumstances that have a negative impact on a learner's ability to study or their academic performance.

ECC is responsible for implementing Portobello Institute's mitigation policy and procedures relating to learner applications for the waiver of assessment results and other related issues (e.g., fee waiver for repeats) on the grounds of poor performance caused by mitigating circumstances.

Membership:

Membership should not overlap with the Appeals and Complaints Committee*

- Programme Managers – Chair by rotation
- Senior lecturers
- Certification Manager

Type
Standing Committee with Delegated Authority from Academic Board

TOR
Strategy & Policy
Make recommendations to the Academic Board and/or consider:

i.   Proposals for improving the Portobello Institute's mitigation policy and procedures to ensure they are applied fairly and constantly across Portobello Institute
ii. Proposals for ensuring accurate recording and reporting

Executive Functions
i.   Receive and decide on applications for the waiver of an assessment result and /or waiver of capping on grounds of poor performance caused by mitigating exceptional circumstances and report their recommendations to the relevant examination board and academic unit

ii.   Receive and decide on applications for the deferral of assessments on grounds of mitigating exceptional circumstances

iii.   Recommend as appropriate the waiver of fees for repeating assessments, modules, or programmes on the basis of approved mitigation applications

iv.   If an urgent decision is required for the wellbeing of individual learners, the ECC Chair and College Director may rapidly decide on applications prior to examination periods and report their decisions to the full Committee
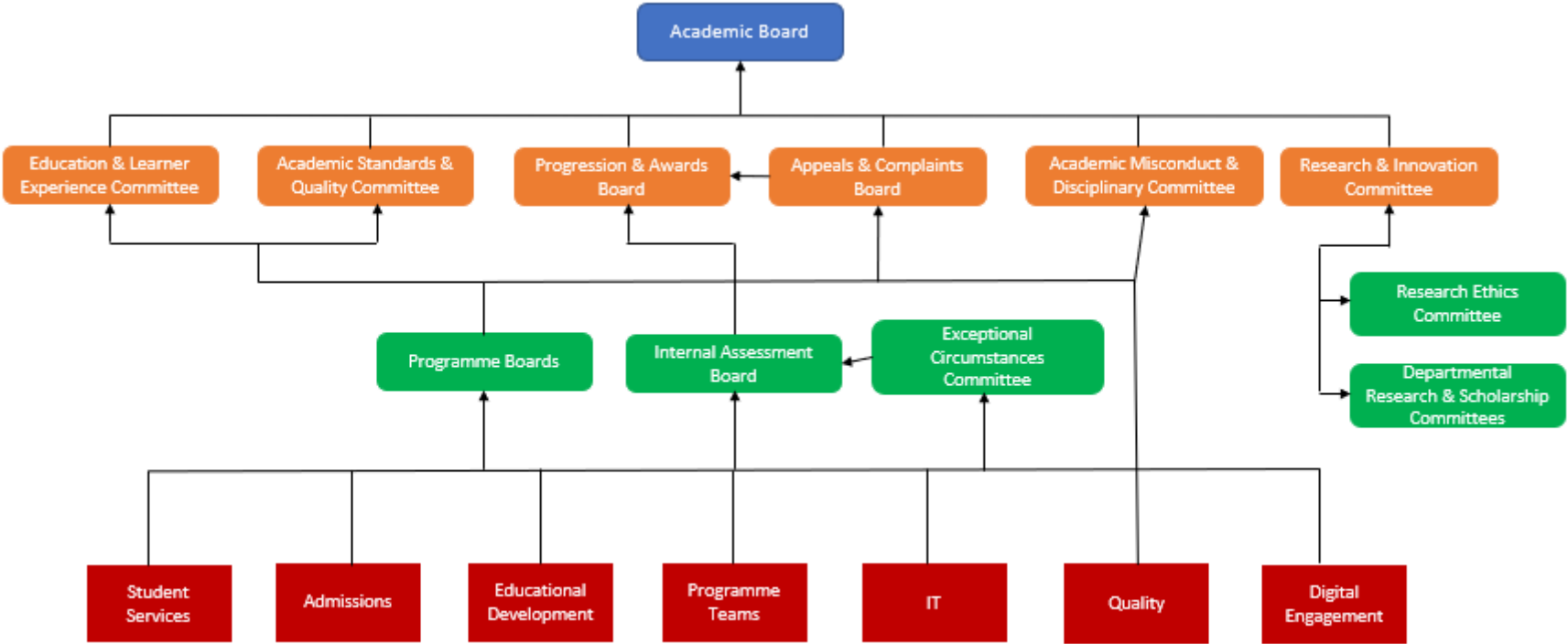
Oversight Functions

i.   Monitor trends in mitigations and advise the Academic Board of matters of concern

ii.   Provide an annual report to the Academic Board and report on specific matters as requested

Delegation of Authority

May establish working groups but not permitted to delegate authority.

Appendix 21: Graph of Committees

Appendix 22a – Formative Feedback

FORMATIVE FEEDBACK

Section 1 - To be completed by the learner:

Please note this section needs to be completed and submitted electronically to the named tutor prior to receiving formative feedback on draft work.

Learner name	
Programme Title	
Module Title	
Named tutor for formative feedback	
Final submission date for assignment	
Date formative assessment submitted	

Section 2 Formative Assessment – to be completed by the tutor

What do <u>you</u> consider to be good about this work?		
<u>Where</u> are you experiencing difficulties?		
In what <u>specific area</u> do you require feedback?		

Tutor signature	
Date	

Instruction	Comment
T Tell them something you like about their work	• The best part of your work is… because… • I really like this part of your work because… • This is high quality work because… • One thing you did really well is… because… • You put a lot of thought and effort into… • I'm' really impressed with… because
A Ask them something about their work	• One thing that is not clear to me is… • What do you mean by…? • Why is… • I am confused by…What do you mean in this part? • I don't understand how…connect to… • I need to know more about…
G Give a suggestion for improvement	• One thing to improve on is… • You need more/less…because… • I think your next steps should be… • Your work will be of higher quality if you… • Perhaps you should add/remove/replace… • To enhance what you have submitted, I would suggest…

Appendix 22b: QA803b Summative Feedback

The Summative Feedback Form is intended to provide the learner with constructive feedback identifying their strengths and any areas for improvement for future assessments. Any results/marks included in this feedback are **PROVISIONAL ONLY** and may be adjusted during internal verification or external authentication at a later date as part of the QQI Authentication Process.

Criteria	Comments *(where applicable)*
Evidence of Background Reading/Research	
Application of Academic Theories or Models	
Critical Analysis	
Conclusions	
Structure and Presentation	
Demonstration of Skills	
Generalor Additional Comments	

Tutor:		Result:		Date:	
Learner: (signed)				**Date:**	