



**EXCHANGE HOUSE IRELAND**  
National Travellers Service

# **Education and Training Service Policy and Procedure Manual**



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QAI AWARD

Contents

- Admissions Policy ..... 5
  - Rational ..... 5
  - Relation to Mission..... 5
  - Aims and Scope ..... 5
  - Policy Content ..... 5
  - Admissions..... 5
  - Applications ..... 5
  - Making an application ..... 5
  - Eligibility and Entry requirements ..... 6
  - Mature applicants ..... 6
  - Processing applications ..... 6
  - Interviews ..... 6
  - Interview Assessments..... 7
- EHI Laptop Policy and Procedure Form..... 8
  - Agreement..... 8
  - General Rules..... 8
  - Acknowledgement..... 8
- Laptop Loan Submission Form ..... 10
- Reasonable Accommodation Policy ..... 11
  - Purpose..... 11
  - Scope ..... 11
  - Responsibilities..... 11
  - Reasonable Accommodation - Guiding Principles ..... 11
  - Applying for Reasonable Accommodation ..... 11
  - Assessment and Outcome of a Reasonable Accommodations Application..... 11
- Procedure: Compassionate Consideration..... 13
  - Purpose..... 13
  - Scope ..... 13
  - Definition..... 13
  - Steps for implementation ..... 13
  - Reference Documents ..... 14
  - Supporting Documents..... 14
- Compassionate Consideration Application Form..... 15

Appeals Request Form .....	18
Procedure: Academic Misconduct .....	20
Purpose.....	20
Scope .....	20
Definition.....	20
Steps for implementation .....	20
Reference Documents.....	21
Procedure: External Authentication.....	22
Purpose.....	22
Scope .....	22
Steps for implementation .....	22
Results Approval and Issue.....	22
Request for Certification .....	22
Appeals.....	22
Reference Documents.....	23
Supporting Documents.....	23
Procedure: Internal Verification.....	24
Purpose.....	24
Scope .....	24
Steps for implementation .....	24
Internal verification is a two-stage process; .....	24
Process .....	24
Internal Verifier .....	25
The ETSM.....	25
Reference Documents.....	25
Supporting Documents.....	25
Procedure: Learner Appeals.....	27
Purpose.....	27
Scope .....	27
Steps for implementation .....	27
Reference Documents.....	28
Supporting Documents.....	28
Documented Approach to Quality Assurance.....	29
Policy Statement .....	29

Responsibilities.....	29
Policies and Procedures .....	29
Policy .....	29
Procedures .....	29
Procedure: Procurement of Tutors .....	31
Purpose.....	31
Scope .....	31
Definition.....	31
Steps for implementation .....	31
Reference Documents.....	31
Supporting Documents.....	31
Procedure: Handling Learner Complaints .....	32
Purpose.....	32
Scope .....	32
Definition.....	32
Steps for implementation .....	32
Informal:.....	32
Formal: .....	32
The following should be included in the complaints document:.....	32
Internal review: .....	33
Reference Documents.....	33
Supporting Documents.....	34
Learner Complaints Form.....	35
Have your Say:.....	35
Complaint Details .....	35
Your Details .....	36
Personal Data Consent .....	36
Lodging Your Complaint .....	36
What happens next? .....	37

## Admissions Policy

### Rational

It is the policy of EHI to promote equality for individuals through a consistent commitment to fairness, respect and inclusion. EHI welcomes applications and accepts learners from the Traveller community from a variety of backgrounds and learning experiences.

### Relation to Mission

This policy is directly related to EHI mission to inspire success for our learners, as detailed in our mission statement and further underpinned by our shared values of professionalism, respect, innovation and creativity, and inclusivity.

### Aims and Scope

EHI will ensure that it operates a fair and consistent admissions policy for all applicants.

This Policy aims to:

- Ensure fair and consistent admissions of learners by describing a clear and well-ordered assessment policy and related procedures
- Describe EHI's Education and Training admissions policy
- Describe the procedures that are applied to operate the admissions policy
- Describes the Quality Assurance processes that apply to the admissions procedures

The scope of this policy includes all activity relating to the admission of learners to course places for the purposes of study. It relates to other policies, including the Learners Code of Conduct and EHI's Assessment policy amongst others. Encompasses all admissions activity at EHI's Education and Training Service. This policy is read in conjunction with the policies and processes of the relevant Awarding Body that underpins each course and awards the associated qualification.

### Policy Content

This is a comprehensive policy for admissions – this section addresses specific topics relating to admissions. These are as follow:

- Admissions
- Appeals

### Admissions

EHI's Education and Training Service offers course places to individuals who have applied for a given programme of study. EHI publishes information leaflets on the programmes it offers and information is available on EHI website.

### Applications

The EHI accepts applications for places on courses for a period in advance of the commencement of the courses. Due to the nature of the Community Employment programme, EHI also recruits Learners for programmes on an ongoing basis throughout the year.

### Making an application

Individuals are invited to apply for courses via the Recruitment drives, The Department of Social Protection and EHI Staff.

EHI aims to offer all available supports to potential applicants that have additional needs which make completing an application difficult.

### Eligibility and Entry requirements

Standard Academic Entry requirements unless otherwise stated, the basic entry requirement to all Level 5 courses is as follows:

- Over 18 years of age and/or successful completion of the Leaving Certificate (or equivalent qualification).
- Successful completion of a Level 4 major award (or equivalent qualification).

### Mature applicants

Mature applicants (over 23 years old) are welcome to apply for courses for EHI's Education and Training Services. Mature applicants who do not meet the minimum entry requirements, but who have acquired skills or experience, are welcome to apply. The general suitability for attendance on the course is assessed at interview. All other requirements of this admissions policy, including the application and interview process apply equally to mature students.

### Processing applications

All applications are processed on a first-come, first-served basis. Applicants will be invited to attend an interview and will be contacted regarding their interview time and date.

Applicants are expected to attend for their scheduled interview appointment and the EHI reserves the right to cancel an application if the applicant fails to attend. Learners aged between 18 and 23 years who do not have the minimum entry requirement or RPL will be referred to ETSM.

### Interviews

All applicants are required to complete an interview. The interview is administered to help assess the level and interest of the applicant in the course for which they have applied.

This interview will not be used as a basis of exclusion. All intending applicants will be notified of the date and time of their interview and staff will assess if the course is the most suitable option for the applicant at an interview.

This assessment is made through a structured interview process, and the applicant's responses will determine an assessment of their suitability for the course. The applicant will be guided through questions to ensure they are in a position to succeed on the course.

Applicants may ask about the course content, transfer and progression opportunities available.

Only the applicant may attend for the interview itself – family/friends are not permitted to participate in the interview process.

## Interview Assessments

Interviews are conducted by EHI staff, and an established framework is used for all applicants. Subject to the requirements of relevant education legislation, the following criteria are used to offer a place on the courses

- The applicant's interest and aspirations in the programme
- The applicant's awareness of the programme.
- The academic and practical/occupational potential of the applicant to achieve on the programme
- Previous academic outcomes
- Prior and relevant experience of the topics without formal education

The EHI's ability to offer places on courses is also determined by;

- Permission and funding or other relevant funding agency to run the course
- Availability of places on courses and numbers recruited
- Adequate enrolment to run the course.

## EHI Laptop Policy and Procedure Form

Procedure Title	Laptop Policy
Associated Policy(s)	N/A
Version Number	1
Owner	ETSM
Adoption Date	September 2023
Review Date	September 2024

Exchange House Ireland is issuing laptop computers to its Learners.

You must exercise good judgment and common sense when using the Laptop. All laptops and accessories are the property of Exchange House Ireland and are provided to CE Scheme participants/learners for a period of time.

### Agreement

As a condition of their use the laptop, you must comply with and agree to all of the following:

1. Prior to being issued a laptop, you will sign this policy and agree to all outlined policies and procedures.
2. You will not install software or hardware or change the system configuration without first speaking with and getting approval from the CE Scheme Supervisor.
3. You are expected to protect laptops, equipment and accessories from damage and theft.
4. You will provide access to any laptop computer or accessories that are the property of Exchange House Ireland.
5. You are responsible for protecting the information on the Laptop.
6. All conceivable situations cannot be covered in this document.

### General Rules

1. Power off your laptop whenever it is not in use. Do not carry the laptop in suspend or hibernation mode.
2. Keep your laptop close to you and in sight. Otherwise, keep it locked away securely.
3. Do not store passwords with your laptop or in the carrying case.
4. Do not place drinks or food in close proximity to your laptop.
5. When away from your desk, lock the laptop.
6. You should not leave a laptop in an unattended vehicle.

### Acknowledgement

I understand that all laptop computers, equipment and accessories that Exchange House Ireland has provided me are the property of Exchange House Ireland. I agree with and will adhere to all of the aforementioned rules and guidelines. I will not install any additional



software or change the configuration of the equipment without approval from a manager at Exchange House Ireland. I will not allow any other individuals to use the laptop issued to me and/or the related equipment and accessories that have been provided to me by Exchange House Ireland. I agree to return the laptop and accessories in my possession immediately upon termination of my contract with Exchange House Ireland or if requested to do so at any time during the contract. I will report damage or suspected problems immediately.

I understand that a violation of the terms and conditions set out in the policy will result in the restriction and/or termination of my use of Exchange House Ireland’s laptop computers, equipment and accessories and may result in further discipline up to and including termination of employment and/or other legal action.

Learner

Print Name	Signature	Date

Exchange House Ireland Representative

Print Name	Signature	Date

# Laptop Loan Submission Form

Name of Learner:	
Address of Learner:	
Phone Number of Learner:	
Award Code:	
Start Date of Learner:	
Reasons for submission:	
Date of Submission	

## Reasonable Accommodation Policy

### Purpose

The purpose of this policy is to provide a statement of commitment by EHI to ensuring equality of opportunity to prospective and enrolled learners interested or engaged in education and training provided by EHI. It also provides guidance on the provision of reasonable accommodation for disability to ensure EHI fulfils its responsibilities in this area.

### Scope

This policy applies to learners with a disability or long-term illness whether they be present on registration with the programme or they arise during the course of study. It is relevant to all education and training provided by EHI.

### Responsibilities

It is the responsibility of the CEO to ensure this policy is implemented.

### Reasonable Accommodation - Guiding Principles

It is the policy of EHI to accept all applications for entry to its programmes, regardless of any disability or long-term illness and ensure they are treated in a fair and equal manner.

EHI will review the applications with a view to identifying and arranging suitable and reasonable accommodation for the individual need.

EHI will endeavour to alleviate the impact of a disability on academic performance, while also ensuring (in the interest of fairness to all learners) that no advantage is afforded by the reasonable accommodation.

EHI will treat any information submitted in relation to a request for Reasonable Accommodation with due respect and right to privacy of the individual in accordance with the GDPR regulations.

### Applying for Reasonable Accommodation

Applicants are requested to advise EHI of any disability, at the time of application or as they arise during studies. This can be done by contacting EHI in person or through the

Applicants must submit the completed Reasonable Accommodation Application Form to the Programme Coordinator, detailing the impact of the disability on their learning or demonstration of learning and attaching a verifiable statement of their disability from an appropriate professional.

Reasonable Accommodation will not normally be applied retrospectively for the programme.

### Assessment and Outcome of a Reasonable Accommodations Application

The Education Training Service Manager (ETSM) will review the application and discuss with the Programme Coordinator where appropriate.

The Programme Supervisor/Coordinator may, subject to consent from the applicant, discuss the application with a relevant competent professional.

The Programme Supervisor/Coordinator will make a recommendation, which once approved by the ETSM will be communicated to the applicant.

Where an applicant is not satisfied with the outcome of the Reasonable Accommodation review, they may appeal the decision through the Appeals Policy to the Education Programmes Quality Assurance Committee.

## Procedure: Compassionate Consideration

Procedure Title	Compassionate Consideration
Associated Policy	Chapter 6 Assessment of learners
Version Number	1
Owner	ETSM
Adoption Date	September 2023
Review Date	September 2024

### Purpose

Where a learner requires compassionate consideration in relation to an assessment deadline the process outlined below should be followed. Also, to set out a clear procedure to enable the learner to request the deferral of an assessment or avail of an extended deadline due to exceptional or extenuating circumstances

### Scope

All Learners

Occasionally there are circumstances outside of our learners' control which makes completing or participating in assessment impossible. We encourage these learners to apply for compassionate consideration. A successful application results in an extension to an assessment deadline or an opportunity to resubmit an assignment. Circumstances in which we consider compassionate consideration include (but are not limited to);

- Any type of serious illness
- Serious illness or death of a close family member
- A difficult personal experience (such as being the victim of a crime)

Applications for compassionate consideration usually need to be supported by evidence e.g. death notice.

### Definition

The compassionate consideration is a process which enables a learner who has been prevented or unable to undertake a specific assessment activity or they may feel their performance was/is seriously impaired because of exceptional circumstances to apply to defer the assessment or retake i.e. to be allowed to complete the assessment activity on another occasion or resit the assessment.

### Steps for implementation

The learner notifies the ETSM / Assessor of the extenuating circumstances which they felt:

1. May have prevented or may prevent him/her from either:

- a. completing an assessment activity by the schedule date (Learner Record, Collection of Work, Project, Assignment or Skills Demonstration), or attending a practical assessment on the schedule date (Examination or Skills Demonstration) or
  - b. seriously impaired or may seriously impair his/her performance in: a practical assessment (Examination or Skills Demonstration).
2. The Assessor informs the learner of compassionate consideration procedure.
  3. The learner completes the Compassionate Consideration Application Form and returns it to the Assessor within a reasonable defined timeframe one (1) working day.
  4. This application **MUST** be accompanied with relevant supporting evidence/documentation (as outlined) and must state the extenuating circumstances that occurred.
  5. In exceptional cases, the ETSM or designated person may extend this date due to the specific circumstances which may prevent the learner from obtaining the relevant evidence/documentation within the allowed timeframe. In exceptional circumstances, the ETSM or designated person may extend this.
  6. Learner notifies the ETSM or designated person / Assessor of extenuating circumstances.
  7. Learner completes Compassionate Consideration Application Form.
  8. Meeting of the ETSM or designated person and Assessor.
  9. Learner ETSM and Assessor are notified in writing of the Compassionate Consideration.

## Reference Documents

EHI Quality Assurance manual

## Supporting Documents

- Compassionate Consideration Application Form
- Compassionate Consideration Appeal Form

# Compassionate Consideration Application Form

<p>COMPASSIONATE CONSIDERATION in extenuating circumstances APPLICATION FORM</p>	
<p>Part A. This section must be completed by the learner</p>	
Name of Learner	
Address of Learner	
Provisions	
Module(s):	
Assessor Name:	
Types of Assessment:	<p>Examination <input type="radio"/>    Project <input type="radio"/></p> <p>Skills Demonstration Assignment <input type="radio"/></p> <p>Project <input type="radio"/>    Learner Record <input type="radio"/></p> <p>Collection of Work <input type="radio"/></p>
Assessment Due Date(s):	
Reasons for application:	
Relevant supporting evidence/documentation included:	<p>Yes <input type="radio"/></p> <p>No <input type="radio"/></p>
Details of supporting relevant evidence/documentation:	
Learner Signature:	
Date:	

Part B. Office use only This must be completed by the relevant designated person	
Learner Name	
Assessment due date	
Date relevant designated person is notified by learner	
Noted by	Telephone <input type="radio"/> Email <input type="radio"/> In Person <input type="radio"/>
Assessor Name:	
Dates of meetings with Assessor	
Application prior to or after the assessment or activity	Prior to <input type="radio"/> After <input type="radio"/>
Criteria:	
Details of extenuating Circumstances:	
Relevant supporting evidence/documentation	
Nature of the assessment activity (Assignment, Project, Learner Record, Collection of Work, Skills Demonstration and Examination):	
Application:	Granted <input type="radio"/> Declined <input type="radio"/>
Declaration:	
<p>I can Confirm that:</p> <ul style="list-style-type: none"> <li>• A meeting with the assessor to discuss the application has taken place</li> <li>• There is sound evidence to grant or decline the application based on criteria above.</li> <li>• If granted, the granting of Compassionate Consideration will not give the learner in question an unfair assessment advantage over other learners undertaking the assessment.</li> <li>• I will inform the learner in writing of the decision regarding the outcome of the application.</li> <li>• I will inform the assessor in writing of the decision regarding the outcome of application.</li> </ul>	
Signature	
Date	



Part C:

This section must be completed by the relevant designated person and returned to the Learner and Assessor

Note: This section must accompany relevant assessment material when submitted for certification

Learners Name:	
Date of Decision:	
Outcome:	Granted <input type="radio"/> Declined <input type="radio"/>
If Granted, details of extended deadline etc.	

# Appeals Request Form

<b>Name</b>	
<b>Address</b>	
<b>Phone Number</b>	
<b>PPSN Number</b>	
<b>Date of Appeal Request</b>	

**Appeal Type**

- Compassionate consideration
- Learner appeals
- Other

If other please give details:

Any documentation in regards to your appeal please fill in below with details of all documents so they can be returned after the appeal has taken place.

Document Name	Yes

Complete description of reason for appeal in full, with as much information as possible

<b>Learners Signature</b>	
---------------------------	--

<b>Date</b>	
-------------	--

<b>For Office Use Only</b>	
<b>Received by</b>	
<b>Date received</b>	
<b>Exchange House Ireland Company Stamp</b>	

## Procedure: Academic Misconduct

Procedure Title	Academic Misconduct
Associated Policy(s)	Chapter 6 Assessment of Learners EHI Academic Integrity Policy
Version Number	1
Owner	ETSM
Adoption Date	September 2023
Review Date	September 2024

### Purpose

To deal with learner academic misconduct and or plagiarism

### Scope

All Learners

### Definition

N/A

### Steps for implementation

If a tutor suspects that a learner has committed academic misconduct firstly they must:

- Speak with the Programme Co-ordinator
- Collect any evidence e.g. Pictures / links to relevant sites/ any other relevant information
- The Programme Co-ordinator decides if the matter needs further investigation
- If further investigation is needed the co-ordinator will inform the learner and the tutor of this
- The learner may continue with their studies while the investigation is ongoing
- The Programme Co-ordinator will investigate the matter and may interview the learner with the tutor present.
- The Programme Co-ordinator decides if there is any academic misconduct and if it was intentional and notifies the learner and tutor of the outcome in writing within 10 working days.

If learner is found not to have breached academic standards, no further action is taken.

If the breach is considered minor, a verbal warning is given, and the learner must resubmit the work.

If the breach is considered significant and if it is a repeat offence, they will not be put forward for certification.

A learner can appeal the decision to the Programme Coordinator who refers it to a suitably qualified external member of the Education and Training Committee. They investigate the case and inform the Programme Coordinator of the outcome within 10 working days. The Programme Coordinator then informs the learner. This decision is final

### Reference Documents

- Learner handbook
- Tutor notes
- Minutes of any meeting had
- Internal verification record
- External authentication report

## Procedure: External Authentication

Procedure Title	External Authentication
Associated Policy	Chapter 6 Assessment of learners
Version Number	1
Owner	ETSM
Adoption Date	September 2023
Review Date	September 2024

### Purpose

To ensure that there is independent, authoritative confirmation that is a fair and consistent assessment of Learners which is in accordance with national standards

### Scope

All learner assessments submitted for Assessment

### Steps for implementation

The EHI internal Verifier validates that all assessment procedures have been applied and monitors the outcome of the assessment process using EHI's recommended sampling strategy.

The EHI's Internal Verifier identifies any deviations in marking as part of the internal verification process and brings them to the attention of the ETSM

The ETSM assigns a suitably qualified External Authenticator from the panel of ETBI approved External Authenticators.

The External Authenticator moderate's assessment results by sampling Learner evidence using EHI's sampling strategy

### Results Approval and Issue

- The ESTM convenes a meeting of the Results Approval Panel
- The Panel reviews, approves and signs off assessment results
- The EHI's Internal Verifier makes results available to the Learners

### Request for Certification

- The EHI internal Verifier submits Learner results to QQI via the QBS

### Appeals

- Learners are permitted 10 working days to lodge an appeal
- The ETSM processes all learner appeals

## Reference Documents

<https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-forproviders-revised-2013.pdf>

## Supporting Documents

- External Authentication Guideline
- Internal Verification Report
- External Authentication Report

## Procedure: Internal Verification

Procedure Title	Internal Verification
Associated Policy	Chapter 6 Assessment of Learners
Version Number	1
Owner	ETM
Adoption Date	September 2023
Review Date	September 2024

### Purpose

Internal Verification (IV) is an internal mechanism which is conducted to ensure that the correct procedures were followed during the assessment process and that the correct assessment process is in place. IV is conducted on all programmes by the appointed verifier at the end of each assessment period. IV is an essential and valuable tool in the assessment process as it is the first step in approving and finalising learner results. It is to ensure that assessment procedures have been applied consistently across our assessment activities.

### Scope

All Learners that submit for certification

### Steps for implementation

Internal verification is a two-stage process;

**Stage 1:** Internal verification is undertaken by the appointed Verifier.

**Stage 2:** This stage is undertaken at organisational level by the ESTM, or appointed member of the EHI QA team. This 2-stage process is designed to ensure that documentation is fully verified and double-checked before External Authentication.

### Process

- Internal Verifier forwards stage 1 report to ETSM for verification.
- The ETSM liaises with the Internal Verifier in documenting an Internal Verification Plan for each assessment period.
- Verification of results data are inputted to QQI QBS system by the delegated person.
- The ETSM retains IV reports at the EHI and makes them available to the External Authenticator, the Results Approval Panel and to QQI on request.
- The ETSM draws up certification plan for each assessment period in consultation with the appointed Internal Verifier.
- The ETSM carries out verification using the Internal Verification step-by-step process and the sampling strategy and completes a Checklist for Internal Verification for each certification period.

When carrying out IV both Internal Verifier and the ETSM check for:



- Missing or inappropriate evidence
- Missing or inappropriate assessment briefs
- Data omission, transcription / calculation errors
- Inaccurate data entry – award codes, name spelling, results etc.
- Provisional results

The ETSM completes the process by completing and signing the Internal Verification Report and forwarding it to the External Authenticator in advance of authentication.

This report confirms the outcome of the IV process.

The ETSM plans for external authentication and liaise with the appointed External Authenticator before, during and after their visit and is in attendance to meet the External Authenticator to ensure all is in order and provide any assistance/clarification if required in advance of external authentication.

The ETSM attends the Results Approval Panel meetings to present the Internal Verification report and discuss issues highlighted in the Report.

#### Internal Verifier

- Prepares assessment briefs before distribution to Tutors/Trainers
- The Tutors/Trainers returns the assessment portfolios in the order set out in the Internal Assessor QA Checklist to the Internal Verifier when the assessments are marked and graded.
- The Internal Verifier undertakes verification
- The Internal Verifier submits the verified Learner evidence to the ETSM on or before the date set out in the Certification Plan band liaises with the ETSM until the award certificates are presented.

#### The ETSM

- Liaises with the Internal Verifier
- Inputs the Learner data into the QBS
- Internally verifies the Learner evidence
- Produces one Internal Verification report per certification period
- Makes the IV report available to the External Authenticator
- Inputs the results onto QBS
- Attends the RAP meeting to present the Internal Verification report
- Amends results on the QBS if directed to do so by the RAP
- Refers appeals to the ETC
- Arrange distribution of award certificates

#### Reference Documents

- <https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-forproviders-revised-2013.pdf>

#### Supporting Documents

- QQI authentication Report

- Appendix 2 pg 23 Tutor handbook Internal verification report

## Procedure: Learner Appeals

Procedure Title	Learner Appeals
Associated Policy	Chapter 4 Assessment of Learners
Version Number	1
Owner	ETSM
Adoption Date	September 2023
Review Date	September 2024

### Purpose

To provide our learners with a fair and transparent system if they feel the need to appeal the assessment process and or their approved result.

### Scope

All learners

### Steps for implementation

- Learners are permitted 10 working days to lodge an appeal
- The ETSM processes all learner appeals

We inform learners that they have a right to appeal of their assessment results at the induction stage of their programme and this is incorporated into the learner handbook.

1. Learners, if unhappy with their approved results can make an appeal in writing within two weeks of the issue of results.
2. The learner will be required to complete an Assessment Appeals Application Form and submit it to the Programme Coordinator.
3. All appeals must be made through the centre and sent to the chairperson of the Education and Training Committee.
4. Learner results will be kept on file in EHI until the appeal is processed.
5. The appeal process will be recorded by EHI and will identify who will evaluate the appeal.
6. Subsequent to the lodgement of the appeal the following is then started:
  - A re-evaluation by the internal verifier
  - Re-evaluation by the external verifier
  - A notification is sent to \QQI of the appeal, and the outcome of the internal re-evaluation should there be a change in the results
  - If QQI requests to conduct a second evaluation by an External Assessor EHI will accommodate this.
  - The learner will be notified in writing of any and all actions taken and of the final decision.

## Reference Documents

EHI Quality Assurance manual

## Supporting Documents

- Assessment appeals application form

## Documented Approach to Quality Assurance

(Aligned to Core Guideline 2)

### Policy Statement

The QQI Core QA Guidelines (2016, page 9) requires that our 'quality assurance system is fully documented; there are robust, documented policies and associated procedures for the assurance of the quality and standards of provision'. Our aim is to have QA policies and associated procedures, fit for purpose and appropriate to our context, informed by and aligned to relevant QQI's quality assurance guidelines. We design our QA documents, so they are consistent; accessible; easy to use and all references and cross references are correct and easy to follow.

### Responsibilities

- The Education Programmes Quality Assurance Committee maintains oversight of the documents that make up the QA system
- The Education and Training Services Manager manages our QA documents on a day-to-day basis

### Policies and Procedures

#### Policy

*Ref: QQI Reengagement Application Guide February 2017 V 0.1*

A *policy* is a statement or series of statements which set out a provider's position and commitment(s) on a particular area of education and training provision. It should show that a provider is aware of its obligations in the area and is committing to deliver on these obligations. policies that set how the approach to a given area (for example programme development). Policies are high-level documents setting out the 'why' a provider does something and the principles that inform the approach.

Our policies;

- Are written for all stakeholders, internal and external, to inform them about our position on a particular aspect of our role.
- Set out broad parameters.
- Has the understanding and backing of our BOD and our Education & Training Committee group.
- Informs the learners of what they should expect from us.
- Informs staff of what is expected of them.

#### Procedures

A *procedure* describes a process intended to deliver all or part of a policy commitment. Procedures set out the 'how,' 'when' and 'by whom' written in a way that makes it clear how something is done (would a new person in the role know what to do based on the procedures?).

Our procedures;

- Are written for the people who will be operating the process or engaging with it

- Addresses the practicalities of the process – ‘how,’ ‘when’ and ‘by whom’
- Are designed with the intention of delivering quality and consistency
- Are capable of being monitored to show if the procedure is effective (or not)
- Evolve over time as improvements are identified and implemented.
- Are ‘retired’ if shown to be obsolete or ineffective

## Procedure: Procurement of Tutors

Procedure Title	Procurement of Tutors
Associated Policy	Chapter 4 Staff Recruitment, Management & Development
Version Number	1
Owner	ETSM
Adoption Date	September 2023
Review Date	September 2024

### Purpose

To outline the process for the procurement of qualified tutors to deliver programmes of education and training to EHI Learner

### Scope

All Tutors delivering Programmes in EHI

### Definition

N/A

### Steps for implementation

EHI have an allocation of Teaching hours from City of Dublin ETB. The procurement of a Tutor is allocated from the teaching hours. To secure a tutor to teach a specific subject the following steps is required.

- Education Training Service will identify a subject requiring a Tutor.
- Education & Training service Manager will contact CDETБ to request a Tutor, outlining the responsibilities of the position.
- CDETБ will advertise the hours and ensure the candidates is informed of CDETБ tutor requirements and qualifications required for the position
- Recipients will be called to interview with CDETБ
- Tutor will be appointed to the teaching position
- Tutor will undertake EHI Tutor induction session
- Child first training is required before the Tutor begins classes
- Tutor will commence teaching.

### Reference Documents

EHI Quality Assurance manual

### Supporting Documents

- Tutor Hand Book

## Procedure: Handling Learner Complaints

Procedure Title	Handling Learner Complaints
Associated Policy	Chapter 5 Teaching, Learning and Learner Support EHI Service User Complaints Policy
Version Number	1
Owner	ETSM
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### Purpose

This is to have a step by step procedure that the learners can follow to be able to express any dissatisfaction and or make a complaint to us and for handling complaints for learners.

### Scope

All Learners

### Definition

N/A

### Steps for implementation

There are two steps to the complaint's procedure

#### Informal:

- The learner can make an informal complaint to their tutor or any member of the ETS staff who will discuss the complaint with them and possibly agree on a solution.
- Learners should allow sufficient time for the tutor/ETS staff member to investigate or correct the issue.
- The tutor /ETS staff member will attempt to handle the complaint in a timely manner

#### Formal:

If the complaint has not been resolved informally that the learner is unsatisfied the learner can move forward with a more formal complaint

If the learner wishes to make a more formal complaint the must do so in writing using the Learner formal complaints form which is available upon request from there Supervisor.

### The following should be included in the complaints document:

- Date and Time
- Who was involved
- What exactly happened
- What your concerns are
- Has you or anyone else done anything to resolve the matter



- What do you wish to happen next?

The Programme Co-ordinator when they receive the formal complaint they will acknowledge receipt.

The Programme Co-ordinator will outline the course of action to be taken for recording details of the complaint.

If the complaint is of a serious nature the Programme Co-ordinator will escalate it to the ETSM who then will take over the complaint at this point.

The process is completed within 30 working days of receipt of the complaint where possible. If this should have to be extended the learner is contacted and informed and is given a new deadline.

### **All details and steps are recorded**

#### **Internal review:**

- If a complaint is made against a member of staff the staff member is informed and is given the details of the complaint
- The Programme Co-ordinator /ETSM records all details of what has been said and done in a confidential manner
- If the complaint involves the Programme Co-ordinator/ETSM the CEO will deal with the complaint
- The ETSM notifies the complainant in writing of the outcome when the investigation is complete.
- If the complainant is not satisfied with the outcome, they can appeal the decision
- This appeal must be submitted in writing to the CEO using the Learner Complaints Appeals form within 10 working days of receipt of the decision.
- The CEO will ask external member of the Academic Board to review the complaint, the investigation and the decision
- The external member of the Academic Board carries out the review, decides and informs the CEO in writing.
- The decision from this review is final.
- The CEO notifies the complainant in writing of the outcome of the appeal
- The ETSM retains records of correspondence

If learner is still unhappy with the review of their complaint they are advised that they can have an external review.

They can go to the office of the Ombudsman/ Ombudsman for children if they remain dissatisfied by the internal review

#### **Reference Documents**

EHI Quality Assurance manual

## Supporting Documents

- Learner Complaints form
- Learner complaints appeals form

# Learner Complaints Form

## Have your Say:

We want to provide safe and high-quality services so that you receive the best attention from us. We are working to build a better Exchange House Ireland every day. You can help us to do this. We want to hear from you about your experience of using our services. What worked? What could improve? What didn't work?

We welcome your feedback and we will make sure that you get a full response and that we will learn from this.

If you wish to make a formal complaint on our services, please complete this form:

## Complaint Details

Name of the service you wish to make the complaint about:  
(e.g. Social Work, Counselling, Youth Services, Education Support, Afterschool's, etc.)

Date of experience that this complaint relates to:

Please select the type of complaint you wish to submit (please tick):  
Assessment  Personal  Other

If Other please give details

Details of the complaint

## Your Details

Your name:

Your address:

Your contact telephone number:

Your email address:

Today's date:

## Personal Data Consent

Please advise us of your consent regarding access to your personal information for the complaint to move forward:

I hereby grant permission for Exchange House Ireland to access my personal confidential information for the purpose of investigating this complaint

Please tick: Yes  No

*Please note that refusing access to your records may impact on the complete investigation of your complaint.*

Signature: \_\_\_\_\_

## Lodging Your Complaint

There are a number of ways you can lodge your complaint

- Write to us by filling out the form attached. Put this in the post to Exchange House Ireland, 61 Great Strand Street, Dublin 1, D01 WC97 or please give it to a member of staff.
- You can also hand in a letter directly to the service.
- Email the Education and Training Service Manager: [cathleen.mcdonagh@exchangehouse.ie](mailto:cathleen.mcdonagh@exchangehouse.ie)
- Call us on 01 872 1094 from 9am-5pm Monday to Thursday, 9am-4pm on Fridays.
- If you are not able to give us your complaint yourself, you can ask someone you trust, like a relative, carer or advocate to do this for you.

**What happens next?**

- Staff will try will try to help you straight away, where possible, or within 48 hours.
- You can also make a written complaint and we will respond to you within two working days of receipt of this.
- We might call or ask to meet you to hear more about it.
- We will look into your complaint and respond to you within 30 working days or contact you to ask for more time, if needed, and keep you updated every 20 working days after that to let you know what is happening.
- If you are not happy with the outcome of your complaint, you can ask for an internal review by Exchange House Ireland, or ask for an external review directly from the Ombudsman ([www.ombudsman.ie](http://www.ombudsman.ie)) or the Ombudsman for Children ([www.oco.ie](http://www.oco.ie))

<b>Exchange House Ireland Staff Use Only</b>	
Date complaint was received	
Comments/Complaint number	
Complaints Officer	