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## **The Dublin Adult Learning Centre**

### **Who we are**

The Dublin Adult Learning Centre (DALC) is a community of students based at 3, Mountjoy Square, in Dublin's North Inner City. We are proud of our long history of adult education in this beautiful and historic building in service of a very disadvantaged community. DALC was established in November 1997 having taken over the work of the Dublin Literacy Scheme, which had been running from Mountjoy Square since the 1970s. DALC continues the tradition of providing tuition to adults with low literacy/low language or poor qualifications to improve their skills and/or gain accreditation.

Over the past 25 years, DALC has grown from an organisation that predominantly provided 1:1 classes tutored by volunteers to an organisation that provides a wide range of basic education options, including QQI accredited programmes primarily at levels 2 and 3 but also with options at level 4 and Health Care at level 5. Our English to Speakers of Other Languages (ESOL) has grown from no classes in 1997 to a programme that offers morning, afternoon and evening classes at a range of levels. This programme is also targeted at adults with either no literacy in their own language and no English to those who left school early in their own countries and need to enhance their basic skills and/or get accreditation.

The range of programmes and progressions are indicated on the graphic below:

# PROGRESSION



Lorem ipsum

DALC's flexible model not only allows it to adapt to the changing demographics of the area, but also to changing needs, in particular the importance of technology both as a means of communication and as a basic literacy skill.

DALC retains a dedicated and experienced pool of tutors. Classes are run on a social practice model. We view literacy as encompassing traditional literacy and more recent literacies such as using your smart device, as well as basic computer courses. We incorporate all these literacies into our classes and they are based on the expressed interests and needs of the students mediated through our hugely experienced and highly qualified tutors who understand where the skills gaps are and how to impart knowledge in a manner suited to the adult learner. The vast majority of the material we use is generated in the Centre by our own staff. As the relationship between student and tutor is key, feedback is part of the learning loop.

The Centre is primarily funded by a grant from the City of Dublin FET College, which has been a great support to DALC since its establishment.

## **Our Mission Statement**

The Dublin Adult Learning Centre provides a holistic range of high quality basic education services rooted in the context of communities living in the North Inner City.

## **Our Vision Statement**

DALC's vision is for a North Inner City Dublin where every adult has the opportunity to participate fully in their community through the realisation of their right to basic education.

### **Definition of Literacy**

Literacy for our students means a wide range of skills. They see it as being able to do things independently and having the confidence to read, write and understand numbers. It is having the confidence to read your own personal letters and emails and know what is going on in your community.

With this in mind and the views of staff and tutors, the Dublin Adult Learning Centre defines literacy as follows:

*Being literate means being able to read, write and use numeracy and information technology competently to deal with situations and opportunities in your own environment. It means being able to fulfil your own goals as a family and community member, citizen and worker. Being literate depends on what you need or want at a specific time. Becoming literate is part of a lifelong learning continuum.*

### **Dublin Adult Learning Centre's definition of Adult Basic Education**

Basic education is the means by which adults, lacking confidence in their literacy levels, develop reading, writing, personal and interpersonal skills using methods which are student-centred, creative and participative. It aims to enable adults to enhance their lives by exploring new possibilities and initiating constructive change.

### **Core Values**

Student centred

Equality

Transformative

Community-based

### **Learning Organisation**

DALC staff is active within the local community and is a member of the City of Dublin FET College TEAM group that reviews the provision of basic education services in the community. We have and continue to work with many local organisations such as local Community Employment Schemes, Ozanam House, Roma Groups and Pavee Point.

Nationally, we are active members of Aontas and in particular the Community Education Network and the National Adult Literacy Agency (NALA). We have delivered and attended workshops for both organisations. We have welcomed community educators from abroad through the Erasmus programme and have availed of training abroad through the Erasmus programme.

We organise a week-long Students' Festival each year to coincide with the Aontas Adult Learners' Festival. We also spearhead and organise a Learning

Neighbourhood showcase event in the North Inner City. Students are also provided with the opportunity to try other activities during our month long Summer Taster courses. We provided CDP in house and through other organisations. We organise at least one seminar per year for tutors.

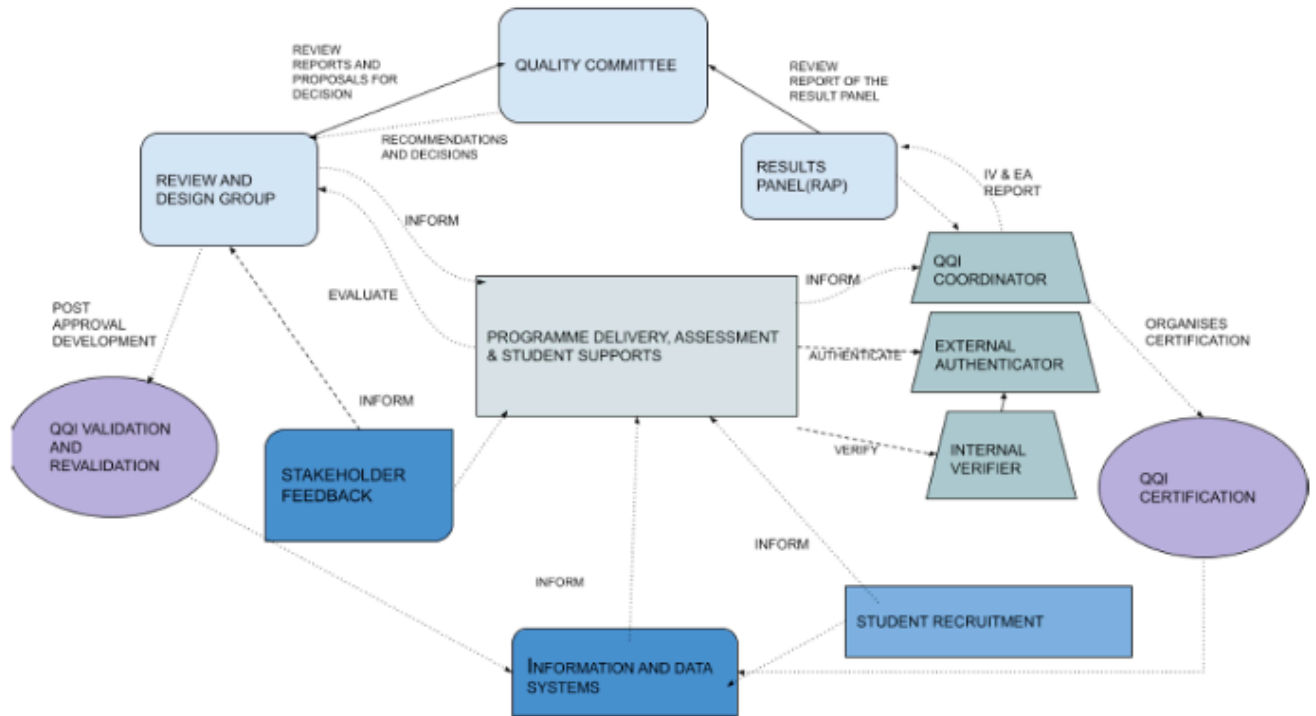
### **Structure of the Quality Assurance Manual**

The QAM is broken into 11 comprehensive sections in line with the QQI Core Statutory Quality Assurance Guidelines to ensure completeness and compliance and are as follows:

- Section 1: Governance and Management of Quality
- Section 2: Documented Approach to Quality Assurance
- Section 3: Programmes of Education and Training
- Section 4: Staff Recruitment, Management and Development
- Section 5: Teaching and Learning
- Section 6: Assessment of Learners
- Section 7: Support for Learners
- Section 8: Information and Data Management
- Section 9: Public information and Communication
- Section 10: Other Parties involved in Education and Training
- Section 11: Self Evaluation, Monitoring and Review

Each section has an appendix of referenced documents

## Governance and Management of Quality Graphic



<b>Document Name</b>	Governance and Quality of Management
<b>Lead</b>	CEO and Governance Officer
<b>Version Reference</b>	V4 (2026)
<b>Approved by</b>	
<b>Effective Date</b>	May 2026

## **1. Governance and Management of Quality**

### **1.1 Policy Overview**

DALC is committed to adhering to and implementing the highest standards in governance and management of quality. DALC's governance structures enforce the separation of responsibility between those who produce/develop material and those who approve it. DALC has academic, compliance, financial and legal structures in place in line with best practice which provide governance oversight.

The Quality Assurance system is informed by the Board, Management Committee, Staff and Students and is evaluated by them on an ongoing basis through representation on committees, participation in the development of Strategic Development plans, evaluation processes and review.

### **1.2 Purpose**

The purpose of this policy is to ensure oversight of the education and training, research and related activities of DALC, to ensure its quality and to ensure the smooth running of the centre in a transparent and accountable manner in compliance with current legislation and codes of practice and DALC's Mission Statement.

### **1.3 Responsibility for Policy Implementation**

The Management Committee has responsibility for the implementation of this policy in the following areas:

Programme Design and Review Committee - programme review and development and synchronous online learning policy

QQI Coordinator and Results Panel - Preparation of QQI submissions and review of student results

The Quality Committee - delegated functions from the Board to protect, maintain and develop the academic standards and quality assurance of the programmes and the academic activities of DALC and reports to the board.

CEO – day to day management, financial and strategic operations

Member of Management Committee – compliance and academic oversight

Financial Controller-day to day financial systems

The DALC Board – Ultimate responsibility of all corporate and academic quality assurance.

### **1.4 Procedures**

#### **1.4.1 Strategic Management**

The Centre operates on the basis of a three-year Strategic development plan. The plan is developed in collaboration with Staff, Students and the Board through dialogue. Views of other Stakeholders are sought.

The Strategic Development plan is reviewed at each board meeting to measure progress against all goals. Quality Assurance is one of the four stated goals:

## **Goal 2:**

### **To ensure the quality and appropriateness of education programmes provided by the centre**

#### **Actions**

1. Design quality programmes that develop basic and life skills through the use of materials relevant to students' lives.
2. Continue to develop student assessment procedures to ensure that the students are placed and progressed in the right setting within DALC or elsewhere.
3. Continue to engage with QQI to provide accredited programmes for students. Continue to provide non-accredited appropriate and relevant courses to all DALC students.
4. Evaluate student experience annually.

#### **1.4.2 Academic Management**

##### **QQI Co-ordinator and Results Panel**

The DALC QQI Coordinator is the Internal Verifier and prepares the QQI folders for submission for the External Authenticator (EA) as per the QQI guidelines and the DALC Authentication Process policy. The Coordinator prepares folders for the External Authenticator to review. The Coordinator convenes the Results Panel Meetings to review the EA report and the Student Results in accordance with the Results Panel Terms of Reference. The CEO chairs the Results Panel.

##### **The Design and Review Group**

The Design and Review group reviews programmes accredited and non-accredited quarterly as per terms of reference of the Design and Review Group at 3.3.7. The review is based on extensive surveying of students and tutors and consideration of Internal and External Authenticator's reports and attendance.

As The Dublin Adult Learning Centre endeavours to design and develop educational programmes based on student needs, as part of their review, the Review and Design Group consider student needs and are the first group to consider application for validation of any new programme or re-validation of older programmes. Their recommendations are brought to the Quality Committee for consideration, as per terms of reference of the Design and Review Group.

##### **The Quality Committee**

The Quality Committee is a sub-committee of the board. Its authority to protect, maintain and develop the academic standards of the programmes and the academic activities of DALC is delegated from the Board and it is subject to Board oversight. The Quality Committee monitors the quality of the academic standards, integrity of the academic processes and the adherence to Dalc's own academic

quality assurance both accredited and non-accredited in accordance with the terms of reference of the Quality Committee.

The Quality Committee is chaired by an independent expert.

#### **1.4.3 Financial Management and Oversight**

- Annual Funding Application to the City of Dublin Education and Training Board
- Day to day financial management is conducted by the financial controller
- The External auditor conducts an annual audit of the whole centre using SORP
- The Audit sub-committee meets to consider the audit accounts and to make recommendations to the board in respect of other financial decisions

#### **1.4.4 Governance Management Oversight**

We comply with Core and Additional Standards set out in the Charities Governance Code.

The Charities Governance Code is reviewed annually by the Governance subcommittee and agreed by the board.

The Audit Committee of the board annually reviews the Risk Register which incorporates both corporate and academic risks as per Risk Register in Appendix A.

#### **1.4.5 Day to Day Management**

Senior Management is responsible for the day to day running of the Centre

#### **1.5 Monitoring Evidence of Implementation**

The Quality Committee to monitor the implementation of the policy

#### **1.6 Quality Records**

Measurable indicators, at a minimum, include:

QQI Quality Assurance

Implementation of the Charities Governance Code

Reports of Design and Review Group

Reports of the External Authenticator

Quality Committee Minutes

Board Manual

Staff Handbook

Student Handbook

City of Dublin FET College Service Level Agreement

Strategic Development Plans

DALC Annual Report

Pobal Inspection Reports

## **1.7 Management Committee**

### **Purpose**

To co-ordinate the regulatory and compliance functions of the organisation together with broader non-teaching functions:

### **Membership**

The above functions will be represented on the committee by the following members of staff:

### **CEO**

Sign off on all contracts, all funding agreements, all matters of employment legislation. Sign off on all expenditure not requiring board sign-off. Recommend any expenditure in excess of limit to the board. Development of all operational policies in particular. Retention of data relating to staff. Spokesperson for the organisation.

### **Financial Officer**

Preparation of budgets, payroll and all payments subject to CEO oversight. Report to SOLAS, ETB and Pobal. Liaise with Internal and external auditors. Advise Audit Committee and attend annual Audit meeting with Auditors.

### **Administrator:**

Enrolment of all students on PLSS and returns to ETB and retention of data pertaining to students. All media functions and oversight in tandem with CEO of the publication of all information and images to ensure compliance with copyright legislation and required funding acknowledgements.

### **Company Secretary**

Filing of required forms in respect of board members with CRO, CRA and RBO. Preparation of board papers in respect of board meetings, liaising with Auditors for the preparation of SORP Annual Report, preparation of CRA compliance form. Secretary to the Governance Committee

### **QQI programme development lead**

Lead on development and review of all QQI accredited programmes, lead on Design and Review Group and Secretary to the Quality Committee.

### **Data protection Officer and Risk Manager**

Maintain an updated risk register subject to oversight of the Governance and Risk Committee. Maintain and update Data protection policies. DPO in respect of any breaches. Schedule staff training in respect of both Risk and Data Protection. Responsible for health and safety issues within the building subject to oversight of the CEO. Recommend and source contractors for building works where there is no contractor.

## **IT systems**

Maintain inventory of all computer hardware and other devices. Maintain the computer stock by regularly monitoring for proper use e.g turning off, logging out, removal of inappropriate apps or the downloading on all devices of approved apps. Monitoring the status of Smartboards, tablets and laptops. Recommend purchase/update of equipment where necessary. Recommend training for staff in respect of appropriate technological developments. Maintain licences. Convene meetings of the Technology committee. Liaise with Risk Manager in respect of cybersecurity both with respect to the network, Google drive and all records.

## **Meetings**

The Team will be at least every six weeks as per a calendar which will be agreed per term at the beginning of each September. Minutes of the meetings will be taken by the Administrator and placed in the Management Team drive.

## **Calendar of Work**

Team will create a dedicated shared calendar of work for recurring deadlines and reviews at the beginning of each September.

## **Appendix A**

- A1 [Annual Report 2024](#)
- A2 [CRA Compliance Statement 2025](#)
- A3 [DALC Risk Register](#) - we also use the CalQrisk platform to monitor all risks
- A4 [DALC SDP 2025-2028](#)



<b>Document Name</b>	Documented Approach to Quality Assurance
<b>Lead</b>	Quality Assurance Officer
<b>Version Reference</b>	V4 (2026)
<b>Approved by</b>	
<b>Effective Date</b>	May 2026

## 2. Documented Approach to Quality Assurance

### 2.1 Policy Overview

DALC is committed to providing a comprehensive and documented approach to quality assurance to ensure that the Quality Assurance Policies and Procedures, together with associated documents are both effective and fit for-purpose and in line with QQI quality assurance guidelines and are readily accessible in a

comprehensive Quality Assurance Manual via the DALC website or in hard copy form by request from management.

## **2.2 Purpose**

The purpose of this policy is to collate all the Centre's policies into an accessible document and to enable the monitoring of compliance with current legislation and codes of practice and to ensure procedures are in place to self-monitor the effectiveness of the policies through the Quality Committee, the Governance Committee and the Audit Committee.

## **2.3 Procedures**

All new policies created and/or approved by the Board of Management, the Quality Committee and Governance sub-committee will be included in the Quality Assurance Manual and published on the DALC website. Policies and associated documents will continue to be monitored by the Governance sub-committee of the Board and the Quality Committee annually. Ineffective policies are amended or replaced.

## **2.4 Monitoring Evidence of Implementation**

The policy and procedures are translated into practice through a variety of internal quality assurance processes that allow participation by all staff and students within DALC through surveys, evaluations and membership of various committees.

The Quality Committee will be responsible for the monitoring of this policy annually.

The Board will be the ultimate oversight body for monitoring the implementation of all DALC policies and procedures.

## **2.5 Quality Records**

The Quality Assurance Manual updated annually

The publication of the Manual and the Student Handbook on the DALC website

The Student Handbook reviewed annually

The Staff Handbook reviewed annually

The Charities Regulator Compliance Form completed annually

## **2.6 Supporting Documents**

QQI Policy on Quality Assurance Guidelines

QQI Core Statutory Quality Assurance Guidelines for use by all Providers

Statutory Quality Assurance Guidance for Providers of synchronous online learning

Gap Analysis Tool and Action Plan

Synchronous Online Learning Gap Analysis Tool and Action Plan

## **Appendix B**

B1 [DALC Board Manual 2026](#)

B2 [DALC Student Handbook](#)

B3 [Staff Handbook](#)

B4 [Work from Home Policy](#)



<b>Document Name</b>	Programmes of Education and Training
<b>Lead</b>	Review and Design Group
<b>Version Reference</b>	Version 4 2026
<b>Approved by</b>	
<b>Effective Date</b>	March 2026

### 3. Programmes of Education and Training

#### 3.1 Policy Overview

The Dublin Adult Learning Centre endeavours to design and develop educational programmes based on student needs.

### **3.2 Purpose**

The purpose of the policy is to ensure that the decision to apply for validation of any programme is based on a demonstrated student need. Where there is evidence of a need and the capacity to provide for it within the scope of DALC's mission, proposals will be investigated by the Programme Design and Review Group and brought to the Quality Committee for consideration. This will include a cost benefit analysis. If internally approved, the programme will be designed in line with QQI guidelines on programme validation.

Similarly, programmes currently running will be reviewed informally, continuously and reviewed annually. Programmes are evaluated and reviewed to ensure continuous improvement in order to maintain and enhance national quality standards.

Procedures are in place to gauge demand to identify needs through on-going consultation with various stakeholders including students, staff and local agencies and employers. DALC provides a wide range of programmes from basic literacy and information technology to vocational skills to provide our students with skills to function in a complex society and to access further education and training or employment according to their needs.

DALC has a highly experienced, well qualified staff, which meets regularly to plan courses. Our tutors develop their own programmes, materials, briefs for students and are well informed with the requirements of the QQI accreditation process and our Quality Assurance policies.

### **3.3 Procedures**

#### **3.3.1 Needs Identification**

***Needs identification is monitored by the Design and Review Committee (see Terms of Reference below)***

- Identify needs of current students through feedback sessions with them
- Meetings with staff to identify emerging student needs
- Conduct analysis of enquiries from the students and survey results
- Meet with local education providers such as City of Dublin FET College centres regarding training needs
- Monitor DALC's Social Media platforms for courses that generate most interest
- Meet with local community organisations to identify educational needs
- As classes are conducted in dialogue between tutors and students, tutors can respond to the needs and concerns of students on an ongoing basis as a tutor method/philosophy

- Identify needs through research conducted with adult education students both locally and nationally/internationally

### **3.3.2 Programme Design**

- Design and Review group to hold programme design meetings with all relevant staff that will be involved in the programme and other relevant stakeholders to ensure that the programme reflects the needs of the target group
- Design and Review Group to Identify tutors with relevant experience to work on content
- Programmes design based on the Component Specification Guidelines for QQI accredited programmes
  - Design Programmes in accordance with DALC's stated definition of Adult Basic Education being the means by which adults, lacking confidence in their literacy levels, develop reading, writing, Information technology, personal and interpersonal skills using methods which are student-centred, creative and participative.
  - Ensure Quality Assurance Guidelines are referred to in programme development
  - All programmes include learning activities that allow the student to practise their skills.
  - Assessment design is an integral part of all programmes in accordance with Feedback from previous students reviewed and considered when designing new programmes and modifying existing ones.
  - Modifications to be made in realistic time frames and communicated to all staff members at programme design meetings
  - Section 6 of this QA Manual
  - The Programme Design and Review Group will review new and revised programme proposals and submit their report to the Quality Committee for their recommendation to validate or not.

### **3.3.3 Program Approval**

- The Quality Committee will recommend such programmes for QQI validation to the board
- A cost-benefit analysis will be carried out by Senior Management Team and agreed by the board

### **3.3.4 Programme Validation**

- Programmes are designed based around a list of learning outcomes which are aligned with the relevant award standards.
- Other relevant awards will be reviewed in line with this programme to determine the feasibility of access, transfer and progression on to this programme.
- Programme will be submitted for validation by the Design and Group
- The programme will be subject to ongoing monitoring and periodic review by tutors, the Design and Review Group and ultimately by the Quality Committee.

- In due course, a programme for the re-validation of existing awards will be developed by the Design and Review Group and approved by the Quality Committee, in line with the 2017 QQI Guidance document '*Policies and Criteria for the Validation of Programmes of Education and Training.*'

### **3.3.5 Programme Planning**

- Devise programme timetable and lesson plan in accordance with QQI programme specification
- Design documentation for programmes to show best practice in programme design for validation.
- All design files will include a mapping document between programme content and learning outcomes of the QQI award specification.

### **3.3.6 Programme Delivery**

- Where a programme is new, tutors who have developed the programme are allocated to the delivery of the programme.
- Training will be provided for other tutors who may deliver the programme.
- Bi-annual review to include all staff involved in design, delivery and administration of programmes.

### **3.3.7 Programme Review and Design Group terms of reference**

- New Programmes reviewed at appropriate points contingent on how long the course is. If the course is over the year, reviews take place at the end of each term, if shorter, the end of the month or the end of the first session.
- Collect feedback for each programme through evaluation reports.
- Review Internal Verification reports, External Authentication Reports, Self-Evaluation reports and devise and implement a programme improvement plan.
- Document changes made to programme and ensure that versions of changes are recorded accurately for each programme.
- Ensure there is systematic oversight of outcomes and trends in assessment procedures during RAP meetings where trends are recognised. If amendments need to be made these will be done and reviewed by the External Authenticator before being implemented.
- Measure the quality of our students' experiences with us by gaining feedback on their experiences, the grades received where applicable relative to the student and/or progression
- Continuous review and development of programme content, based on the needs of students, to aid in the re-validation of programmes as directed by QQI.
- Allocate suitably qualified staff to develop new programmes
- Prepare reports for the meetings of the Quality Committee

### **3.3.8 Template for Review Meetings**

For programme review the following information to be collected and made available to all members of the programme review team prior to the review meeting.

- Student evaluations
- Tutor evaluations
- IV reports
- EA reports
- PLSS/record keeping/Google Drive information on course numbers and course completion rates
- Learner needs analyses

### **3.3.9 Proceedings of the Programme Design and Review Group**

The Quorum of such a meeting will be 4 persons.

The Programme Design and Review Group will be made up of at least:

1. Member of the Management Team
2. Tutor with previous experience in developing a QQI programme
3. Tutor with ESOL experience
4. Tutor or tutors working at Level 2, 3 and 4
5. Tutor with Maths teaching experience
6. Tutor with Technology teaching experience

The meeting will be chaired by a member of the management team.

## **Dublin Adult Learning Centre**

### **Agenda**

#### **Programme Design and Review Group Meeting**

**Date of Meeting:**

**Time of Meeting:**

**Venue for Meeting:**

1. Apologies for Absence
2. Confirmation of quorum and membership
3. **Review**
4. Consideration of Documents in respect of the programme under Review
5. Consider issues arising from the Review
6. Recommendations:
  - To continue without amending the programme

- To discontinue the programme
- To amend the programme

#### **7. Programme Design Oversight**

8. Consider evidence of Needs Identification or amendment/revalidation of existing programme

9. Consider issues arising from above

10. Recommendations:

- Whether to proceed with the new programme/amendment/re-validation or not
- In the event of proceeding, agree the membership of a team to prepare the validation which will include at a minimum, two tutors experienced in the required area and one member of management tasked with drafting the application.

11. AOB

### **3.4 The Quality Committee Terms of Reference Dec 2025**

#### **The Quality Committee Terms of Reference**

##### **1. Nature of Committee**

The Dublin Adult Learning Centre Quality Committee is a Committee of the Board. Its authority to protect, maintain and develop the academic standards of the programmes and the academic activities of DALC is delegated from the Board and it is subject to Board oversight in the manner outlined below.

##### **2. Role**

It is the role of the Quality Committee to monitor the quality of DALC's academic standards, the integrity of its academic processes and the adherence to DALC's own academic Quality Assurance (the QA).

In the performance of its role the Quality Committee shall have the assistance and expertise of senior management, the DALC Design and Review Group (the D&R Group) and the QQI Coordinator. The D&R Group, the QQI Coordinator and senior management will prepare and/or present reports, statements and information on academic matters (including any recommendation regarding a new programme) to the Quality Committee for review by it from the perspective of academic standards, integrity of academic processes and adherence to the QA.<sup>(1)</sup>

The Quality Committee is responsible for reporting to the Board on compliance with academic standards and integrity and recommending the approval of delivery of programmes for validation or otherwise.

### **3. Membership**

The Quality Committee will consist of

- Two and not more than three non-executive members of the Board
- Two and not more than three tutor representatives of the D&R Group
- The QQI Coordinator, whose role is to arrange for the collection and conduct the internal evaluation of folders to be submitted to QQI, to make all arrangements for the external authenticator, to arrange the holding the Review Panel Meeting and to submit the necessary paperwork to QQI for obtaining certification
- A student or former student of the Centre

A quorum will consist of five members of the Quality Committee, at least two of whom are board members and at least two of whom are tutors.

The Chairperson of the Quality Committee shall be appointed by the Board and shall be a member of the Board, or an external independent appointee, with experience in Community Education or Further Education.

Where the Quality Committee members do not have sufficient knowledge or experience in a particular area, the Quality Committee may invite persons with relevant expertise to attend meetings.

The Chairperson and other members of the Quality Committee will be provided with initial induction and continuing training.

### **4. Duties of the Quality Committee**

The duties of the Quality Committee are as follows:

- b. To propose to the Board of Directors for approval, policies and procedures for the assurance of quality, that are in accord with the standards and guidelines of QQI;
- c. To recommend the approval of the design, development and implementation of learning programmes of study, consistent with DALC's mission, strategic development plan and SLA with the City of Dublin FET College and within the budgetary constraints of funders and DALC;

- d. To consider draft strategic development plans and their possible implications for resourcing and impact on academic standards and existing programmes and make recommendations on same to the Board;
- e. To oversee the assessment of students and formally ratify decisions relating to progression within QQI accredited programmes
- f. To support and embed a culture of academic integrity at all levels of the provider;
- g. Be responsible, subject to the approval of the Board for making the academic regulations of the provider;
- h. To make recommendations to the Board on the conducting of research and development work; and
- i. To undertake such other tasks relating to academic matters as may be delegated to it by the Board from time to time.

## **5. Authority**

The Quality Committee as a body is empowered in the discharge of its functions to:

- have full access to all information, and be entitled to obtain any information it requires from staff or external parties, pertaining to academic governance;
- retain professional advice or assistance in the performance of its functions ; and
- invite persons with relevant expertise who are not members of the Board of DALC to attend Quality Committee meetings.

### **Meetings**

- The Quality Committee will meet normally between two and three times a year. It is a matter for the Quality Committee, in consultation with The CEO, to decide the frequency and timing of the meeting.
- All Quality Committee members are expected to attend each meeting.
- Only the Quality Committee members are entitled to be present at a meeting of the Quality Committee provided that the Quality Committee may invite members of management or others to attend as necessary.
- Questions arising at any meeting of the Quality Committee shall be determined by a majority of votes of the members present and, in the case of an equality of votes, the Chairman shall have a second or casting vote.
- The CEO will make the necessary arrangements for the administrative requirements of the Academic Committee, inclusive of the preparation of meeting agenda, briefing documents and minutes to be issued in a timely manner to Quality Committee members.
- A report of the proceedings of the Quality Committee meetings will be furnished to the Board of DALC for noting at DALC Board Meetings in addition to any recommendations of the Quality Committee to be considered by the Board.

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<sup>(1)</sup> Any recommendations may be subject also to review by the Board from the perspective of its oversight role in respect of strategic and financial matters including DALC's commitments to its funders

### **3.5 Monitoring Evidence of Implementation**

The Review and Design Group

The Quality Committee

### **3.6 Quality Records**

IV reports

EA reports

Minutes of Design and Review Meetings

Completed Design and Review Templates

QQI validation or re-validation of Programmes

Minutes of the Quality Committee

### **Appendix C**

C1 [Sample Brief folder](#)

C2 [Class on Offer in DALC](#)

C3 [QQI DALC Validated Programmes](#)

C4 [Internal Verification Report blank](#)

C5 [Student Evaluations 2026](#)

C6 [Tutor Evaluations 2026](#)

C7 [Protection of Enrolled Learners \(PEL\)](#)



<b>Document Name</b>	Staff Recruitment, Management and Development
<b>Lead</b>	CEO
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#### **4. Staff Recruitment, Management and Development**

##### **4.1 Policy Overview**

DALC recognises that the competencies of its staff are an essential determinant in the provision of the quality of its education and training programmes as well as service delivery and is committed to a systematic approach to staff recruitment, management and development.

##### **4.2 Purpose**

The purpose of this policy is to ensure that DALC staff including administrative staff, tutors and volunteer tutors, have the necessary competencies to provide quality education and training programmes to address student needs and to ensure that staff training needs are met and a supportive learning environment provided to enable all staff to work effectively.

##### **4.3 Responsibility for Policy Implementation**

The CEO and Management Team has responsibility for the implementation of this policy in the following areas:

The CEO – Staff recruitment

The Centre Administrator – Staff communication

The CEO – Staff Development

##### **4.4 Procedures**

###### **Staff recruitment**

#### **4.4.1 Recruitment & Selection Policy and Procedure**

The Recruitment and Selection policy and procedures of this organisation are in keeping with our Equal Opportunities policy.

Recruitment and selection of suitably qualified staff will be made from the widest possible field. Positions may be advertised internally or internally and externally simultaneously, including the mailing list of DALC and online platforms.

Advertisements will clearly describe the required qualifications, the nature of the required experience, length of experience working with adults in a literacy or community education setting and job specification.

The applications of current staff will be treated on an equal basis with external applications.

The most suitable candidate - internal or external - will be selected for the position as advertised. Job applicants must not be treated less favourably on the grounds of gender, marital status, disability, sexual orientation, race, colour, ethnic or national origin, antibody status, age, being a member of the Traveller community, political or religious beliefs or responsibility for dependents, or put at a disadvantage by unjustifiable conditions or requirements.

Interviewing of candidates will be carried out by a minimum of three people including the CEO, member of the board and an external interviewer. Where appropriate, other members of staff may be included on the interview panel. The organisation will, where possible, ensure that there is gender balance on all interview panels.

The selection process will be fair and will apply equally to all applicants.

#### **4.4.2 Staff Communications**

Management recognises its responsibility to ensure that all employees have access to regular supervision, support and appraisal for their work.

Supervision and support will include an annual appraisal for each employee. This is a two-way process involving the CEO and the employee. The purpose of the annual appraisal is to:

- To ensure that the requirements of the position are fulfilled
- To review the employee's work over the past year
- To provide an opportunity for the manager to give the employee feedback on his/her performance
- To provide an opportunity for the employee to give feedback on the level of support and guidance received

- To plan objectives for the year ahead
- To identify any additional training needs and to plan to meet these needs.
- To review the employee's job description and to decide by agreement of both parties how it is to be updated if necessary. Where agreement has been reached to alter or add to the original job description. Notice in writing of the updated job description will be given to the employee within 2 weeks of the review and affixed to the employee's personal file.

Tutor feedback with regard to all courses is given in the course of the annual evaluation process conducted by the Design and Review group and on an informal continuous basis throughout the year.

#### **4.4.3 Staff Training and Development**

Training and Development is a continuous process. DALC is committed to developing its employees and every effort will be made to ensure this happens. The employee also has a responsibility for his/her own development. In recognition of this partnership responsibility, DALC advocates the use of a Personal Development Plan.

The aim of training is to assist you to develop the necessary skills, knowledge and personal development to enable the employee to perform her/his job effectively and to help her/him to achieve his/her potential.

##### *Application for Financial Assistance for further education and training*

Staff who have worked in the organisation for at least two years may make an application to management for financial assistance, to undertake such a course as may be relevant to their job or professional development within the organisation.

Applications will be considered individually and the decision will rest on the relevance of the course.

Where management provides financial assistance and/or time off for a course the employee may be requested to give periodic reports back to management on their progress. They might also be asked to give relevant inputs to tutors and staff.

Where a course is undertaken with financial assistance from management and is abandoned before its completion for reasons appearing to management not to be good and sufficient, management will have the right to require that part or the entire grant paid be reimbursed. No action will be taken in this matter without the fullest consultation with the employee.

Management recognises the need to provide for staff development opportunities within the organisation.

Internal training opportunities will be planned by management, in consultation with staff, according to their needs.

#### *Exam/Study Leave*

Once a course has been approved exam leave will be made available at one day per exam. Thus, if exams are held during normal working hours, the employee gets paid time off for the exams.

Where a course of study is agreed with the organisation, staff who have been employed for at least two years may make an application for paid study leave. A maximum of five days per year can be granted, or pro rata for part-time staff.

A file detailing training undertaken by staff will be maintained by the Centre Administrator

DALC is a learning organisation and as such has peer relationships with other organisations involved in the delivery of programmes of education or training relevant to the Adult Education Sector. This includes the provision of staff expertise to other organisations as well as staff attending training and attending communities of practice forums provided by other organisations. For example:

Tutors have availed of City of Dublin FET College training

Members of the CEN Community of Practice

Staff have delivered training on behalf of NALA

Staff attend NALA tutor Forums on a range of topics

Leargas - both as a receiving organisation and as partners in the Erasmus plus programme

Staff are encouraged to attend other training of interest

Staff are encouraged to share the learning at such training with the staff at Think Tanks that are arranged throughout the year

#### **4.5 Monitoring Evidence of Implementation**

The CEO to monitor the implementation of this Staff Recruitment, Management and Development Policy

DALC procedures provide evidence of implementation of this policy. These, at a minimum, include:

Job advertisements

Job descriptions and personal specifications

Interview Assessment Forms

DALC Staff Handbook/Staff induction guide  
Organisational Structure  
Staff Appraisal forms  
Diary Minutes  
Staff CVs and training record on file

#### **4.6 Quality Records**

Measurable indicators of quality, at a minimum, include:

DALC staff recruitment data  
Staff induction data  
Staff training and development data  
Staff Induction Survey  
Staff survey data

#### **Appendix D**

- D1 [Staff Appraisal 2026](#)
- D2 [Fixed Term Agreement Template](#)
- D3 [Interview Assessment form](#)
- D4 [Job template form](#)
- D5 [Permanent Tutor Contract](#)
- D6 [User-friendly Guide to Quality Assurance](#)



<b>Document Name</b>	Teaching and Learning
<b>Lead</b>	Design and Review Group
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## **5. TEACHING AND LEARNING**

### **5.1 Policy Overview**

DALC is committed to promoting and providing the highest quality experience for its students and staff. DALC fosters personal and educational development for its students supported by the professional development of staff. DALC is specifically committed to promoting and providing the highest quality experience for its students in the use of digital technologies as a fundamental literacy. The diversity and needs of students is accommodated through the provision of flexible learning pathways and environments including environments within the blending learning model. Teaching and learning is based on national and international best practice.

## **5.2 Purpose**

The purpose of this policy is to ensure that teaching and learning methods are developed, delivered and reviewed in accordance with DALC policy re Programmes of Education and Training, DALC policy re Assessment of Learners, DALC policy on synchronous online learning and DALC policy re Self-Evaluation, Monitoring and Review and that DALC remains a centre that adheres to its following **core values** as follows:

- Learner-centred
- Empowering
- Inclusive
- Transformative

## **5.3. Mode of delivery**

### **5.3.1 All Classes are delivered face to face or remotely.**

Aims and objectives are identified by the tutor either according to QQI criteria or otherwise for non-accredited courses and all activities are based on achieving these.

#### **The class model is as follows:**

(i) **Check in** - *This is a means of getting all voices in the room*

(ii) **Aim** – *tutor identifies what they want to achieve in the session*

(iii) **Brainstorm/discuss** *prior knowledge about the topic within the group to establish what the group already knows, to build on the check in and to facilitate a discussion on the topic.*

(iv) **Tutor Input / Plan activity** – *the tutor will hand out resources (materials used) and discuss the topic on the basis of what arose during the brainstorm. Exercises are clearly explained to ensure success.*

(v) **Feedback and Reflection** on activity. This may be a google jamboard, comments on the whiteboard or a personal reflection

(vi) **Check out** - this is a mechanism for finding out how students found the work

### **5.3.2 DALC's Teaching Strategy**

This comprises the methods and values used to enable our students to learn. The strategy used depends on the subject matter and the student's level and needs. Our mission statement and literacy definitions point to a social practice model, which means developing skills to engage as an active citizen, personal growth, for accreditation or the workforce.

The methods we use in DALC hinge on our core values as listed above - which is to teach in the most effective way for our students to learn literacy, numeracy and digital literacy as well as accredited QQI courses. Depending on the group, level and subject matter that you are teaching, we try to use a variety of methods to help students learn. These include:

- One to one
- Language Experience
- Brainstorm
- Dialogue
- Socratic method
- Group discussion
- Paired work
- Tutor/expert input
- Learning by doing/field trips
- Online learning/digital or virtual learning environment (google classroom)
- Remote learning
- Game-based learning

DALC's values inform the teaching and learning strategy and methods which promote mutual respect between students and tutors and encourages student autonomy.

### **5.4. Synchronous Online Learning**

The ability to use technology to function in society has become a basic literacy. The experience in DALC of using synchronous online learning has created a level of independence in students' use of technology in everyday life that was not present prior to the widespread use of synchronous online learning in the Centre. As many of our students are low literacy, we have developed two models of synchronous online learning.

Depending on the level of the student group, the model will either be the Supportive digital engagement/experience model defined at 5.4(a) or the Augmented digital engagement/experience defined at 5.4(b) below.

The following should be read in conjunction with the DALC synchronous online learning Policy indexed at the back of this manual [here](#).

The following types of synchronous online learning option based on the definitions in QAA Taxonomy for Digital Learning will be delivered in DALC as referred to at Section 1.2 of the DALC synchronous online learning Policy.

#### **5.4.(a) Supportive Digital Engagement/Experience**

In this model, some of the learning and teaching activities developed by DALC are supported by digital support materials. Students will primarily experience these activities onsite in face to face classes in DALC.

##### *Programme design:*

The Learning and teaching activities are designed to be delivered and engaged with onsite face to face and can be supplemented with digital resources. Assessments are designed to be both undertaken and submitted in either digital or analogue format, with some digital approaches to marking being designed.

##### *Resources offered to students:*

Digital learning focused resources will be offered to students to supplement other resources provided onsite. Other resources include access to computers/laptops or tablets. Teaching and learning materials, such specific teaching points, may be recorded and made available digitally, usually after the onsite activities have been delivered.

#### **5.4 (b) Augmented Digital Engagement/Experience**

Where learning and teaching activities developed by DALC are designed with digital learning aspects as a core part of the engagement and intended to enhance students' experience of onsite learning, students will be encouraged to engage with digital aspects of learning, but can choose the extent of their engagement depending on subject and type of digital learning activity.

##### *Programme design*

Learning and teaching activities are designed to be delivered and engaged with onsite, with digital activities being included as integral parts of these activities. Assessments are designed to be both undertaken and submitted in

either digital or analogue format, with some digital approaches to marking being designed.

#### *Resources offered to students*

Most digital teaching or learning focused resources will be offered to students with only some to be offered offsite. Most teaching and learning materials, such as class notes, will be made available digitally. All programme information, such as handbooks or regulations will be accessible digitally.

#### **5.4.1 Teaching and learning approach**

While the bulk of teaching and learning will take place onsite, some will have digital elements or be delivered entirely digitally. Any skills instruction, or other lab/workshop/studio/performance space sessions will usually be delivered onsite, with a blend of digital and onsite delivery of tuition. Lecture capture technology is likely to be used to allow students to determine how, and when, they want to engage with some learning and teaching activities.

#### **5.4.2 Technology used to facilitate delivery**

Digital presentation tools are likely to be used as well as readily available software for communication between staff or students. Dalconline.ie is the virtual learning environment and has been designed to facilitate digital teaching and learning activities. While there will be access to a repository of digital information, students will be encouraged to engage with the digital tools available when undertaking most of their teaching and learning activities. The platforms used to support these activities will enable personalisation of the student experience. Where appropriate, specialist software and platforms will be offered to students to enable them to further engage with their learning.

#### **5.4.3 Provider support offered to students**

Support is likely to be offered to students onsite but similar support may be offered digitally. Students may be offered follow-up digital support after engaging initially onsite. Digital support may be offered when onsite support is not available.

#### **5.4.4 Personalisation**

Students may be offered a number of ways to personalise their engagement with the learning and teaching. All students will be offered access to the same digital resources, but they may be able to choose how, and the extent to which, they want to access it. Teaching is mainly designed to be experienced by a cohort synchronously, but activities are designed to allow asynchronous engagement.

#### **5.5 Student Information**

Student Inductions are run at the beginning of each academic year and each class agrees ground rules in accordance with the Student Charter. The Charter is

displayed in each classroom, discussed with each class and attached to students' folders.

All classes are dialogical in nature in order to provide the greatest opportunity for students to engage.

Student information is also available on our website tailored to the needs of low literacy students.

### **5.6 Complaints Procedure**

DALC's CEO has an open door policy due to the literacy levels of the students. Students are advised from the day they are interviewed that they can call on the CEO at any time with a complaint. The Centre's complaints procedure is documented in the Complaint's policy and there is an audio version on the website.

### **5.7 Student Appeals**

Students at levels 4 and 5 are notified in writing of their results. The letter includes an explanation of the Appeals Process . The Appeals Process is set out in the Assessment of Learning Policy and is available on the website under Student Information

**5.8 National and international effective practice** The provider engages with the wider national and international community of practice where appropriate, to enhance teaching and research .

DALC is actively engaged with other local, national and international organisations and agencies in order to ensure that teaching and learning practices are in line with best practice. DALC is committed to its membership of the following organisations at a minimum:

#### **Local**

City of Dublin Education and Training Board (City of Dublin FET College) TEAM meetings, which review the adequacy of provision within the North Inner City and provide access to City of Dublin FET College training.

#### **National**

Aontas: DALC is an active member of Aontas.

National Adult Literacy Agency (NALA) DALC is a member of NALA and both provides trainers to NALA and our tutors avail of their training.

#### **International**

DALC has attended Leargas training sessions on accessing European Funding to both avail of training and to collaborate with European partners in research and best practice

Engages with wider research through reading and discussion groups during in-house staff training.

DALC commissions research on topical issues on an ad hoc basis

### **5.9 Learning environments**

DALC ensures that both the programme level and each programme's learning environment are appropriate by addressing:

a) The many contexts in which learning opportunities emerge for example, students working collaboratively on projects in a suitably equipped kitchen or a training facility under supervision, with necessary technical support.

b) Physical premises, equipment and facilities:

DALC regularly reviews the effectiveness of its premises, equipment and facilities to ensure their continuing adequacy and effectiveness in relation to the programmes of education and training, research and related services.

### **5.10 Responsibility for Policy Implementation**

Key DALC staff have responsibility for the implementation of this policy in the following areas:

The CEO – Provision of appropriate Learning environments

The CEO – Ensuring DALC ethos promotes learning

The CEO – Engaging with national and international effective practice

The CEO and The Management Committee – Integration of Teaching and Learning policy with DALC policy re Programmes of Education and Training and DALC policy re Self-Evaluation, Monitoring and Review

The E-Learning Co-ordinator - the implementation of the synchronous online learning policy

### **5.11 Monitoring Evidence of Implementation**

The Quality Committee to monitor the implementation of this Programmes of Education and Training policy

DALC procedures provide evidence of implementation of this policy. These, at a minimum, include:

Student progress file

Programme evaluations by tutors and students

PLSS/record keeping/Google Drive containing information on students' progress

Staff training records

Best practice research available in the library

Coordinators' meetings

QOI meetings

Student surveys

The recommendations of the Quality Committee

### **5.12 Quality Records**

Measurable indicators, at a minimum, include:  
 Student retention numbers recorded on PLSS/record keeping  
 Attendance record of students  
 Initial and on-going assessment recorded on Google Drive/tutors record keeping  
 QQI Accreditation results of student recorded  
 Research reports  
 Monitoring and evaluation reports summarised and recorded  
 DALC programme evaluation improvement plans recorded  
 Record of recommendations implemented  
 Student readers written by students

## Appendix E

E1 [Work placement procedure folder](#)

E2 [Appeal procedure process](#)

E3 [Synchronous online learning Policy](#)

E4 [Complaints Procedure](#)

E5 [Student Charter](#)



<b>Document Name</b>	Assessment
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## 6. Assessment

### **Assessment and Academic Integrity Policy**

DALC is committed to the fair and consistent assessment of students. DALC considers assessment as an essential element of the learning process, as a mechanism to facilitate student access, transfer and progression, in the context of social cohesion and labour market requirements.

The Dublin Adult Learning Centre (DALC) is committed to ensuring that staff and students act responsibly and ethically and embrace academic integrity in all our actions and interactions as per the DALC Academic Integrity policy informed by the National Network for Academic Integrity's (NAIN) definition of Academic Integrity defined in Academic Integrity: National Principles and Lexicon of Common Terms

### **6.2 Purpose**

The purpose of DALC assessment is to ensure that students are assessed in a professional manner, in both in-house and formal certified assessment, that assessment supports standards based on learning outcomes, and that the processes for assessment, complaints and appeals meet the same standards of fairness, consistency and fitness-for-purpose as assessment in general. This assessment facilitates students in accessing, transferring and progressing to further learning or employment.

### **6.3 Responsibility for Policy Implementation**

Key DALC staff have responsibility for the implementation of this policy in the following areas:

QQI Coordinator – Coordination of QQI verification, authentication of certification

The Centre Administrator – maintaining student records of achievement

Digital Learning Coordinator -assessment procedures for synchronous online learning

### **6.4 General Assessment Procedures**

DALC's policies and procedures related to the assessment of learners address:

- How assessment promotes and supports effective learning and teaching
- The credibility and security of assessment procedures
- The regulation of assessment methods, ensuring that they are reviewed and renewed as necessary with the involvement of learners to adapt to evolving requirements
- The assessment of learners at appropriate points in the programme and ensuring/to ensure that feedback on the outcomes of assessment is provided to students in a timely and appropriate manner

- Students are informed about how and why they are assessed and provided with feedback on assessment
- Students are involved in the periodic review of assessment procedures

The assessment framework incorporates procedures and systems for the security and integrity of the assessment process, as follows:

#### **6.4.1 Initial Face to Face assessment and placement of students**

- All students are interviewed and initial assessment completed
- All students are assigned a reading and writing level
- All students are placed in a group or with an individual tutor

#### **6.4.2 Formative assessment**

- Tutor develop programmes based on learning outcomes and create appropriate assessment materials including assignments and assessment tasks
- Each student is encouraged to keep records of their work in order to map their learning journey
- Students are given feedback on their work in all sessions due to the small class size
- We have created a Google Drive to capture all the tools we use in formative assessment that all staff have access to.

#### **6.4.3 Summative assessments**

- Tutors provide students with assessment assignments and briefs in relation to summative assessment. These can be in the form of practicals, written assignments and exams
- Assessments are supervised in class by the tutor or as per synchronous online learning assessment strategy
- Tutors complete end of year assessment and progress recorded
- Workplace Module Assessment as per procedure below

### **6.5 QQI Authentication Procedures**

Assessment is fair and consistent, carried out professionally at all times by the Internal Verifier and the External Verifier in accordance with QQI guidelines.

The processes for assessment, complaints and appeals meet the same standards of fairness, consistency and fitness for purpose as assessment in general. In particular, they are straightforward, efficient, timely and transparent and accessible on the DALC website.

Feedback on, and analysis of, assessment also provides valuable information for DALC about the effectiveness of the programme, teaching and learner supports through the Design and Review Group annual evaluations and the review of the evaluations by the Quality committee.

### **6.5.1 Internal Verification**

#### **Internal Verification Process**

Internal verification is the process by which DALC's assessment policies and procedures relating to planning and managing all aspects of assessment practices will be internally verified. The process includes checking that DALC's assessment procedures have been applied across the range of assessment activities from planning to finalising results including checking/monitoring the accuracy of assessment results to ensure student evidence exists and that results and grades (where applicable) are correctly computed and recorded.

Internal verification will be carried out by the QQI Coordinator.

#### **The Internal Verifier**

The Internal Verifier will ensure:

- DALC's agreed assessment procedures are adhered to
- Monitoring of assessment results on a programme is undertaken on a sampling basis
- Assessment evidence is available for internal verification
- An internal verification report is completed as per report template attached to this document

#### **Cross moderation**

Cross moderation is conducted as part of the Internal Verification process. Tutors with experience delivering a given module check the folders of students doing the same module with a different tutor.

#### **Sampling**

Due to the comparatively small numbers of students submitting folders, all folders are checked. This is subject to review.

#### **Frequency**

Once or twice a year depending on the number of folders ready for the authentication process. This will be determined by the QQI Coordinator.

### **6.5.2 External Authentication Process**

The External Authentication process establishes the credibility of the DALC's assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award. It provides independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards.

The QQI Coordinator will be responsible for coordinating the external authentication process and selecting and assigning an External Authenticator

#### **External Authenticator**

DALC's criteria for selection of an external authenticator

- Is independent of DALC
- Has an expertise in the field of basic education up to level 5
- Has experience of delivering programme assessment or work in the field
- Agrees to undertake appropriate training and attend appropriate briefings
- Has good communication skills necessary to interact with students, assessors and senior staff members
- Has administrative and IT skills e.g. report writing,
- Undertakes to operate within the code of practice and guidelines issued by QQI
- Is available to the provider at appropriate times

The External authenticator will:

- Confirm the fair and consistent assessment of students consistent with the DALC's procedures and with QQI policy on quality assuring assessment
- Review internal verification report and authenticate the findings
- Apply a sampling strategy to moderate assessment results consistent with QQI requirements.
- Moderate assessment results in accordance with standards outlined in the Award Specification
- Visit the centre and meet with appropriate staff and students
- Participate in the results approval process as per the provider's agreed procedures
- Identify any issues/irregularities in relation to the Assessment Process
- Recommend results for approval
- Produce an external authentication report (see template).

### *Sampling*

#### Sampling strategy

As with the Internal Verification process, the sampling of student results and student evidence must be fair and consistent to enable DALC to identify any deviation from best practice and to ensure that procedures are being implemented fairly.

As the number of DALC students who apply for certification is relatively low, DALC requires that a minimum of 25% of students per module be assessed with no fewer than 2 per module.

The sample should be:

- representative of all minor awards,
- all learner types
- all assessment techniques

### **Reasonable Accommodations**

Dalc provides a scheme of reasonable accommodations in exam situations for students with specific learning needs who meet certain criteria in accordance with equality legislation. The reasonable accommodations are intended to:

- Remove, as far as possible, the impact of the condition on the candidate's performance and thus enable the candidate to demonstrate their level of attainment.
- Ensure that, whilst giving candidates every opportunity to demonstrate their level of attainment, the special arrangements will not give the candidate an unfair advantage over other candidates in the same examination.

Reasonable accommodation will only be accommodated where a learner can demonstrate with appropriate evidence/documentation that because of a specific need they cannot compete under standard assessment conditions.

There are individual accommodations that can be made at the discretion of the centre for individual candidates. These include:

- A waiver from the assessment of spelling, grammar and punctuation where marks are awarded for content alone rather than spelling and grammar.
- A reader to read the examination papers, or to provide assistance with reading, without elaboration or explanation.
- Recording device to record the candidate's responses or access to a scribe. The scribe may only write down exactly what the student says and cannot give any other help. They can read back what they have written down, but they cannot read the questions for the student unless they are also the reader.
- Candidates who use a scribe will be accommodated in a separate room away from other candidates. However the examination will take place using the same time limits and other conditions as the main exam room.
- If a student is hearing impaired they will be seated close to the superintendent in the main examination room.
- Use of low vision aids, e.g. magnifiers used normally in the classroom by candidates with visual impairments. Standard examination paper may be enlarged to A3 size.
- Use of coloured paper or text to accommodate students with Dyslexia.
- Taking medicine, food or drinks into the examination centre where this is required for medical reasons.

### **Examination Procedures**

- Examination room will be set up with single desks.
- Each desk should be 1.25 metres apart from the centre of the desk on all sides.

- One candidate at each desk facing the top of the room.
- There will be two invigilators in the room, one at the top and one at the bottom.
- Candidates must leave all personal belongings at the back of the room.
- Candidates will be given instructions as to duration, procedures and conduct during the examination e.g raise hand to request to speak to an invigilator.
- The examination question papers will be distributed by the invigilators.
- Question papers will be placed face down on each desk. When all question papers have been distributed, candidates will be instructed to commence examinations.
- Any irregularities of conduct within the examination room will be reported and a candidate who is disruptive to the proper conduct of the examination for other examinees, in the opinion of the Senior Invigilator, may be required to leave the examination room.
- If a student feels unwell during the examination they must inform the Invigilator.
- Candidates who wish to leave the examination room before the final twenty minutes of the examination period must call an invigilator and hand their answer books to the invigilator.

### **Repeat Procedures**

Dalc will offer all learners a repeat opportunity where applicable and possible. The following guidelines apply

- A candidate who has been unsuccessful in an examination will be offered the opportunity to resit an exam at the next available assessment opportunity.
- A repeat opportunity will only be offered to a candidate who has been unsuccessful in an examination.
- A notification of the opportunity to repeat will be provided to the candidate and they will be notified of the specific dates of the examination resit.
- QA assessment guidelines and procedures will apply at all times.

### **6.5.3 Results Approval Panel Terms of Reference**

#### **Purpose**

To ensure that all results are fully quality assured and signed off by the centre prior to submission to QQI

### **Results Approval Panel Composition**

The panel should have a minimum of three members and a maximum of five.

#### **Convening of the Panel**

Once the Internal Verification and External Authentication Processes are complete, for any QQI session, The CEO will convene a Results Approval Panel made up of the following, as appropriate:

- CEO (Chair)
- QQI Co-ordinator
- Internal Verifier(s)
- Programme staff

An agenda will be circulated by the QQI Co-ordinator

A minimum of three of the above must be in attendance in order for the functions of the Results Approval Panel to be carried out effectively

#### **Voting Rights**

Each member of the panel will have a vote, with the chair having a casting vote. In the event that any member of the panel has a potential conflict of interest, that person should notify the chair and excuse themselves from the section of the meeting dealing with the conflict.

Final decisions will be arrived at by consensus.

#### **Proceedings of the Results Panel**

The meeting will be chaired by QQI Co-ordinator

Minutes will be taken by a member of the management team.

The Results Approval Panel will:

- Sign a Confidentiality Statement
- Review all Student results recorded
- Review the Internal Verification and External Authentication Reports
- Judge the outcomes and recommendations of the reports (including changes to assessment grades) made
- Reach agreement on any response/actions required. Any actions required will be communicated to tutors/assessors by the results approval panel.
- Reach agreement to approve the authenticated results and sign off on them

- Agree to the submission to QQI, by the DALC, of the final results and to request certification
- Agree the issuing of results to the students by the Centre

The proceedings of the Results Approval Panel will be evidenced by a Results Approval panel report, which will include minutes of the Results Approval Panel Meeting and will exhibit the following:

- Internal Verification Report
- External Authentication report
- Provisional results report
- Certification records
- Staff Verification

### **Concluding the Results Approval Process**

Once the Results Approval Panel report has been completed, a statement of results will be issued to students.

Students will be informed at the same time of DALC's appeals process and will be given 14 days from the date of the issue of the statement of results to lodge an appeal.

### **Requesting Certification**

Following the decision of the Results Approval Panel, the QQI Co-ordinator will forward the results to QQI.

## ***Dublin Adult Learning Centre***

### **Agenda**

#### **Results Approval Panel Meeting for (insert programme titles)**

**Date of Meeting:**

**Time of Meeting:**

**Venue for Meeting:**

1. Apologies for Absence
2. Confirmation of quorum and membership
3. Declaration of Interest

#### 4. Confidentiality Statement

Members of the Results Approval Panel are reminded that the proceedings of the board are confidential and that all documentation is the property of the Panel and should be returned at close of meeting.

#### 5. Consideration of Internal Verification Reports

#### 6. Issues arising from Internal Verification Reports

#### 7. Consideration of External Authentication Reports

#### 8. Issues arising from External Authentication Reports

#### 9. Confirmation of amendments to Results

#### 10. Recommendations for Approval of final results for all Learners

i. All results are read

ii. Final results sheets are signed on behalf of the Results Approval Panel

iii. Agree to submit final results to QQI

iv. Confirmation of decisions by chair and external Examiner

#### 11. AOB

**Please ensure that all documents are returned to the QQI Co-coordinator on close of meeting**

### ***Dublin Adult Learning Centre***

### ***Confidentiality Statement for Panel Members***

#### **Results Approval Panel Meeting for**

I, the undersigned, agree to abide by the procedures outlined by the Quality Assurance Procedures B6.10 Results Approval of the Dublin Adult Learning Centre.

I agree to participate in the Results Approval Process as outlined in these procedures.

As a member of the Results Approval Panel, I confirm that it is my understanding that the proceedings of the Panel are confidential and that all documentation is the property of the Panel and should be returned at close of meeting.

Signed:                      Date:

Name (in Block Capitals): \_\_\_\_\_

Date

Dear

Re: QQI Level 5 Health Care

We are delighted to inform you that you have been awarded the following in respect of the above course:

Module(s)

Result(s)

If you believe the grade awarded does not reflect the quality of the work submitted for assessment purposes, you may appeal the **assessment result**. The outcome of this type of appeal is either that your grade remains the same or else will be upgraded.

The assessor who evaluates your appeal will not be the assessor who made the original assessment decision.

You may also appeal the **assessment process** if you believe there to be irregularities/ inequalities in the implementation of the DALC's assessment process. If you are appealing the assessment process you need to state the grounds on which you are so doing. The Appeals committee will review the assessment process used in your case.

If you wish to appeal either the assessment result or the assessment process, you must do so within 14 days of the date of this letter. You may call in and collect an application form, or have one sent out to you by emailing [nicola@dalc.ie](mailto:nicola@dalc.ie).

Yours sincerely,

---

Nicola Rogers

The QQI Coordinator will monitor student results against similar organisations and through discussion with the EA.

### **6.6 Monitoring Evidence of Implementation**

The Quality Committee to monitor the implementation of this Assessment of Learners policy

DALC procedures provide evidence of implementation of this policy. These, at a minimum, include:

Learner assessment records

Learner assessment feedback forms

Assessment review reports

Minutes of the Result Panel Meetings  
The Review and Design Group Evaluation Process  
The recommendations of the Quality Committee

### **6.7 Quality Records**

Measurable indicators, at a minimum, include:

Assessment results data  
Records of assessment corrective actions  
Report of the Internal Verifier  
Report of the External Verifier  
Certification data  
Recommendations of the Quality Committee

### **Appendix F**

F1 [Initial Interview form](#)

F2 [Mid Year Guided Assessment Tool](#)

F3 [Role of QQI Coordinator](#)

F4 [Academic Integrity Policy](#)

F5 [AI Policy \(Draft\)](#)

F6 [Initial Assessment Guidelines](#)

See also C3 Internal Verification report blank

See also E3 synchronous online learning Assessment Strategy

See also F1 Work placement procedure

See also J1 EA agreement



<b>Document Name</b>	Support for Students
<b>Lead</b>	Design and Review Group
<b>Version Reference</b>	
<b>Approved by</b>	
<b>Effective Date</b>	May 2026

## **7. Support for Students**

### **7.1 Policy Overview**

DALC is committed to providing support and resources for students in keeping with programme objectives and DALC's ethos and capacity to deliver. DALC endeavours to provide supports to facilitate programmes of education, transfer and progression, student diversity, access to learning opportunities and to promote equality.

### **7.2 Purpose**

The purpose of this policy is to ensure that adequate learning resources are available to students, that there is a mechanism for monitoring resources and updating resources as identified by tutors and students. The policy is also to ensure that guidance is provided for students, including pastoral care support, that adequate resources underpin relevant support services, that student information is supplied in an appropriate and accessible format, and that students are facilitated to make representation about any concerns to DALC.

### **7.3 Responsibility for Policy Implementation**

Key DALC staff have responsibility for the implementation of this policy in the following areas:

The CEO and Management Committee – integration of the range of DALC learning resources and supports

Management and tutors – Pastoral care for students

Programme Coordinators – Access to programme-related services

The CEO – Student representation mechanisms

Management and Tutors – Programme guidance for students

Design and Review group- Feedback from tutors and students.

## **7.4 Procedures**

### **a. Adequacy and Accessibility of Resources**

- Tutors are responsible for the monitoring of resources for their students, which are requested from and purchased by the centre administrator
- Tutors requests for new learning materials and resources are reviewed by The CEO
- Adequacy of technology is monitored by the E-Learning Co-ordinator who maintains a register of all devices in the centre and monitors the adequacy of the equipment
- The Review and Design group through tutor and student evaluation recommend new resources or the upgrading of old resources as a response to the evaluations
- Online resources are promoted via the dalconline.ie platform
- Use of the library is promoted by all staff and books and videos are available on loan
- There is a digital device loan scheme in accordance with our synchronous online learning Policy
- Students' views on teaching and learning including adequacy of supports are sought at least twice annually
- Due to the educational level of the students and the low language barriers, the information is also disseminated verbally.

### **j. Pastoral Care**

- Tutors endeavour to guide and meet with students individually
- The management have an open door policy with regard to students' issues
- Students are given opportunities in class (e.g. through check in outlined in 5.3.2) to express how they are feeling or what concerns they have. Care is built to the teaching model in adult education. It is a core part of how we work rather than an extra we provide.
- Students who miss classes are followed up with phone calls to encourage them to come back
- Guest speakers are invited in to talk on a range of relevant topics

### **c. Student representation**

- The Student committee can make recommendations to The CEO and the board, where they see fit
- The end of year evaluations also provide an opportunity to hear the student voice

- DALC's adlitting blog is a forum for students to tell their stories
- Student feedback is given to tutors
- A collection of student's writing is printed in our Printout and disseminated each summer
- Recommendations are implemented where practicable

**d. Student information and guidance on access transfer and progression**

- As many students in the centre have low literacy or low language skills or both, there is an emphasis on verbal delivery of information.
- Students are invited to an information morning every September and given information on all courses available and accreditation options
- Every student is interviewed in person before being placed in the appropriate class for their needs and level
- Tuition options are explained to the student during the initial interview and students are given support and guidance in relation to the most appropriate learning options
- Students can transfer to another class where the class to which they have been assigned does not suit.
- Progression options are explained at the beginning of the year and details available on the website
- Staff from the adult education guidance service are invited to give information to students on progression options outside the Centre
- DALC produces programme brochures in plain English
- In all classes tutors go through the Student Charter which is displayed in all classrooms and included in each student's folder. For many classes, tutors create a class contract.
- Students are given a student handbook on starting a programme
- There are explanatory videos on a number of topics on dalconline.ie
- The DALC Facebook page and website provides information on current courses and activities in the Centre
- There is an electronic information board in the canteen which provides information on current activities

**7.5 Promoting Equality and Diversity**

- The Students' Charter underpins the ethos of the centre and is discussed at the beginning of every year in every class
- DALC provides ESOL classes to meet the educational needs of new communities in the North Inner City
- As we are working with a social, situated model of literacy issues of social justice, racism, equality etc. often arise in class and so equality and diversity is explicitly engaged with. Respect for others, critical discussion and critical thinking are an integral part of our teaching, as per the Students' Charter.

- DALC provides crèche facilities to students and staff
- DALC offers language support
- Integration between ESOL and mainstream programmes are actively encouraged
- Access to the centre is open to all adults with a literacy problem who will benefit from the programme

### **7.6 Monitoring Evidence of Implementation**

The CEO monitors the implementation of this Supports for Learners policy

DALC procedures provide evidence of implementation of this policy. These, at a minimum, include:

- dalconline.ie
- Students' Charter
- Student handbook
- Social media platforms
- Electronic information board in DALC canteen
- Annual student surveys
- Programme information for students
- Student feedback
- Student Committee

### **7.7 Quality Records**

Measurable indicators, at a minimum, include:

Student evaluations

Results of student and staff feedback on progress

Student complaints' feedback

Minutes of the Student Committee

Recommendations of the Review and Design Group

The enrolment policies

### **Appendix G**

G1 [Dublin Adult Learning Centre Admissions Policy](#)

G2 [This is Me- Tuesday Spelling Group \(student writing\)](#)

<https://adlitting.wordpress.com/> @ [www.dalc.ie](http://www.dalc.ie)

B1 [Student Handbook](#)

E5 [Student Charter](#)

Add copy of the Printout



<b>Document Name</b>	Information and Data Management
<b>Lead</b>	Data Protection Officer
<b>Version Reference</b>	V4 2026
<b>Approved by</b>	CEO and Administrator
<b>Effective Date</b>	May 2026

## **8. INFORMATION AND DATA MANAGEMENT**

### **8.1 Policy Overview**

DALC is committed to the provision of reliable and effective information and data management. The information provided and collated reflects DALC's strategic goals as described in its Strategic Development Plan, reflects DALC's ethos and mission and facilitates compliance with organisational and national Quality Assurance requirements.

### **8.2 Purpose**

The purpose of this policy is to ensure that DALC's information management system is robust, comprehensive and capable. DALC's information management system informs the organisation's decision-making and continuous improvement and underpins its Public Information and Communication policy.

### **8.3 Responsibility for Policy Implementation**

Key DALC staff has responsibility for the implementation of this policy in the following areas:

The Centre Administrator-

Management of overall information systems as Data Controller or Data Processor

Management of DALC online learning platform

Management of the DALC Learner information system, including all student records, completion and retention rates

Management of returns to the City of Dublin FET College information system

Management of student information for QQI

The CEO - Information for further planning

The Management Committee – Data protection policy

The Governance Sub-committee-general oversight of governance Information systems

## **8.4 Procedures**

### **8.4.1 Student Information systems and completion rates**

1. Students are interviewed and initial assessment form completed, this includes name, address, pps number and reading and writing level
2. Necessary personal information and information pertinent to teaching and learning are entered on the DALC PLSS/record keeping
3. Information required by the City of Dublin Education and Training Board is entered onto the PLLS and given a start and exit date
4. Student End of Year assessment is inputted on the DALC Google drive
5. Information on students on QQI accredited programmes are inputted into the QQI system
6. Every student is registered on the dalconline.ie platform and assigned an email address to facilitate the development of digital skills, or engagement online if at a higher level

### **8.4.2 Management Information Systems**

1. DALC stores all personal information held about our employees in controlled access, centralised in the CEO's Office. We store personal information held about our employees in the CEO's Office in locked filing cabinets
2. Details of remuneration are held on computer in the Main Office, which is locked when not occupied.
3. DALC uses Quantum computerised wages package and all operators have individual access codes and appropriate levels of access to the computerised payroll system
4. Every staff member is registered on the dalconline.ie platform by the centre administrator and given an email address. Dalconline is used by staff to communicate and work collaboratively.
5. DALC uses Surf general accounting software. All operators have individual access codes, including the internal auditing company.
6. The DALC PLSS/record keeping as described in 8.4.1 is maintained by the Centre Administrator and stores personal information with regard to students. It is password protected with individual access codes for 5 members of staff including the two senior managers.

### **8.4.3 Information for further planning**

DALC's own data management systems, the City of Dublin FET College's PLSS system and QQI's system of qualifications together with DALC's self evaluation and review systems allow for reviewing, maintaining and improving its information and data systems and facilitates future planning with regard to effective management of the organisation and the development of its programmes and other activities.

### **8.4.4 Document Retention, Storage and Access**

DALC will not retain data for any longer than is necessary for the purpose for which it is obtained.

Retention, Storage and Access is detailed on the DALC GDPR analysis sheet attached at appendix H

### **8.4.5 Data Protection Policy and Freedom of Information**

DALC's Data Protection Policy is in compliance with the Data Protection Acts 2018 and the General Data Protection Regulation and is attached at appendix H.

DALC's Student Data Protection Policy is in compliance with the Data Protection Acts 2018 and GDPR is explained verbally and in writing to students and signed off by them at the initial interview

Staff sign the staff Data Protection Policy consent, which details DALC's policy on maintenance and retention of staff information in accordance with the Data Protection Acts 2018 and GDPR.

The right of access to information and the procedure for requesting information is detailed in the policy and is in compliance with the Act's requirements.

### **8.5 Monitoring Evidence of Implementation**

The CEO and Management Committee to monitor the implementation of this policy.

These, at a minimum, include:

Written initial interview form

Student contact book

PLSS/record keeping containing information on students' progress

Programme evaluations by tutors and students  
Data Protection Policy

### **8.6 Quality Records**

Measurable indicators, at a minimum, include:

Staff training records

Student data records

Google Drive reports re programmes, students and management  
planning monitoring and evaluation reports

Dalconline.ie platform

GDPR policy

DALC programme evaluation improvement plans

Signed copy of tutor data protection declaration

Signed copy of student data protection declaration

Database is password protected with only 4 staff members having  
access

QQI folders are secured in a locked cabinet in a locked room

Staff records are maintained in a locked cabinet

### **Appendix H**

H1 [GDPR Audit Log](#)

H2 [Staff Data Protection Policy](#)

H3 [Student Data Protection Policy](#)

<b>Document Name</b>	Public Information and Communication
<b>Lead</b>	Data Protection Officer
<b>Version Reference</b>	V4 2026
<b>Approved by</b>	CEO
<b>Effective Date</b>	May 2026

## **9. PUBLIC INFORMATION AND COMMUNICATION**

### **9.1 Policy Overview**

DALC is committed to the provision of an effective communications system for all stakeholders including prospective and current students, staff and funders. This commitment is reflected in the DALC Strategic Development Plan. DALC recognises the importance of providing information to all stakeholders. DALC also recognises the importance of obtaining and acting upon information and feedback from all students, staff and key stakeholders to maintain and improve programme quality, which will also be assured through the publication of quality assurance evaluation reports.

### **9.2 Purpose**

The purpose of this policy is to ensure the information published is clear, accurate, objective, up to date and easily accessible. Information published in respect of DALC programmes of education and training complies with the spirit and requirements of the Qualifications and Quality Assurance (Education and Training) Act, 2012.

### **9.3 Responsibility for Policy Implementation**

Key DALC staff have responsibility for the implementation of this policy in the following areas:

The CEO – Public information

The Centre Administrator – Learner information and the publication of quality assurance evaluation reports

### **9.4 Procedures**

#### **9.4.1 Public Information for Prospective Students**

- Information on courses is published on PLSS
- DALC runs an information morning each September
- All interested students are interviewed in person providing them with the opportunity to seek further information.
- DALC uses a number of social media platforms to advertise classes
- DALC produces and distributes easy to read promotional brochures on different courses
- All public information material is reviewed by The CEO prior to publication
- The DALC website provides an overview of programmes
- The DALC website has a governance section which includes the Quality Assurance Handbook

#### **9.4.2 Student information**

- Due to the literacy and or language skills of students, initial information is delivered verbally through the interview process
- Students with little or no literacy are given information verbally in class
- Students with literacy are provided with a Student Handbook which is given to them on their first day and explained verbally.
- Students are encouraged to ask questions of their tutors
- DALC has an open door policy and students can make an appointment at any time to speak to The CEO
- DALC uses various social media platforms to communicate with students
- There is an electronic information screen in the canteen which also provides information
- All students, regardless of level, are registered on the dalconline platform, which provides information in writing and in video format

#### **9.4.3 Publishing of reports**

DALC is committed to publishing our quality assurance reports on our website and/or providing links to QQI reports published in relation to us

#### **9.5 Monitoring Evidence of Implementation**

The CEO to monitor the implementation of this Public Information and Communication policy

DALC procedures provide evidence of implementation of this policy. These include:

Information swing sign

Dalc banner

DALC website

DALC programme brochures

dalconline.ie

Social Media Platforms

Promotional materials  
DALC Annual Report

### **9.6 Quality Records**

Measurable indicators, at a minimum, include:

End of course feedback forms

QQI Quality Assurance

Complaints procedure feedback

Strategic Development Plan progress reports

Minutes of meetings with stakeholders

Research reports

Internal evaluation reports

DALC programme evaluation improvement plans

### **Appendix I**

I1 [Course Video clips](#)

I2 [DALC brochure 2021](#)

I3 [Start of new term video](#)

See also [Facebook](#) [Twitter](#) [Instagram](#) [LinkedIn](#)  
Appendix A1 Annual Report

<b>Document Name</b>	Other Parties Involved in Education and Training
<b>Lead</b>	Review and Design Group
<b>Version Reference</b>	V4 (2026)
<b>Approved by</b>	CEO
<b>Effective Date</b>	May 2026

## **10. Other Parties involved in Education and Training**

### **10.1 Peer relationships with the broader education and training community**

DALC's education programmes are wholly funded through the City of Dublin Education and Training Board and DALC is not involved in collaborations with other bodies leading to any other awards or accreditation.

DALC is a learning organisation and as such has peer relationships with other organisations involved in the delivery of programmes of education or training relevant to the Adult Education Sector. This includes the provision of expertise to other organisations as well as attending training provided by other organisations. These include but are not limited to the following:

City of Dublin FET College training on a wide range of topics  
AONTAS/CEN  
NALA  
Maynooth University  
Marino College (provide internships)  
National College of Ireland  
The Prison Service  
Carmichael House  
The Wheel  
St Vincent de Paul Ozanam House  
Leargas - Erasmus plus

### **10.2 Second providers**

DALC is not a second provider for any other organisation nor does it engage a second provider for any of its programmes.

### **10.3 External Partnerships**

As a provider of a Retail Major Award, some DALC students may be required to successfully complete either the work experience or work practice modules and undertake work placement.

Some of the students may be employed in such settings during the duration of study.

Those settings agreeing to the provision of work placement are briefed on DALC's requirements of the work experience and are provided with a detailed workplace guidance document outlining the responsibilities of the student. The tasks the students are required to undertake are detailed in the assessment briefs. Throughout the duration of the work placement, the appointed workplace supervisor is required to sign-off on the undertaking of the tasks. Upon completion of the work experience, the supervisor is asked to provide a written report assessing the student's performance. Where issues arise during the work experience, the workplace supervisor must notify the tutor who in turn must report such issues to the training coordinator.

We interact with the following in the course of our business, which is not exhaustive:

City of Dublin FET College  
SOLAS/Community Employment  
AEGS  
Dublin City Childcare  
NEIC

#### **10.3.1: Expert Panels, Examiners and Authenticators**

DALC does from time to time, engage external expertise, when undertaking self-evaluations in respect of the organisation or programme evaluation. The Management aim to ensure the following:

Those individual professionals representing external expertise are experienced and qualified in area(s) to which they are being asked to represent;

Those individual professionals representing external expertise can evidence appropriate and up to date experience;

Those individual professionals representing external expertise demonstrate due diligence in their specific areas and have the integrity to perform honestly and with integrity.

#### **10.3.2 External Authenticators**

DALC appoints an External Authenticator for DALC's accreditation procedure. The following criteria are applied when appointing external authenticators to the panel:

An external authenticator (EA) will

- have subject matter expertise and experience appropriate to the courses that they will be assessing;
- agree to meet in person or virtually with the QQI Co-ordinator before commencement of the process
- interact positively with all stakeholders;
- EAs must be independent of the centre i.e., Must not be engaged in any other work or service provision to the centre.

The role and responsibilities of the EA are detailed in the EA Contract. The contract will be issued to the EA by email, prior to appointment, must be agreed by the EA before agreeing to the visit and must be signed and dated upon arrival at the centre. The core elements of the contract are underpinned by;

1. QQI Effective Practice Guidelines for External Examiners Revised 2015
2. QQI Quality Assuring Assessment Guidelines for Providers Revised 2015
3. QQI Quality Assuring Assessment Guidelines for External Authenticators Revised 2015

#### **10.4 Monitoring Evidence of Implementation**

The CEO to monitor the implementation of the Other Parties involved in Education and Training policy.

#### **10.5 Quality Records**

Measurable indicators, at a minimum, include:

EA contract

Reports on Erasmus programmes

Records of all training undertaken or given by tutors

Reports from Erasmus Plus programme

#### **Appendix J**

J1 [EA \(External Authenticator\) agreement](#)



<b>Document Name</b>	Self-Evaluation, Monitoring and Review
<b>Lead</b>	Design and Review Group
<b>Version Reference</b>	V4 (2026)
<b>Approved by</b>	
<b>Effective Date</b>	May 2026

## **11. Self-evaluation, Monitoring and Review**

### **11.1 Policy Overview**

DALC is committed to on-going self-evaluation of all programmes of education and training offered to students together with related services. DALC acknowledges the vital role of self-evaluation in the development and delivery of a continually enhanced service to students through the identification and maintenance of effective services and the identification and improvement of weaknesses. DALC's policies and procedures underpin the self-evaluation, monitoring and review process as documented in this document.

### **11.2: Provider-owned internal review, self-evaluation and monitoring**

The responsibility for the practice of self-evaluation rests with the Governance subcommittee in relation to governance matters, with the Audit Subcommittee in relation to financial matters and with the Quality Committee with respect to programmes of education and training and related services.

Internal self-monitoring with regard to academic matters is conducted by the Design and Review Group through its evaluation processes which gather feedback from students and tutors and reviews the QQI assessment procedures and the reports of the Internal Verifier, the External Authenticator and the Results Panel. Any identified improvements will be noted for inclusion in a self-evaluation plan.

Reports from the Quality Committee will be furnished to the board for review.

Any recommendations to be implemented will be discussed with staff and tutors and any necessary training will be implemented. Any recommendations implemented will become part of the self-monitoring process.

### **11.2.1: Internal Self-Monitoring**

The procedures for self-monitoring in respect of academic matters is detailed above sections 3.3.7 and sections 3.4. To facilitate continuous internal self-monitoring, the quality measures in respect of programmes of education include:

- Student evaluations
- Tutor evaluations
- Certification data
- IV reports
- EA Reports
- PLSS/record keeping information on course numbers and course completion rates
- Student needs analyses

Upon completion of each internally monitored programme, a report is collated documenting the review of the programme together with recommendations for continuation with the recommendations for improvement or for discontinuance of the programme or for the development of new programmes. The template for programme review is as follows:

### **11.2.2 DUBLIN ADULT LEARNING CENTRE PROGRAMME REVIEW**

PROGRAMME:

QQ1 PROGRAMME TITLE AND CODE

PROGRAMME COMPONENTS AND CODES

#### ***Dublin Adult Learning Centre Programme Review***

<b>QQI PROGRAMME VALIDATION CRITERION</b>	<b>EVALUATION AGAINST THE PROGRAMME</b>
<b>1.The provider is eligible to apply for validation of the programme</b>	DALC meets the prerequisites of (section 44(7) of the Qualifications and Quality Assurance (Education and Training) Act

	<p>2012, as the centre has established procedures for quality assurance under section 26 of the Act, has established procedures for access, transfer and progression under section 56 and is not required to comply with section 65, as no fees are charged in respect of the courses.</p>
<p><b>2. The programme objectives and outcomes are clear and consistent with the QQI awards sought</b></p>	
<p><b>3. The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)</b></p>	
<p><b>4. The programme's access, transfer and progression arrangements are satisfactory</b></p>	
<p><b>5. The programme's written curriculum is well structured and fit-for-purpose</b></p>	
<p><b>6. There are sufficient qualified and capable programme staff available to implement the programme as planned</b></p>	
<p><b>7. There are sufficient physical resources to implement the programme as planned</b></p>	
<p><b>8. The learning environment is consistent with the needs of the programme's students</b></p>	
<p><b>9. There are sound teaching and learning strategies</b></p>	

<b>10. There are sound assessment strategies</b>	
<b>11. Learners enrolled on the programme are well informed, guided and cared for</b>	
<b>12. The programme is well managed</b>	

*Dublin Adult Learning Centre Programme Review*

<b>DALC CRITERION</b>	<b>EVALUATION AGAINST THE PROGRAMME</b>
<b>The programme objectives and outcomes are clear</b>	
<b>The programme concept and implementation strategy, are informed and soundly based on social, cultural, educational, professional or employment objectives in accordance with DALC's Strategic Plan 2020-2023</b>	
<b>The programme's access, transfer and progression arrangements are satisfactory</b>	
<b>The programme's written curriculum is well structured and fit-for-purpose</b>	
<b>There are sufficient qualified and capable programme staff available to implement the programme as planned</b>	
<b>There are sufficient physical resources to implement the programme as planned</b>	
<b>The learning environment is consistent with the needs of the programme's students</b>	
<b>There are sound teaching and learning strategies</b>	
<b>There are sound assessment strategies</b>	
<b>Students enrolled on the programme are well informed, guided and cared for</b>	
<b>The programme is well managed</b>	
<b>There are student programme evaluation procedures in place.</b>	

**Were the following available to you?**

Aims/Goals or Programme Brief

2 x pieces of Sample Material

Tutor evaluation(s)

Student evaluations

IV and EA reports if applicable

**Type any recommendation in the box below**

The reports are furnished to the Quality Committee for review and recommendations regarding the continuation, alteration or approval for the development of new programmes to the board are made by the Quality Committee to the board.

**11.3: Self-Evaluation, Improvement and Enhancement**

DALC is committed to providing opportunities to disadvantaged communities to develop their literacy, IT and numeracy skills, both accredited and non-accredited. As an Adult Learning Centre, DALC provides opportunities to staff, tutors, students and the board to reflect on practice and learning.

The Quality Committee, the Audit Subcommittee and the Governance and Quality Management Committee acts as an oversight, self-evaluation mechanism in tandem with the on-going self-monitoring detailed at 11.2. All reports from the subcommittees recommended by the board will be implemented and the information disseminated to staff and students.

**11.4: Provider Engagement with QQI**

DALC acknowledges the value of external expertise in evaluating its policies and procedures. The service of an external independent evaluator is employed from time to time to assist in the improvement and quality of DALC's programmes. The evaluator will attend a briefing with The CEO to confirm their role in the process and the scope of the requirement.

External expertise will be utilised to assist in the setting of the self-evaluation objectives and goals, measure programme effectiveness, oversee compliance and facilitate the management of 'other' agendas whilst encouraging the practice of reflective approaches.

### **11.5 Monitoring Evidence of Implementation**

The Board of Directors and The CEO to monitor the implementation of this **Self-evaluation, Monitoring and Review** policy

### **11.6 Quality Records**

Measurable indicators, at a minimum, include:

Terms of Reference for EA and other Independent Evaluators  
The Template

### **11.7 Supporting Documents Appendix**

**See all the other appendices - all evaluation etc.**

Glossary of Terms

AEGS	Adult Education Guidance System
AONTAS/C EN	National Adult Learning Organisation/Community Education Network
BL	synchronous online learning
CE	Community Employment
CPD	Continuing Professional Development
City of Dublin FET College	Previously CDET B City of Dublin Education and Training Board
CRA	Charity Regulatory Authority
CRO	Companies Registration Office
DALC	Dublin Adult Learning Centre
EA	External Authenticator
ESOL	English To Speakers of Other Languages
GDPR	General Data Protection Regulation
IV	Internal Verifier

Nala	National Adult Literacy Agency
NEIC	North East Inner City
QA	Quality Assurance
QAM	Quality Assurance Manual
QQI	Quality Qualifications Ireland
SORP	Statements of Recommended Practice
SLA	Service Level Agreement
TORs	Terms of Reference
VLE	Virtual Learning Environment