OPEN TRAINING COLLEGE

ADDITIONAL PROCEDURES, PROTOCOLS & PROCESSES

Addendum to Quality Assurance Document (QuAD, V3.2; Published June 2020)

June 2020

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1. PROCEDURES FOR 'PRIOR TO PLACEMENT'

REF.	This section aligns with the 'Practice Placement Handbook' for the *B.A. in Social Care* (Level 7; Major). It is an alternative model to the 'Supervision' model presented for other OTC degree programmes, at Section 5, in the Quality Assurance Document (QuAD V3.2, April 2020)

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
1	The placements will run from January to June each year. Locating the placements in the second semester will ensure that the College has covered the necessary course material and standards of proficiencies prior to commencing the work-based learning aspect of the course. Each of the 26-week placements **will be supported by 4 mandatory lecture/seminar days**. The reflective learning cycle is core to the learning of the student and is central to the assessment of such learning. Completion of Practice Educator Form which will be kept on file.	Information provided to all students going on placement and providers/agencies who facilitate placements. Practice Education Team = The internal practice education team (Practice Co-ordinator and assigned Programme Director/Tutors/Lecturers = Faculty Practice Team) and external Practice Educators (those providing on site supervision of students on placement). All Practice Educators must be registerable as Social Care Workers with CORU [once the register has opened]. *Practice Educator Form*
2	College selects high-quality placement settings that meet the College's standards and criteria for the selection of placement sites.	*Practice Placement Policy* *Standards for placement site selection* (incl. Facilities Checklist) Faculty Practice Team

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	Students wishing to source their own placement must have notified the Practice Co-ordinator of the identification of the work placement and the name of the contact person at least 2 months in advance of the work placement to allow for the appropriate review of the work placement to be undertaken.	Student and Practice Co-ordinator
3	Following agreement of a practice placement site the College will sign a Placement Agreement (PA) with the agency providing the placement setting (placement provider).	This will be signed by the College's Practice Co-ordinator and host agency senior manager (Director of Services/HR Manager/Training Manager) *Placement Agreement*
4	a. Students will be notified of suitable work placements available prior to the completion of a placement preference/enquiry form. Student preferences for placements in particular sectors / organisations, locations, etc. will be noted and facilitated where possible. However, due to constraints across the sector, and the total number of placements available to the Open Training College, it may not always be possible to accommodate these preferences. Placements will be based on the site's ability to facilitate the student in the progressive development of the standards of proficiency. b. The identification of a suitable second placement will be influenced by proficiencies for development from the first placement, as indicated on the assessment form and the requirement to experience a different working environment and context. c. Each student will be allocated a work placement and a placement practice educator. d. A student is not permitted to decline a work placement but may request an alternative. Alternatives are made available at the discretion of the practice co-ordinator. Where no alternative is available the student is required to accept the work	*Placement preference/enquiry form* *Assessment form* Students Practice Co-ordinator Faculty Practice Team Practice Educators

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	placement allocated to them. Student sourcing of alternative placements is not normally accepted post allocation stage. e. The list of placements will be issued at least two months before the commencement of placement. This timeline allows students sufficient advance notice to plan for issues such as transport, accommodation etc. if necessary. In social care, the working day may be out-of-hour services, week-ends or shift work rather than the usual 9am to 5pm working day so planning for this is essential. f. Completion of pre-placement preparation training is mandatory. Students are also required to be registered with the College, have an appropriate Garda Vetting application and have a college email address. g. Students are required, as part fulfilment of their degree programme to attend and successfully complete all placements. Students will not be eligible to progress in their studies unless they successfully complete their allocated placement. h. Ongoing monitoring of the suitability and effectiveness of placements is retained following feedback received from students, practice educators, service users (where appropriate) and the faculty practice team. Placements that are flagged as a cause for concern are removed from the approved list of placement providers for that programme or for the College, depending on the concerns, or the placement provider is informed of the concerns and afforded the opportunity to take corrective action. In the case of the latter, the Practice Co-ordinator or nominee will confirm when the required standards have been met.	
5	Records of all activities and forms relating to points 1 to 3, above will be kept by the Practice Co-ordinator. A password-protected folder is set up on the College's shared drive relating to all initial and subsequent actions connected to a particular site.	Practice Co-ordinator

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	A similar folder is also established, with appropriate security, in relation to all student activities while on placement.	
6	The Open Training College will provide training for and support in the role of practice educator. Part of this training involves supervision, mentorship, teaching & learning & assessment skills so practice educators are confident in supporting placement-based learning and can assess the level to which the student demonstrates evidence of achieving the standards of proficiency required in different years of study.	Practice Co-ordinator / Faculty Practice Team / Practice Educators
7	Before being approved to take up a placement opportunity a student must first meet all of the prerequisites laid out in the Practice Placement Policy.	Practice Co-ordinator / Faculty Practice Team Student
8	A two-day workshop/seminar will take place prior to commencing placement to explore: • the placement role • the benefits and challenges the student may encounter while on placement • the relevant proficiencies that will be addressed throughout the placement • assessment of placement • the placement process • placement protocols (such as their level of participation, Fitness to practise, roles and responsibilities of all involved, attendance and absence, grievance procedure, channels of communication, procedure should a student not pass a placement, the code of conduct, supports available)	Student Practice Co-ordinator / Faculty Practice Team
9	During this 2-day session, the student will be given the opportunity to evaluate their own perceived skills/competencies and areas for development	Practice Co-ordinator / Faculty Practice Team

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	against the relevant CORU proficiencies. The student will be given the time and space to reflect on their findings and to develop an actionable Personal Learning Plan to help direct their learning while on placement.	Student *Personal Learning Plan – pro forma*
10	Students are responsible for making initial contact with their placement and the student must contact the practice educator to arrange a meeting. No placement is guaranteed until the initial meeting has taken place.	Student / Practice Educator
11	The student and practice educator confirm to the Practice Co-ordinator that both parties are happy to proceed with the placement as planned. The Practice Co-ordinator records this outcome on both the Placement site's and the Student's files.	Student / Practice Educator Practice Co-ordinator
12	In the event that there is not mutual agreement, from the Practice Educator and the Student, separate procedures will apply.	*See "Procedures for Review of Practice Placements".*

2. PROCEDURES FOR 'REVIEW OF PLACEMENTS'; AD HOC REVIEWS

REF.	This section aligns with the 'Practice Placement Handbook' for the *B.A. in Social Care* (Level 7; Major). It is an alternative model to the 'Supervision' model presented for other OTC degree programmes, at Section 5, in the Quality Assurance Document (QuAD V3.2, April 2020)

A review of a specific placement (one student, one site), a placement site (with one or multiple students/site practice educators) or a student's suitability for placement may take place at any time in the placement cycle. The following procedures relate to such an 'ad hoc' review and are separate to the "Mandatory Review" procedures, which have a set timing and place within the placement calendar.

These ad hoc reviews may be initiated by the practice educator, the student on placement or any of the faculty practice team. Examples of where such reviews may be initiated include:

I. Either the Practice Educator or Student is not satisfied that a good match of person to the specific site/placement has been established at the initial meeting which takes place pre-placement;
II. A student is on placement but notifies the College of dissatisfaction with how this is proceeding;
III. A practice educator notifies the College of dissatisfaction with how the placement/student is proceeding in practice.

This is not an exhaustive list and such reviews may also be otherwise initiated. All communications relating to such reviews are channelled through the Practice Co-ordinator (or designated faculty practice team member).

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
1	The person who wishes to highlight an issue which has arisen in relation to Placement, contacts the Practice Co-ordinator.	Complainant Practice Co-ordinator

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
2	In the first instance, the Practice Co-ordinator contacts all parties involved, in order to complete a factual note on the issue. In so doing the Practice Co-ordinator, along with the relevant Course Director, seeks to resolve the issue between the parties, without recourse to the formal complaint structures contained in the College's Quality Assurance (QA) documentation. If the issue can be resolved, to the satisfaction of all parties, at this stage, the Practice Co-ordinator retains the note on the issue and an additional note on the outcomes which have led to resolution on file, in case a related issue should arise in the future. All such record-keeping will be in accordance with the College's GDPR policy and therefore compliant with the Data Protection Acts to date.	Complainant Practice Co-ordinator Course Director Other relevant parties Quality Assurance Document (QuAD, *current published version*) GDPR Policy Data Protection Acts (*to date*)
3	If the issue cannot be resolved at Step 2, the Practice Co-ordinator works with the party raising the concern to prepare a written appeal under the College's 'Complaints Policy'.	Practice Co-ordinator Complainant Complaints Policy
4	Concurrent with Step 3, the Practice Co-ordinator alerts the Head of Quality & Academic Affairs (HQ&AA) that an issue of a formal nature has arisen.	Practice Co-ordinator Head of Quality & Academic Affairs
5	The HQ&AA and ACD -as Chair of the 'Teaching, Learning and Assessment Committee' (T, L & A), convenes a meeting of said committee, within two weeks of a complaint having been escalated to a formal complaint. The facts of the complaint in question, from all relevant points of view, are presented to the T, L & A Committee, by the Practice Co-ordinator.	Meeting of T, L & A Committee; ACD (*Within two weeks of formal complaint*) Practice Co-ordinator Head of Quality & Academic Affairs Relevant parties / representatives

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	All relevant parties are informed in advance of their right to attend or have representation at this meeting.	
6	All relevant parties are informed, in writing, of the outcomes of the meeting at Step 5, within one week of the meeting.	Head of Quality & Academic Affairs (in writing, to relevant parties, *within one week* of T, L&A meeting)
7	If the decision of the T, L&A Committee is not accepted by any party, they may appeal this decision to the Academic Council (AC) of the College, within two weeks of the written decision of the Committee having been sent.	Complainant - *Appeal*
8	The HQ&AA convenes a special meeting of the Academic Council (AC), within two weeks of an original complaint having been escalated to an appeal. The facts of the appeal in question, from all relevant points of view, are presented to the AC by the Practice Co-ordinator and the HQ&AA. All relevant parties are informed in advance of their right to attend or have representation at this meeting.	Meeting of AC (*Within two weeks of formal appeal*) Practice Co-ordinator Head of Quality & Academic Affairs Relevant parties / representatives
9	All relevant parties are informed, in writing, of the outcomes of the meeting at Step 8, within one week of the meeting. The decision of the Academic Council is final and does not allow for any further internal appeal mechanism.	Head of Quality & Academic Affairs (in writing, to relevant parties, *within one week* of AC meeting)

Note on Complaints arising from "Fitness to practise" issues, following commencement of placement:

In the particular case where an issue arises which relates to a Practice Educator raising concerns relating to a student's 'fitness to practise' two levels of gravity are outlined here:

I. an issue which is considered not of a serious enough nature to preclude the student from possibly continuing in placement (at the same site if satisfactorily resolved or at another site if the first option is not workable);
II. an issue of significant to extreme seriousness (such as a serious safeguarding concern).

If circumstances relating to possibility ii. are established, the student concerned will not be allowed to continue in placement or on the programme. Relevant authorities will also be informed in line with the College's and the Placement Site's legal obligations.

Further stipulations in relation to "Fitness to Practise" are fully outlined in the *Fitness to Practise Policy* which should be read adjunctive to the *Practice Placement Policy* and Procedures outlined here. Terms of reference for the Fitness to Practise Committee and associated Garda vetting procedures are also outlined, along with the Fitness to Practise Policy.

3. PROCEDURES FOR 'REVIEW OF PLACEMENTS'; MANDATORY REVIEWS

REF.	This section aligns with the 'Practice Placement Handbook' for the *B.A. in Social Care* (Level 7; Major). It is an alternative model to the 'Supervision' model presented for other OTC degree programmes, at Section 5, in the Quality Assurance Document (QuAD V3.2, April 2020)

All approved practice placement sites and arrangements are subject to review, at least once every three years, if an earlier review has not been initiated. During approval of practice placements, all arrangements and sites are subject to review.

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
1	A social care agency panel is established within the Open Training College and members of the panel are involved in the continued monitoring and review of placements. The panel will consist of members from <u>a range of placement types</u> to ensure that the full range of placements are represented, including residential care, day and residential services for people with disabilities, addiction services, homelessness services, family support services, community projects, youth services, women's refuges, Traveller services and/or other relevant social care agencies. The Practice Co-ordinator will contact placement site practice educators, with whom a Placement Agreement has been signed, in order to establish their willingness to become members of the panel.	Members of Social Care Agency Panel Practice Co-ordinator Social Care Programme Board

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	This role is offered on a three-year basis and a member may not be re-appointed after this time, unless there has been a two-year break in service as a panel member. The Practice Co-ordinator will ensure a range of representation on the panel and the nominated panel, at any time, will be subject to the approval of the Social Care Programme Board.	
2	The social care agency panel will meet annually to discuss a range of issues including: ▪ The effectiveness of communication between the Open Training College and placement agencies ▪ The structure of placements ▪ The assessment of placements ▪ The level of preparation of students prior to placement ▪ The practice educator training and student supervision ▪ The role and contribution of the student to the workplace ▪ The appropriateness of documents, policies and forms ▪ The tri-partite meetings ▪ General student issues ▪ General placement issues	*Practice Placement Policy* *Standards for placement site selection* (incl. Facilities Checklist) Practice Co-ordinator and Faculty Practice Team Practice Co-ordinator Social Care Programme Board Academic Council

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	The Practice Co-ordinator will Chair the annual meeting and is responsible for the production of minutes, which will be made available to the Social Care Programme Board and to the Academic Council.	
3	When a member of the panel has reached the end of their term, or where a member leaves the panel before the end of said term, the Practice Co-ordinator will arrange a suitable replacement from a similar placement setting, so that the ranges of agencies continues to be represented. The newly constituted panel is subject to the approval of the Social Care Programme Board, as at 1, above.	Members of Social Care Agency Panel Practice Co-ordinator Social Care Programme Board
4	Where the panel makes recommendations for improvement to the arrangements for placement, these will be recorded in a Quality Improvement Plan (QIP) to be implemented and tracked by the Social Care Programme Board.	Social Care Agency Panel Social Care Programme Board
5.	A service user group is also established within the Open Training College and members of the panel are involved in the continued monitoring and review of placements. The panel will consist of service users from a range of placement types to ensure that the full range of	Members of Service User Group

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	placements are represented, including residential care, day and residential services for people with disabilities, addiction services, homelessness services, family support services, community projects, youth services, women's refuges, Traveller services and/or other relevant social care agencies. The Practice Co-ordinator will contact practice educators, where practice placements are already in place and ask them to nominate appropriate service users to the group. The Practice Co-ordinator will then contact the nominated individuals to confirm their willingness to be members of the group and to outline their role in review and monitoring. This role is offered on a two-year basis (assuming continuing use of services) and a member may not be re-appointed after this time, unless there has been a two-year break in service as a group member. The Practice Co-ordinator will ensure a range of representation within the group and the nominated group, at any time, will be subject to the approval of the Social Care Programme Board.	Practice Co-ordinator Social Care Programme Board
6	The service user panel will meet annually to discuss a range of issues relating to placement.	*Practice Placement Policy* *Standards for placement site selection* (incl. Facilities Checklist)

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	The Practice Co-ordinator will Chair the annual meeting and is responsible for the production of minutes, which will be made available to the Social Care Programme Board and to the Academic Council.	Practice Co-ordinator and Faculty Practice Team Social Care Programme Board Academic Council
7	When a member of the group has reached the end of their term, or where a member leaves the group before the end of said term, the Practice Co-ordinator will arrange a suitable replacement from a similar placement setting, so that the ranges of agencies continues to be represented. The newly constituted group is subject to the approval of the Social Care Programme Board, as at 1, above.	Members of Service User Group Practice Co-ordinator Social Care Programme Board
8	Where the group makes recommendations for improvement to the arrangements for placement, these will be recorded in a Quality Improvement Plan (QIP) to be implemented and tracked by the Social Care Programme Board.	Service User Group Social Care Programme Board
9	For their separate meetings (1 to 4 and 5 to 8, above, respectively) members are invited into the College for a feedback/review session to discuss the experiences of having a student from the Open Training College on placement.	Practice Co-ordinator Members of Service User Group Members of Social Care Agency Panel

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	The Social Care Agency Panel meeting will be scheduled for April in each placement year. The Service User Group meeting will be scheduled for May in each placement year.	
10	In addition, the Practice Co-ordinator (or designated faculty practice team member) visits a selection of organisations to meet with a sample of service users to review placement experiences, between January and May each year. These visits are arranged in co-operation with the Practice Educator (and with consultation as to selection of service users to be interviewed).	Practice Co-ordinator / Faculty Practice Team / Practice Educators *Service User's Evaluation Form*
11	Where appropriate and in consultation with placement settings, service users speak with the Faculty Practice Team member at the end of the second tri-partite meeting, in order to receive feedback on the experiences of having a student from the Open Training College working with them.	Second tri-partite meeting Faculty Practice Team member Service User(s) Practice Educators *Service User's Evaluation Form*
12	Students ensure that a Service User's Evaluation Form is completed with service users (where deemed appropriate by the placement setting) at the end of the placement to assess the service users views of having a student sharing their life space.	Student Service User(s) External Practice Educators *Service User's Evaluation Form*

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
13	All feedback from the above steps is channelled by the Practice Co-ordinator to the Social Care Programme Board for appropriate follow-up.	Practice Co-ordinator Social Care Programme Board

4. PROCEDURES FOR 'DURING PLACEMENT'

REF.	This section aligns with the 'Practice Placement Handbook' for the *B.A. in Social Care* (Level 7; Major). It is an alternative model to the 'Supervision' model presented for other OTC degree programmes, at Section 5, in the Quality Assurance Document (QuAD V3.2, April 2020)

Step	**Action**	**Related Documentation / College QA Structure / Person(s) Responsible**
1	During the first week of the placement, the student will meet with their practice educator to: - receive an introduction/induction to the setting; - discuss practical issues e.g. timetable, opening times, canteen arrangements, clothing requirements, facilities, training, codes of practice etc.; - suggest/provide background reading material e.g. agency reports, evaluation reports, agency policies and associated procedures, health and safety policies; - provide an introduction to work and agreed induction period, set student's timetable; - discuss their learning plan, explore the e-portfolio content and to identify opportunities for learning; - clarify the proficiencies being explored for the placement reports. Together, the student and practice educator should discuss the strategies and resources that will help the student to develop the relevant standards of proficiency in the field; - familiarise themselves with the documentation provided by the College.	Student Practice Educator
2	The Practice Educator will, during placement:	Practice Educator

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	1. Provide induction, information, instruction, training and supervision necessary to ensure the safety, health, and welfare at work of the student while on placement 2. Provide all applicable written policies, regulations and directives to the Student Practitioner 3. Meet the legislative obligations that are placed on employers including liability and insurance cover, health and safety, including safety training that is provided to regular employees working under similar conditions 4. Treat students in accordance with the Open Training College policies in relation to equality and diversity 5. Process the personal data of the Student Practitioner in accordance with the requirements of the Data Protection Acts 1988, 2003 and 2018, as well as in compliance with the GDPR, 2018 6. Have a role description for the student 7. Ensure that the placement provides a minimum of 400 hours 8. Provide genuine learning opportunities, including enabling them to name define and assess the level of need of service users and identify resolutions and appropriate intervention 9. Placement sites will ensure the student meets the standards of proficiency 10. Ensure that the student is not assigned the duties of an employee	*Evaluation/assessment forms* *Student Activity Log (part of e-portfolio)* *Time sheets*

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	11. Advise the Open Training College on a timely basis of any case of breach of discipline, health and safety incidents/accidents or on support issue 12. Work in a partnership process to fulfil all other components that are required for practice placement	
3	The student and the practice educator will meet on a regular basis – at ***a minimum of every forty hours of placement*** – to discuss the student's progress and opportunities for learning. During these regular meetings, the student and the practice educator can use the 'Supervision for Practice-Based Learning Forms' to help guide their discussion and to create of an action plan. These forms cover specific topics that are linked to the Standards of Proficiency and the order of discussion can be decided by the student and the practice educator in collaboration. They will also use the Communication Matrix to record and explore examples of the student's communication and collaboration with the relevant stakeholders while on placement.	Student Practice Educator *Supervision for Practice-Based Learning Forms* *Action Plan* *CORU Standards of Proficiency for Social Care Workers* *Communication Matrix*
4	During Week 13 of the placement, the practice educator and the student will meet to discuss and complete a mid-placement review form which will explore the student's work and development as a reflective practitioner to date while on placement. Should any issues or concerns arise at this point, the student, practice educator and faculty practice team will	*Mid-placement review form (in Assessment booklet)* *Action Plan* *Assessment Record Book: Professional Practice Placement Year 2* and *Assessment Record Book: Professional Practice Placement Year 3*

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	work together to develop an action plan to support the student's learning.	
5	During Week 13, the student will attend a mandatory lecture/seminar day with the faculty practice team and relevant experts to examine topics relevant to their placement and provide an opportunity to reflect on their learning, complete group and individual activities and discussions that will support them in applying their learning to their placement and in understanding their e-portfolio work.	Practice Co-ordinator Faculty Practice Team Relevant Experts *E-portfolio*
6	Throughout the entire placement, the student will be supported by regular tutorial contact with the College Faculty Practice Team (one telephone tutorial day every six weeks), in addition to ongoing email support. The student can also available of the College's Hotline support option where he/she can call or email the Faculty Practice Team at any point while on placement if an issue or concern emerges or if support is required.	Faculty Practice Team Student *Hotline* *Email/telephone tutorials*
7	The Practice Co-ordinator (or designated Faculty Practice Team member) will make a final telephone contact with the Site Practice Educator before the final 2 weeks of the placement.	Practice Co-ordinator and Faculty Practice Team Practice Educator
8	A minimum of two tripartite meetings will be conducted throughout each of the 26-week placements, in approximately weeks 6-8 and 21-23 of the placement (the	Faculty Practice Team Practice Educator Student

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	timing of these meetings will depend on the needs of the student and placement provider – an earlier meeting can be arranged should an issue arise and more than two tripartite meetings may take place should circumstances warrant it). Student progress will be monitored through the tripartite meetings. The purpose of the tripartite meeting is to facilitate the learning process and create the forum for all the parties concerned to agree common goals. Where a student's learning needs/deficits are identified A Learning Support Plan may be developed with him/her including agreed outcomes, actions, and review dates.	 *Learning Support Plan*
9	In addition, the Practice Educator is free to call for tripartite meetings at any time during the placement should there be a need. The need for an additional tripartite will arise if the possibility of the student completing the placement is in question e.g. lack of initiative and application by the student to fulfil obligations or the lack of opportunities in the placement, absence Practice Educator due to illness or serious concerns regarding 'fitness to practise'.	Practice Educator Faculty Practice Team Student

5. PROCEDURES FOR 'END OF PLACEMENT'

REF.	This section aligns with the 'Practice Placement Handbook' for the *B.A. in Social Care* (Level 7; Major). It is an alternative model to the 'Supervision' model presented for other OTC degree programmes, at Section 5, in the Quality Assurance Document (QuAD V3.2, April 2020)

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
1	At the end of week 26, the student and the practice educator will meet to complete a final report and discuss the experience of the placement overall. This report will evaluate whether or not the student has achieved the relevant standards of proficiency while on placement. This report will support the practice co-ordinator in determining whether a student has passed or failed the placement.	*Assessment Record Book: Professional Practice Placement Year 2* and *Assessment Record Book: Professional Practice Placement Year 3*
2	The Practice Educator submits to Open Training College formal evaluations of Student Practitioner's progress, in the designated format provided at the end of the placement.	Practice Educator *Pro Forma Evaluation Forms*
3	After the final week on placement, the student will attend a final mandatory 1-day workshop/seminar session to reflect on their experience, re-evaluate their learning plan(s), explore their work on placement and how this work has moved them towards achieving the standards of proficiency. During this College day, the students will also work on activities that will support them to complete their	Student *Evaluation/assessment forms* *Student Activity Log (part of e-portfolio)* *Time sheets* *Learning Plan* *E-portfolio*

Step	**Action**	**Related Documentation / College QA Structure / Person(s) Responsible**
	e-portfolio. This e-portfolio will then be submitted to the College by the submission deadline.	
4	The practice co-ordinator will contact both the student and the practice educator within two weeks of the end of placement to: 1. Confirm and review the final report 2. Receive feedback on the quality of the placement experience The final decision on the pass/fail status of a student lies with the Open Training College and will take into consideration the practice educator's reports, the student's attendance and participation in the mandatory workshops/seminars and the e-portfolio work completed by the student.	Practice Co-ordinator Student Practice Educator *Practice educator's reports* *Workshop attendance* *E-portfolio*
5	**Failure of Practice Placement for a non-Fitness to Practise issue** Students will be considered to have unsuccessfully attempted a practice placement module where they have been awarded an F grade at a final exam board meeting. Students may be awarded a Fail based on not meeting the requirements of the essential components of the assessment process. Where a student makes an unsuccessful attempt at a practice placement module they will be supported to identify the areas of practice in need of revision in order	*Examination Board* A standard mid-way and final report has been developed by IASCE and adopted as best practice by the Open Training College: *Assessment Record Book: Professional Practice Placement Year 2* and *Assessment Record Book: Professional Practice Placement Year 3* *Learning Plan*

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	for them to successfully complete a further practice placement. Students will be afforded **one** opportunity to repeat each of the two practice placement modules listed above. Following a failed placement the student will be required to actively engage with the subsequent placement agency to address learning needs not achieved in the previous placement setting.	
6	***Specific supports offered to students following a failed placement:*** - Engagement with practice co-ordinator to review student needs and learning outcomes of the module. - Review student performance based on evaluations. - Support will be provided for the student to devise learning plan for subsequent placement learning.	Practice Co-ordinator Student *Learning Plan*
7	**Failure of Practice Placement for a 'Fitness to Practise' issue** Where a student is experiencing significant difficulties on practice placement and fitness to practise issues arise, the fitness to practise policy applies and it may be necessary to suspend or terminate a student's placement. The following is an indicative list of possible issues and concerns which have been identified in the literature as grounds on which a student may be subject to a fitness to	Practice Educator Practice Co-ordinator Faculty Practice Team Student Fitness to Practise Committee

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	practise assessment. These can include but are not limited to: • Drug or alcohol misuse • Aggressive, violent, threatening or discriminatory behaviour, • Persistent, unsatisfactory timekeeping and punctuality • Inappropriate disclosures or breach of boundaries • Academic integrity, cheating or plagiarism • Dishonesty or fraud, including dishonesty outside the professional role • Unprofessional behaviour • Health concerns or lack of insight or management of these concerns • Inability to cope with demands of placement setting, a pattern of behaviour/misconduct, a series or sequence of events or, on occasion, a single act of serious misconduct or misbehaviour may cause concern as to an individual's Fitness to Practise. • A breach of the CORU Social Care Workers Code of Professional Conduct and Ethics Where a potential fitness to practise issue arises related to a student's Garda vetting status being invalid/revoked or in any way unsatisfactory, this will be dealt with under the Garda Vetting procedures which are attached to the Fitness to Practise Policy.	

Step	Action	Related Documentation / College QA Structure / Person(s) Responsible
	Any of the above circumstances, in this section, will be dealt with under the procedures and terms of reference for the Fitness to Practise Committee.	

6. PROCEDURE FOR GARDA VETTING

REF.	This section aligns with the 'Practice Placement Handbook' for the *B.A. in Social Care* (Level 7; Major). It is an alternative model to the 'Supervision' model presented for other OTC degree programmes, at Section 5, in the Quality Assurance Document (QuAD V3.2, April 2020)

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
1	**Student Notification of Garda Vetting Requirements & Process** a. It will be stated in the admissions information and in all literature pertaining to the course that the candidates must meet the requisite criteria of the Garda/Police Vetting Process.	Admissions Office *Admissions letter*
2	b. All registration letters to incoming students who have work placements *(in a setting where they may be in direct contact with children, young people and vulnerable adults)* as part of their programme will outline the Garda Vetting process and state that the students' registration is conditional to the successful completion of the Garda Vetting procedures. It will also be stated that if during the course of the admissions process for a programme, or by any other means including disclosure by the applicant/student, it transpires that the applicant/student has a criminal conviction which gives rise to a reasonable concern that the applicant/student may represent a risk to others, and, in particular, to a child or vulnerable adult, full details of the conviction will be	Admissions Office *Admissions letter*

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
	sought both from the applicant/student and also by means of the Garda/Police Vetting procedure.	
3	Students who are going on practice placement in year 2 and year 3 of the Social Care programme (B.A. Social Care), will initially undergo Garda vetting at the start of year 1.	Practice Co-ordinator Student
4	Additional notifications regarding the Garda Vetting process will be made and include: • Students who are under 18 must also get a Parent/ Guardian to complete the Consent Form • Students who have lived outside Ireland/Northern Ireland from the age of 16 for a sustained period (6 months) must complete a Police Vetting process for this period and provide evidence of this to the Practice Co-ordinator. Students will be advised to contact the Embassy of the respective country and follow the Police Vetting process accor • The use of a Sworn Affidavit may be accepted for those students in exceptional circumstance who are unable to provide police vetting for their previous countries of residence. The decision to accept the use of this process will be made by the Fitness to Practise (FtP) Committee. College Fitness to Practise (FtP) Committee:	Student Parent/Guardian

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
	- Programme Director (Chairperson) - Head of Quality & Academic Affairs - College Staff Member from non- Social Care Programme - External Expert - Practice Co-Ordinator Appeals in the first instance are through the FtP Committee and may be further appealed to the Academic Council (AC).	
5	In relation to Placement students, this vetting process will be repeated in the students' 2nd and 3rd year of study, if required under the Garda vetting policy/procedures of the host placement site/organisation.	Placement Site Policy / Procedures Practice Co-ordinator/Student
6	Where a form is incomplete the student will be contacted by the Practice Co-ordinator in order to complete it correctly. The completed Garda Vetting copies will be checked and passed on to the Authorised Signatory (Course Director).	Student Practice Co-ordinator Authorised Signatory (Course Director)
7	Completion of Authorised Signatory of form: Once the Authorised Signatory is satisfied that all sections of the form are duly completed the form is	Authorised Signatory (Course Director) GCVU

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
	signed. Then, in line with the requirements of the GCVU, a batch summary form is completed and the forms are forwarded to the GCVU.	
8	Completion of Garda Central Vetting Unit (GCVU) section of the form: The GCVU responds to the vetting request by ticking and signing one of the following three sections of the form: i. According to Garda records there are no previous convictions recorded against the above named applicant: ii. OR the attached convictions appear on Garda Records: iii. AND/OR the attached prosecutions are pending:	GCVU
9	Garda Vetting disclosure forms and any attached documentation will be returned in confidence to the College, and retained by the Authorised Signatory.	Authorised Signatory (PD)/GCVU
10	Confirmation of Garda Central Vetting Unit response by Authorised Signatory. The forms are classified by the Authorised Signatory as: A. No disclosures; B. Non conviction / Minor traffic related disclosure; C. Minor/Serious/Very Serious Offence. The Authorised Signatory informs either the Practice Co-ordinator or FtP Committee as appropriate.	Authorised Signatory (Course Director)

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
11	The following are the actions which shall take place depending on the classification of the offence: **a. No disclosures** In the case where a student has no disclosures, they will be automatically approved for continuation on their programme of study and to proceed with the placement process where applicable. **b. Non convictions / Minor traffic related disclosures** In the case of Non- Convictions / Minor traffic related disclosures, a decision will be made by the Authorised Signatory and the Practice Co-ordinator on whether the disclosure warrants consideration by the FtP Committee. If the disclosure does not warrant consideration by the FtP Committee: • Students will be automatically approved to proceed with the placement process. • The information is provided to the placement site by the Practice Co-ordinator. The Practice Co-ordinator will inform the student in writing and all records relating to the vetting will be held by the Authorised Signatory. **c. Minor Offence** With regard to minor offences, i.e. offences which, within the absolute discretion of the College, are not	Authorised Signatory Practice Co-ordinator FtP Committee Student

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
	considered to pose any risk to children, young people or vulnerable adults, the College response is different depending on whether or not the student openly disclosed the offence, and will be measured against the Risk Assessment Guidelines (See current QuAD – Quality Assurance Document). **i. If the offence has not been disclosed**, the Practice Co-ordinator / Programme Director will meet with the student and record the information from this meeting. **ii.** They will bring the information provided from this meeting to the FtP Committee for consideration. **If the offence has been disclosed**, the case will be automatically considered by the FtP Committee. The Practice Co-ordinator / Programme Director will inform the student that they may be requested to attend a meeting of the FtP Committee to discuss the circumstances of the offence: • If a satisfactory explanation is received by the FtP Committee, the information will be provided to the placement site by the Practice Co-ordinator. The Practice Co-ordinator will also inform the student of the outcome. • If a satisfactory explanation is not received, the offence will be deemed to be a serious offence and be dealt with as outlined in section (d.) below **d. Serious Offence**	

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
	With regard to serious offences, i.e. offences, the nature of which could potentially indicate a risk to children, young people or vulnerable adults, the College response will be different depending on whether or not the student openly disclosed the offence, and will be measured against the Risk Assessment Guidelines (See current QuAD – Quality Assurance Document). **i. If the offence has not been disclosed**, the Practice Co-ordinator / Programme Director will meet with the student. Other than in very exceptional circumstance, the student will be advised that their offence is being treated as a very serious offence and the procedure outlined in section (e.) below will be followed. **ii. If the offence has been disclosed**, the Practice Co-ordinator / Programme Director will inform the student that they must attend a meeting of the DGVC to discuss the circumstances of the offence: - If there has been evidence of significant rehabilitation and/or evidence of appropriate behaviour modification by the student since the event took place, then the student will be advised to provide written proof to verify the rehabilitation. - On receipt of this written evidence the student will be allowed to continue in the programme. - All placement students must be made aware that any potential placement sites, whether or not they request the information, will be advised of the offence.	

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
	- If there is no evidence of significant rehabilitation and/or evidence of appropriate behaviour modification by the student, the student will be advised that their offence is being treated as a very serious offence and the procedure outlined in section (e.) below will be followed. **e. Very Serious Offence** With regard to very serious offences, i.e. offences, the nature of which could potentially indicate a serious risk to children, young people and vulnerable adults, the student will be required to meet with the Fitness to Practise Committee. The Authorised Signatory will request the student to meet with the Fitness to Practise Committee. Following the meeting the student will be advised in writing by the Programme Director of the Committee's decision. The student may, within two weeks of the date of the letter, make an appeal to the Academic Council to have their case reviewed.	
12	For students with disclosures who have been approved to attend placement by the College, the Practice Co-ordinator will inform the Placement Site/ Practice Educator of the disclosure. If the site requires specific details regarding the disclosure, the Practice Co-	Practice Co-ordinator Placement Site/ Practice Educator Student

Step	Action (s)	Related Documentation /College QA Structure / Person(s) Responsible
	ordinator will advise that they must liaise directly with the student to obtain this information.	
13	College requires students whose circumstances change following initial Garda vetting to inform the Practice Co-ordinator/Programme Director of any relevant changes thereafter. Any pending prosecutions or actual prosecutions which take place must be reported to the College. It is the Student's responsibility to ensure that records relating to their fitness to practise are accurate and up-to-date.	Student *Disclosure*

Note:
Without satisfactory Garda clearance, students may be unable to complete the work placement module or other specific modules where Garda vetting is required and consequently be unable to complete their course or receive an award.

7. INTERVIEW PROCEDURES (ADMISSIONS)

REF.	This section aligns with Section 3 – *Programmes of Education and Training* - in the Quality Assurance Document (QuAD V3.2, April 2020) and refers in particular to Section 3.2: Learner Admission, Progression and Recognition.

'***Interviewing of Prospective Learners for Admission to OTC's QQI-accredited Programmes***'

Context: It is College policy that all decisions made by College which impact on prospective learners and enrolled learners may be appealed to the College by way of the "Complaints Policy". The policy is at Section 7.3 of the College's Quality Assurance Document (QuAD, V3.0: the latest version of which is published on the College's website).

The policy states: "In making a complaint the complainant can expect:

- **Fairness:** taking into account any relevant or appropriate evidence, factors or circumstances
- **Listening:** in a courteous and professional manner
- **Responsiveness:** respond in a timely and sensitive way
- **Feedback:** keep the complainant informed of how the complaint is being processed
- **Learning:** use the information generated to help us improve our service
- **Confidentiality:** any individual named in a grievance will be provided with the details of the grievance and allowed to respond

The student has the right to seek advice from or to be accompanied by a nominated person or a member of College staff at any stage in the procedure. "

The policy is also accompanied by the general procedure to making a complaint/appeal (Sec. 7.3, QuAD V3.0), wherein it states:

"*In the event that a complaint involves an academic matter (other than assessment) then the complaint may be reviewed by the appropriate sub-committee of the Academic Council (e.g., Registration and Admissions Committee, Assessment Committee)*." ;

and further:

"Appeals Process

If the student is dissatisfied with the response to the complaint or its handling s/he can appeal the decision to the Academic Council. The Director will review all relevant information and documentation, may meet with the complainant and/or other parties and seek external advice (if required and respecting any matters of confidentiality). The decision of the Academic Council will be communicated to the complainant in writing and is final.

The College recognises rights under the Freedom of Information Act."

In this context, the following procedure for the interviewing of prospective candidates for entry to accredited programmes has been developed. The procedure allows for the appeal process as outlined above; with the relevant sub-committee of the Academic Council (AC) in this instance being identified as the 'Registration and Admissions' (R&A) Committee.

Procedure for Interviews:

Step	**Action**	**Related Documentation / College QA Structure / Person(s) Responsible**
1	All applicants who have completed the application form (online), meet the entry requirements and have submitted the requisite documentary evidence are invited for interview (Applicants' Day). Those not meeting entry requirements, as filtered by the Head of Quality & Academic Affairs (HQ&AA), are informed in writing as to the reasons why and what can be done to achieve the necessary level for entry.	College Information Management System (IMS). Admissions Administrator; Course Director. HQ&AA/Admissions Administrator. (Within 1 week of full application being received)
2	All prospective students are interviewed by a member of the programme teaching staff or programme management, who have full knowledge of the programme's contents/requirements.	Programme-specific interview form and record; as approved by the Registration and Admissions Committee. Programme Director/Programme Teaching Staff
3	A summary of answers given by the interviewee is recorded on the interview form/record.	*As above*
4	Each answer is accorded a score as follows: **100**-criterion completely satisfied;	*As above*

	50-criterion partially satisfied; **0**-criterion not satisfied. In the case where scores relate to missing documentation rather than competence score, these scores will be updated at step 8, below.	Programme Director/Admissions Administrator.
5	The Course Director, in consultation with the relevant interviewer, reviews all forms where there is any score less than 100 in any category. The possibility of a need for additional supports will be identified at this point. If such need(s) is/are identified, additional support will be outlined with an additional support plan (per point 7, below) in consultation with the Programme Director and with reference to the College's Additional Supports Policy. If ranking is a factor (per point 9, below) the identification of additional needs shall not in any way reduce the applicant's overall score in relation to that factor; or in any other way discriminate against the applicant in relation to said factor.	Programme Director/Interviewer. Additional Supports Policy and procedures. Equality Policy
6	The Course Director, in consultation with the HQ&AA, also reviews all forms where a question of RPL/RPEL has arisen.	Programme Director/HQ&AA. RPL/RPEL Policy and procedures.
7	The Programme Director interviews the identified candidates to establish any need for additional supports or RPL.	Programme Director/Interviewee. Additional Supports Policy and procedures; Additional Support plan, as appropriate.

	Alternatively, the Programme Director may inform the candidate at this point if s/he is not considered suitable for the programme at this time (and give guidance as to possible further steps to take in this direction)	RPL/RPEL Policy and procedures. Student Learning Support and Pastoral Care Policy; Guide to Learning Support and Pastoral Care Services.
8	The final, and adjusted, overall interview scores are recorded on the College's IMS as 100, 50 or 0 respectively.	Programme Director/Admissions Administrator.
9	In the case of limited space on programmes which may require ranking of candidates, they will be ranked according to the cumulative score of 100s, 50s and 0s which have been recorded against each of the criteria on the interview form/record. Where multiple candidates have equal scores in respect of final places, names will randomly be selected under the observance of two College senior management representatives. Per point 5, above, revised scores will take account of additional support needs and where a support plan has been put in place an original score of 50 in this regard will be updated to a score of 100 in order to ensure that those in receipt of such supports are not subject to any discrimination regarding suitability for admission.	HQ&AA/Programme Director/Admissions Administrator. Senior Management (x2) Additional Supports Policy and procedures. Equality Policy

10	Interviewees are informed in writing of the outcome of the interview and whether they are being offered a place or not. If not, the reason(s) will be fully outlined, along with any further advice recorded from the (second) interview with the Course Director. Those not being offered a place are also informed in this communication of their right to appeal and the system for doing so.	Programme Director/Admissions Administrator. (Within 1 week of interviews)
11	Those making an appeal must do so, in writing, within 3 weeks of receipt of notice in writing that their application has not been successful in this instance. A formal appeal must be made in writing to the Course Director. This can be sent via letter, e-mail or fax. The Programme Director will acknowledge receipt of the complaint within 5 days.	Prospective Student/Programme Director. Complaints Policy and procedures.
12	As the Programme Director has already reviewed the case with the appellant, s/he will escalate the appeal directly to the relevant sub-committee of the Academic Council: the Registration & Admissions Committee.	PD/R&A Committee. Complaints Policy and procedures.
13	The R&A Committee will meet within one week of receipt of the appeal in writing and reply to the appellant in writing within two weeks of receipt of that written appeal.	R&A Committee.
14	If the appeal is successful, the interviewee will be offered a place on the programme, in writing, within 5 days of the R&A Committee meeting.	R&A Committee/Interviewee.

15	If the appeal is unsuccessful, the interviewee will be informed in writing, within 5 days of the R&A Committee meeting. The interviewee will also be re-informed of the right to appeal the decision further to the Academic Council, in writing, within 2 weeks of receipt of the R&A decision.	R&A Committee/AC/Programme Director/Admissions Administrator.
16	If the student is dissatisfied with the response to the appeal or its handling s/he can appeal the decision to the Academic Council. The Director will review all relevant information and documentation, may meet with the complainant and/or other parties and seek external advice (if required and respecting any matters of confidentiality). The decision of the Academic Council will be communicated to the complainant in writing and is final. A meeting of the Academic Council will be convened within two weeks of the interviewee's further appeal and its decision will be communicated in writing to the appellant within one week of that decision.	Academic Council/Programme Director/Interviewee (Possible external advice)
17	If the appeal is successful, the interviewee will be offered a place on the programme, in writing, within 5 days of the AC meeting.	Programme Director/Admissions Administrator.
18	If the appeal is unsuccessful, the interviewee will be informed in writing, within 5 days of the AC meeting. No further appeal is possible.	AC/Programme Director/Admissions Administrator.

19	Following the exhaustion of all appeals windows/timeframes, original written records of interviews will be destroyed; with summary result recorded on the College's IMS. Records of appeals, and related original interview record, will be kept for 13 months in case of further correspondence on the matter.	HQ&AA/PD/Admissions Administrator. GDPR Policy.

Further Considerations:

- In the event, where the interview is carried out at a programme partner's site, the above procedures will apply equally.
- In the event, where a partner has a parallel interview process, which must equally be passed before entry is offered, the prospective learner will be fully informed of the joint and separate processes in advance of their commencement; including all possible outcomes and the appeals process as outlined above, along with the appeals procedures for the partner's process.
- All outcomes of separate and parallel interviews will be recorded on the College's IMS. Prospective learners entering the process(es) will be fully informed, in advance, under the College's GDPR policy, of any sharing of information necessitated in this regard.

8. PROCEDURE FOR CERTIFICATION: HET AND FET

REF.	This section aligns with Section 6 – *Assessment of Learners* - in the Quality Assurance Document (QuAD V3.2, April 2020) and refers in particular to Section 6.4: Quality Assuring the Assessment Process.

This procedure relates to the College's preparation for External Examination / Authentication, and ultimately Certification through QQI's Business System (QBS), which occurs at the end of the programme cycle. It may be used for both HET and FET (with any differences noted – *for "EE visit", read "EE/EA visit") certification.

QQI produce a "Quick Guide" to Certification on its QBS. The latest version (V6, 2018) can be found here:
https://qhelp.qqi.ie/providers/certification-queries/problems-using-the-qbs-system/QBS%20Quick%20Guide%20to%20Certification.NET%20AUGUST%202018.pdf

Separate procedures are available for the processes involving submission of assignments, their marking, feedback and storage, which occur as ongoing processes during the academic cycle.

This is the end-of-cycle procedure and leads to its completion.

Step	Action	Person(s) Responsible	Timeline
1	Download the class results from the College's Information Management System (IMS) – Results should be inputted during the year to one decimal place. The system will mark these up or down accordingly.	Assessment Co-ordinator	5 weeks before EE date
2	Assess missing gaps with Course Directors – Agree on final deadlines for missing submissions (no later than 1 week before EE visit).	PDs / Assessment Co-ordinator	From 5 weeks , up to 1 week, before EE visit
3	Check invalids on QBS certification website. (Establishing class lists on QBS will have occurred regarding earlier processes during the academic year: the programme Administrator will have commenced this activity from the	Assessment Co-ordinator	From 5 weeks , up to 3 weeks, before EE visit

	second module of a particular programme, latest). Groups will have been created on QBS, with class-lists prepared for upload. Lists must be uploaded to show any invalids. See procedure for Assessment for further details.		
4	Check Turnitin for incorrectly submitted assignments. (Again, this will have been checked on an ongoing basis during the academic year by the relevant programme administrator/marking tutor.)	Assessment Co-ordinator	3 weeks before EE date
5	**Create Broadsheet as per 'Template' (Appendix 1 here)**	Assessment Co-ordinator	3 weeks before EE date
6	If programmes have been revalidated and there has been a change of modules, old modules may need to be added to the broadsheet to show a student's relevant previous results; and for calculation of the overall average	Assessment Co-ordinator	
7	Fill in exemptions – these have no value when overall average is calculated from total number of credits. E.g. a 10-credit module exemption on a 60-credit programme will see the average calculated from the remaining 50 credits. N.B. Exemptions in an award year will result in award being unclassified.	Assessment Co-ordinator	
8	Enter any results that the student has achieved in a previous academic year for the same programme; these should be shaded in grey on the broadsheet to show that they have already been externally examined.	Assessment Co-ordinator	
9	Initial contact with and ongoing communication with external examiners: i. re-confirming agreed date, time and agenda.	HQAA	2.5 weeks before EE visit
10	Ongoing marking.	Tutors	

		PD	
11	Consistency across assessors.	PD	
12	Calculate weighted results allowing for exemptions. Cross-check of weightings.	Assessment Co-ordinator HQAA	
13	Produce summary sheets for external examiners: programmes, (approx.) almost final numbers.	Assessment Co-ordinator	2 weeks before EE visit.
14	Send summary to EE(s) – ii. divide workload evenly, based on number of students and modules presented in each group, where more than one examiner.	HQAA	
15	Preparation of final broadsheets, as per template. Only keep one broadsheet centrally (**with date and version number**) to be updated for any last minute changes.	Assessment Co-ordinator	1 week before EE visit
16	Students who have submitted at least one assignment in the academic year remain on the broadsheet – mark them as incomplete. Delete students that have no submissions for the year. Students who have attempted all modules and have not completed (without notification of 'extenuating circumstances) are marked as 'Fail'. Those who have registered extenuating circumstances are marked as 'Withdrawn'. Starting numbers are calculated based on all students who have completed at least one assignment.	Assessment Co-ordinator	
17	Calculate weighted averages and round to nearest full percent (.5 or greater goes up, less than .5 goes down). Create formulae on the excel sheet to calculate the Overall result with correctly weighed modules.	Assessment Co-ordinator	1 week before EE visit

	Cross-check.	HQAA	
18	Assign final grade and classification to each student.	Assessment Co-ordinator	
19	Internal moderation of results, cusps, pass by compensation.	Programme team (PD, Tutors, HQAA)	
20	Ongoing communication with external examiners: iii. confirm final numbers. *<u>FET:</u> Send Internal Verification (IV) report.	HQAA Assessment Co-ordinator / Programme Administrator	5 days before EE visit
21	Flag any students that are on the cusp of classifications (e.g. 59%/ 60% - should these be moved to 58 or 62?). Assess – based on overall performance and taking into account any anomalies/extenuating circumstances - whether the student stays at that grade or is reviewed.	PDs	
22	Samples of work sent to EEs; to include from high, middle and low grades + any particular cases to be queried with or for the attention of EEs (incl. where recommendations have been made to change marks on the cusp). iv. Inform EE of sign-in details etc.	Elearning **/** Assessment Co-ordinator HQAA	
23	Check provisional results sheets against hard copy records.	Assessment Co-ordinator	
24	Establish folders for all relevant programmes/modules/students for EE access. See earlier Assessment procedure, for creation and maintenance of these folders during the academic year. Each student should have folder with their rubric and assignment for each module they	Assessment Co-ordinator	

	have submitted. If the student has failed and not resubmitted, the fail assignment is the most recent result and is the one that is viewed by the externs. If the student resubmitted, only the most recent rubric and assignment is recorded in the folder. Ensure that all rubric marks are identical to those on the broadsheets.		
25	Finalisation of broadsheets – Ensure the classification (merit 1, distinction etc.) is correct for each student. Cross-check. Minor and Special Purpose awards will not usually be classified. *Different classifications for Level 8, Level 6/7 and Level 5 – Check!	Assessment Co-ordinator HQAA	4 days before EE visit
26	Production of summary cover sheets for EE report templates: Include number withdrawn as percentage of all those who have submitted at least one assignment and who later did not complete. Calculate classification percentages out of the total of remaining/completing students (=100%). E.g. D – 20% M1-25% M2-25% P-20% F-10% (= 100%, regardless of how many students have withdrawn)	Assessment Co-ordinator	
27	Ongoing communication with external examiners: v. confirm final numbers.	HQAA	4 days before EE visit

28	All folders available for EE inspection. Folders copied to laptops for visit.	Assessment Co-ordinator E-learning	3 days before EE visit
29	Preparation and circulation of Exam Board agenda – vi. confirmation of timing with EE(s). Top sheets for broadsheets. Confirmation of food/refreshments.	HQAA	3 days before EE visit
30	**External Examiner Visit:** - **Initial meeting** - **EE review of student/programme folders** - **Exam Board meeting** - **Meeting of internal team**	**PD(s), ACD, HQAA, Programme faculty, Assessment Co-ordinator**	**Day of visit**
31	Any changes to broadsheets on the day to be recorded immediately and only final agreed results to be signed off on.	HQAA / Assessment Co-ordinator	
32	Ensure EEs have (vii): - Report templates with completed cover sheets; - Invoice template; - Travel expenses template.	HQAA	
33	Inform student if change of grade.	PD	Within 2 days of meeting
34	Pulp any previous versions of results and use only final broadsheet results to input onto QBS. Ensure you are aware of upcoming QBS deadlines.	Assessment Co-ordinator	Before QQI certification deadline – Usually 12th of every second month (e.g. 12th October, 12th December etc.)

35	Cross-check final results into QBS. When inputting results, ensure the correct award is "awarded" (this is done manually). No changes to results are allowed at this point without reverting to the Exam Board as a whole (i.e. including External Examiners).	HQAA / Assessment Co-ordinator	Within 1 week of EE visit
36	Once completed organise time to 'push the button' and upload for QBS certification.	HQAA / Assessment Co-ordinator	Within 1 week of EE visit and before 12th deadline
37	EE reports sent to AC members as part of the meeting following the Exam Board meeting (October) and reported on by PD at meeting.	HQAA/PDs	Request within 2 weeks of Exam Board, in time for AC meeting
38	Advise AC of departing EEs and seek appointment of replacement EE through AC process.	HQAA	At AC meeting following Exam Board
39	Parchments checked on arrival and liaise with QQI re. any issues/missing parchments.	HQAA	Parchments (Certificates) arrive within 4 weeks of submission on QBS
40	Where students have achieved two awards in the same certification period, they <u>may only be certified for one award at a time</u>. Therefore, results held over for additional awards must be certified in the next period.	Assessment Co-ordinator	After current certification deadline and before next deadline (e.g. between October 13th and December 11th)
41	The results from signed broadsheets are the results that need to be input for the diploma	Assessment Co-ordinator	For Conferring

	supplements – for programmes of 60 credits or more only. Finalise a date (typically early November) that the diploma supplements are sent to printers (e.g. Yvonne at Prontaprint). Email her late September or early October to inform her of this and send her the number of students that there will be overall.		mid-November
42	Use the standard from previous year to draft the diploma supplements – BE VERY CAREFUL of changes – particularly with new degrees and change of names/modules etc.	Assessment Co-ordinator	For Conferring mid-November

9. PROTOCOLS FOR PLACEMENT

REF.	This section aligns with the 'Practice Placement Handbook' for the *B.A. in Social Care* (Level 7; Major). It is an alternative model to the 'Supervision' model presented for other OTC degree programmes, at Section 5, in the Quality Assurance Document (QuAD V3.2, April 2020)

Protocols will only apply in certain instances, where the named circumstance arises.

i. Illness/absence of Student

1. Where the student is absent from practice because of ill health or personal circumstances, the student has a responsibility to inform both the Practice Educator and Practice Co-ordinator by telephone and confirm in writing or by e-mail; if the student informs a faculty practice team member, the team member should also inform the College Practice Co-ordinator of this.

2. If it is not possible for the student to return to complete the placement, the placement may be terminated and a different placement opportunity sought at a different time.

3. If the Practice Educator or the Practice Co-ordinator feels that ill health or personal circumstances are seriously affecting the learning opportunities of the practice learning, the Practice Educator or the Practice Co-ordinator should contact the designated member of the OTC Practice Education Team. The designated member of the OTC Practice Education Team should arrange an informal meeting between the Student, Practice Educator and Practice Co-ordinator as soon as possible. This could result in a Concerns meeting and/or a practice termination meeting; the appropriate forms should be completed and retained by the College.

4. Where a meeting is not possible e.g. because of serious ill health, an alternative process of consultation should take place e.g. by telephone discussion or e-mail. If it is decided to terminate the placement the appropriate forms should be completed and sent to the Practice Co-ordinator.

5. The main purpose of the meeting or consultation will be to seek to retrieve the situation if possible. However, if this is not possible e.g. because of the length of absence, the meeting may decide:
   - That the placement should be terminated, or
   - That the placement should be continued with or without conditions and a Concerns meeting should be arranged with a written action plan and a review date.

6. Where it is necessary to protect the interests of service users, the Practice Educator or Practice Co-ordinator have the right, to overrule the wishes of the student and can suspend the placement under the agency's published procedures. A Concerns meeting must be arranged by the Practice Co-ordinator and this could result in a termination meeting. The appropriate forms must be completed by the designated faculty practice team member and sent to the College Practice Co-ordinator.

7. If it is the view of the Practice Educator or the Practice Co-ordinator that some elements of the practice curriculum might have been failed or are marginal (rather than simply not completed), then a Concerns meeting must be invoked by the student's Practice Co-ordinator which could result in a termination meeting. The completed forms should be sent to the College Practice Co-ordinator.

8. Even if the breakdown occurs at the beginning of a placement the student and Practice Educator should submit a practice report in the normal way so that a judgement can be made regarding proficiencies achieved. The report should be submitted even if the Concerns or Termination procedure is involved.

ii. Illness/absence of Practice Educator

1. Where the Practice Educator is absent from practice because of ill health or personal circumstances, the student has a responsibility to inform their Practice Co-ordinator by telephone and confirm in writing or by e-mail.

2. If it is not possible for the Practice Educator to return to complete supervision of the placement, the Practice Co-ordinator will seek to establish an alternative Practice Educator at the site who could take over the supervision of the placement. If this is not possible, placement may be terminated and a different placement opportunity sought.

3. If an alternative Practice Educator can be identified on site, a meeting will be sought between the Practice Co-ordinator, proposed Practice Educator and the Student (tripartite meeting).

4. The main purpose of the meeting or consultation will be to seek to retrieve the situation if possible. The results of the meeting may be as follows:
   - That the placement should be terminated (and an alternative placement will be sought for the student practitioner), or
   - That the placement should be continued with or without conditions and a Concerns meeting should be arranged with a written action plan and a review date.

iii. Issues in the agency affecting their ability to provide placement/ Practice educator requests that the student moves placement

STEPS

1. It is the right of the Practice Educator to cancel a placement at any time.
2. The Practice Educator must inform the Practice Co-ordinator of intention to cancel the placement so that support can be given to the student.
3. If the placement is shortly to begin or has started the Practice Co-ordinator will ask if any colleagues locally could take the student, however if no suitable alternative can be found the placement will be cancelled. All practice placement sites must be approved in the usual manner and the need for students to experience two different placement settings must be taken into consideration.
4. The Practice Co-ordinator will contact the student and confirm arrangements for another placement which may be at a later time in the year (although every effort will be made to provide a placement opportunity at the same time as the student's cohort). Third year students should note that this may delay graduation.
5. Student will not be able to use hours accrued on cancelled placements towards their total of 800 hours.

iv. Student withdrawal from placement

STEPS

1. A student may request withdrawal from placement on the grounds of ill health or family circumstances e.g. bereavement (extenuating circumstances).

2. Students must discuss their request for withdrawal from placement with the Practice Co-ordinator or the Course Director. Based on the individual circumstances a provisional agreement to withdraw may be put in place.
3. Students will need to formally apply to the Programme Director for withdrawal and provide medical evidence of ill health or other relevant evidence.
4. When a withdrawal from placement has been agreed, the Practice Co-ordinator will liaise with the Practice Educator. All placement documentation must be returned to the Practice Co-ordinator.
5. A student who withdraws from a placement is not credited with any Practice Placement hours for that placement.
6. Students withdrawing on medical grounds will need to provide a 'fitness for placement' letter from their medical practitioner before a further placement will be sought.
7. If circumstances change, students will be allocated a placement at a later time in the academic year, or over the summer, in the same area of practice. If this occurs during the third-year placement, graduation may be delayed.

v. Students with Disabilities

Context: The College provides reasonable accommodations in order for students with disabilities to complete all required elements on programmes, including placement. Reasonable accommodations are any intervention or support which serves to reduce barriers to participation in education/employment for people who are at a disadvantage due to the impact of their disability. The following protocol is directly linked to the College's "Procedures for the Provision of Supports to Students with Disabilities and Specific Learning Difficulties" which is fully outlined in the College Quality Assurance Document (QuAD), which is also available online, on the College's website (www.opentrainingcollege.com).

STEPS

1. In order for accommodations to be made students must inform the Practice Co-ordinator/Programme Director so that a plan may be put in place.
2. The Practice Co-ordinator and Programme Director will invite the student to attend a meeting with them with the purpose of completing a reasonable adjustment plan.
3. The plan will be completed with all parties and a final draft provided to the student. There is no onus on the student to declare any diagnosis/es.

4. The student must confirm agreement or propose amendments to the reasonable adjustment plan by the due date given. The Practice Co-ordinator will confirm the final plan and send it to the Practice Educator prior to placements.
5. The student has the responsibility to discuss and implement the plan on the placement with the practice educator. Amendments can be made to the plan if they are agreed by both parties and are reasonable to the practice in that setting.
6. Students who are going on a second placement, will be asked if amendments are required to plans. Final agreed plans can be forwarded without another face to face meeting.

vi. Disclosure of Bad Practice

Context: To describe the process and actions that may be required following student witness of improper behaviour or care. Note: Students on practice placement who may wish to report concerns may be reluctant to do so for fear of jeopardising their placement or victimisation.

STEPS

1. If a student witnesses any behaviour that is deemed illegal, dishonest or not correct within the placement site or otherwise e.g. criminal offence, someone's health and safety is in danger, risk or damage to the environment, a miscarriage of justice or covering up something that is wrong there is a duty to report this.

2. Students should discuss their concerns with their Practice Educator in the first instance and agency procedure concerning same should then be followed up accordingly.

3. If a student's concerns remain following this and/or a student does not feel that they can discuss their concerns with their Practice Educator for any reason, they should contact the Practice Co-ordinator in the first instance.

4. The matter will then be discussed with the Manager of the placement site.

5. In the event that a student discloses such practice in an assessment activity, the Tutor/Assessor will contact the Student and Practice Co-ordinator in this regard, so that the protocol above may be followed.

6. Any additional issues arising from such a disclosure may be dealt with through the established Ad Hoc Review procedure.

vii. Conflict of Interest

1. Any perceived conflict of interest should be declared in advance of the placement of a student at a particular practice site.
2. If a conflict of interest was unforeseen and becomes known following placement then the steps outlined in the established Ad Hoc Review procedure should be followed.

viii. External appeal beyond Academic Council decision

1. The appeals procedure outlines that the decision of the Academic Council is final, internally, and this does not preclude the student (or other relevant party) seeking a further external appeal to the Office of the Ombudsman.

10. PROCESS FOR ASSIGNMENTS

REF.	This section aligns with Section 6 – *Assessment of Learners* - in the Quality Assurance Document (QuAD V3.2, April 2020) and refers in particular to Section 6.1: Assessment of Learning Achievement.

Guide to Processing of Assignments

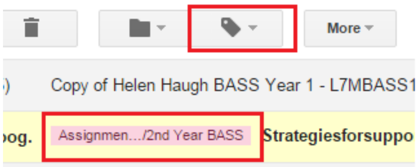
Students must share their assignments with **Assessments@opentrainingcollege.com** in Google Apps by midnight on the assignment due date.

User Name: assessements@opentrainingcollege.com

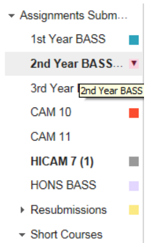
The assignments are only saved after the deadline so students can make changes up to the deadline.

1. As assignments are shared with Assessments@opentrainingcollege.com label them under the relevant programme:

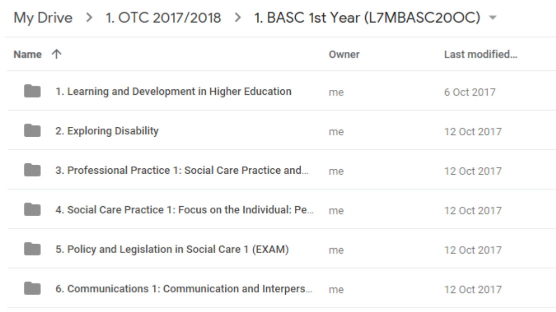
   E.G. "Assignments Submitted/2nd Year BASC" keep mails marked as **unread** until assignment deadline has passed and assignments are saved & logged.

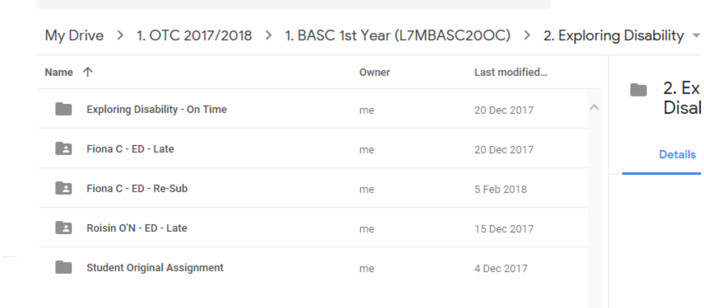
   

2. After the deadline go to the relevant course folder in Assessments email, all due assignments should be unread. Open the Assignment Log, and relevant course tab.

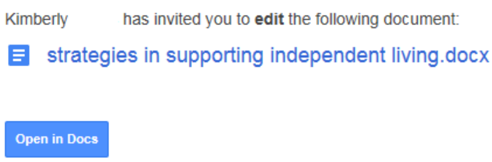
3. In Google Drive Create folder for the relevant Module. Create a folder to store "Students Original Files" and and Individual Folder for each tutor naming with their Intials, the Module and submission status E.g. On Time, Late, Extension





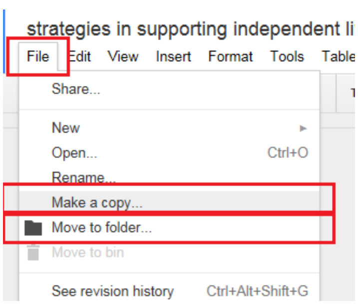
4. All students should have shared their assignment with assessments named correctly as Surname, Firstname, Module Code, Prog Codes (E.G. Smith, Alex, LDHE, BASC21OC). And assessments will receive an invitation to edit their document.

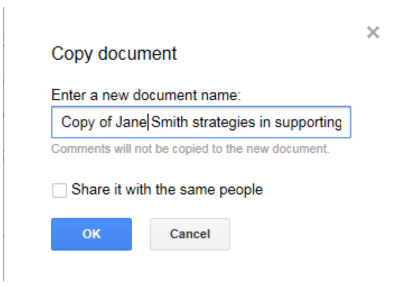
If they have sent the assignment in any other format, e.g. as an attachment, send the standard email from the drafts folder informing them of their error.



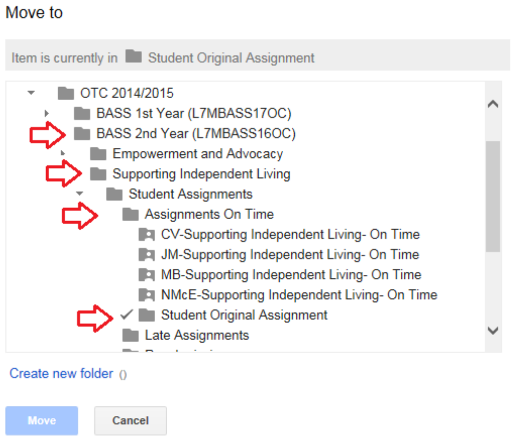
5. Open the student's assignment by clicking **Open in Docs**. Document will open in a new tab.

6. Click **File** and **Make a copy...** save copy ensuring students name is included.





6. Move student copy to relevant folder in Google Drive and close.



7. Move **Copy of..** student assignment to the relevant tutor folder. **E.G. CV-Supporting Independent Living - On Time**. Ensure Folder is shared with the relevant Tutor so they can insert comments and feedback on student assignments. Close document.

8. Log assignment as **Received** on the Assignment Log. Log as the date the email was received, not date it was saved.

9. Email relevant tutor and inform them assignments are available for marking.

Assignment logs

All activity to do with assignments must be logged on the assignment log. There are separate logs for the long and short term courses, and separate tabs for each course.

They are saved in the following location:
S:\Admin Procedures\Assignments\Assignment log\
Select the relevant year
On the long courses log there are separate tabs for each course:

Bachelor of Arts in Social Care (General)

- **BASCG 1st Years**
- **BASCG 2nd Years**
- **BASCG 3rd Years**

Bachelor of Arts in Contemporary Disability Studies

- **BA PDS 2nd Years**
- **BA PDS 3rd Years**
- **BA PDS Hons.**

Certificate in Applied Management

- **CAM/HCAM/BAAM**

Higher Certificate in Applied Management/
Bachelor of Applied Management

If assignments are late, as they are logged as received they will be highlighted to reflect how late they are.

Green = 1 Week Late.

Orange = 2-4 Weeks Late.

Red= Penalty or possible fail.

J	K	L	M	N	O
Leadership & Change in Human Services					
Received	Extension	Resubmissic	Shared with	Sent out	Logged/ Fil
09/01/2015				09/02/2015	09/02/2015
19/01/2015	Resubmit				
Extension	12/02/2015		16/02/2015		
Exempt					
Extension				09/02/2015	09/02/2015
Derferral					

Il:
Extension to 23rd January

Extensions: If a student requires more time to complete their assignment they can apply to their tutor for an Extension. Assessments will be copied in on the email confirming the extension and the date. A note of the extension and new submission date is made on the assignment log.

Exemptions: Students may have already completed modules outside of their degree studies and are not required to complete again.

Deferrals: Students may apply to defer a module until a late date or the following year.

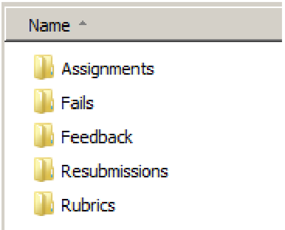
Re-Submissions: If a student's assignment fails to make a passing grade they will be given the opportunity to re-submit their assignment. A note is made of the need to re-submit and the date for re-submission.

Student Assignment Feedback

Students receive assignment feedback and their grade from their tutor approx. 6 weeks after assignment submission.

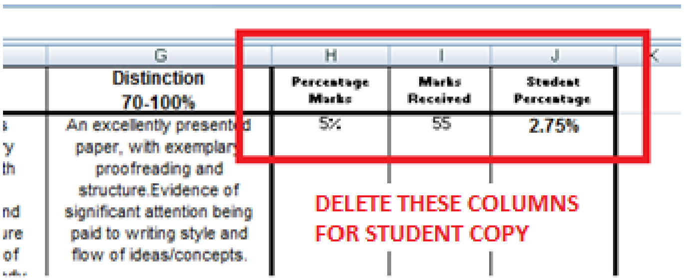
1. Each tutor will send on a marking Rubric for their students with feedback and a grade to assessments@opentrainingcollege.com

2. Download Rubrics to the feedback section of the OTC shared drive, to the relevant course and assignment.
   E.G. S:\Admin Procedures\Assignments\2. Feedback\2019-2020 Feedback\2. BASC General - Year 2\1. Legal and Policy 2



3. Save a copy of the Rubric to feedback folder by adding "Feedback" to the file name, also ensure the file name includes the student's name.

4. Modify Rubrics to be sent to student - Ensure Final grade & Feedback included
   - Remove specific marking info (Second tab)
   - Remove Markers Initials



5. Download tutor copy of the student's assignment with the tutors comments and suggestions from Google drive. Save to Assignments folder in feedback.

6. Print copy of student list from Assignments log. Tick all students who are receiving feedback.

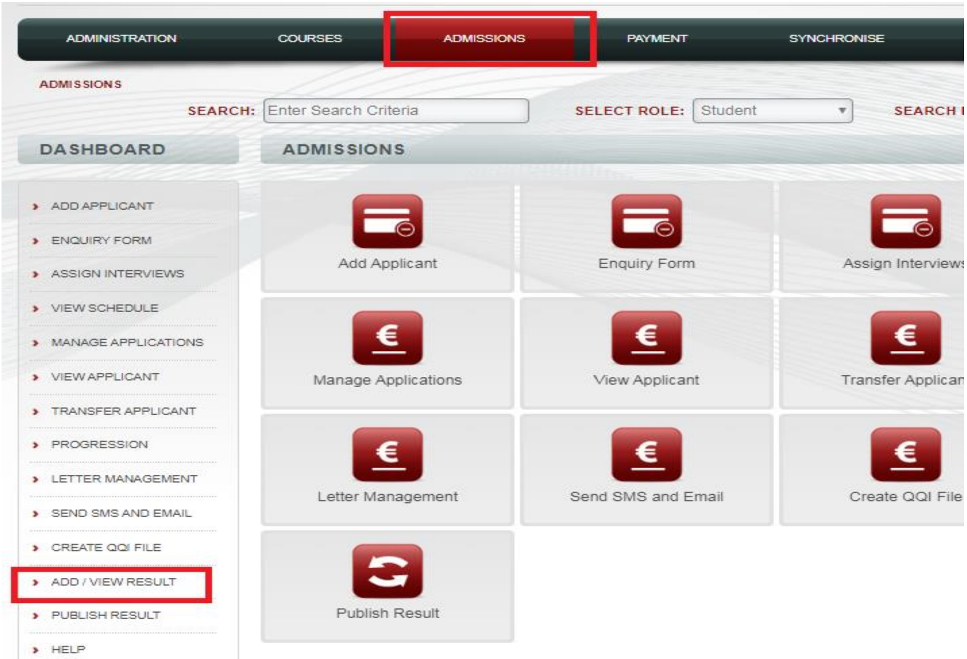
7. Email each student, from *Assessments* email, attach their modified Feedback Rubric and Assignment. Feedback standard text is saved in the drafts folder.

8. In the **Assignment Log** enter the date feedback was sent in "**Sent Out**" column for each student receiving feedback.

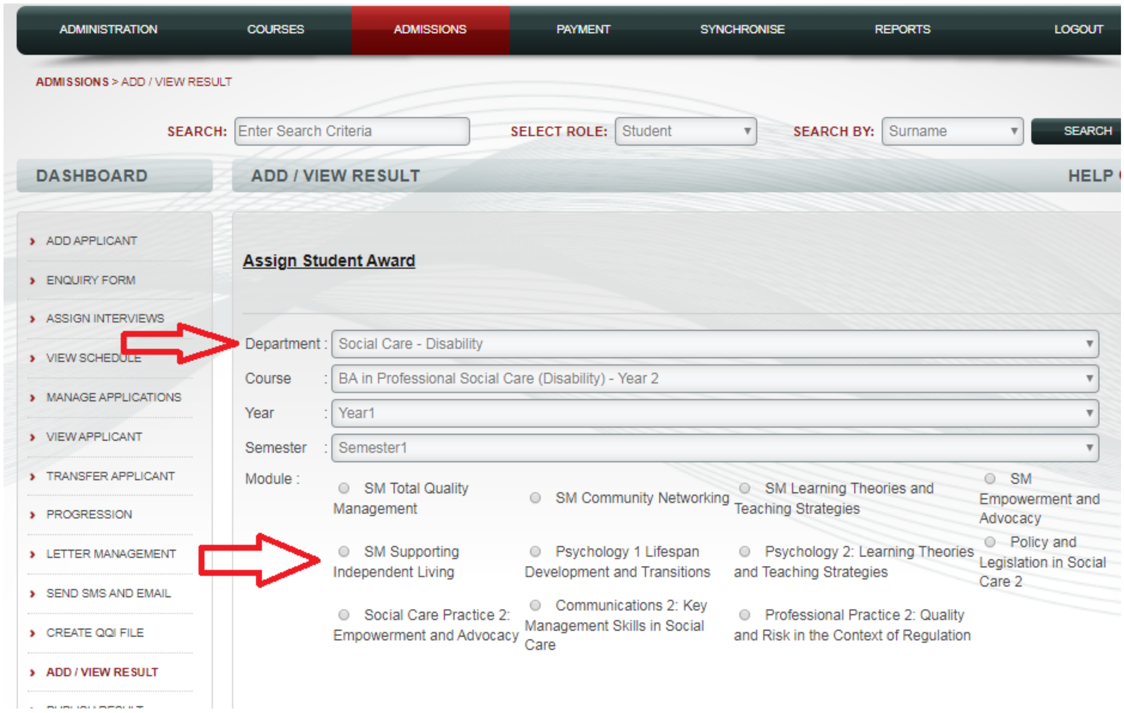
Logging Grades on IMS Database

Once final grades had been sent to students they are logged IMS Database.

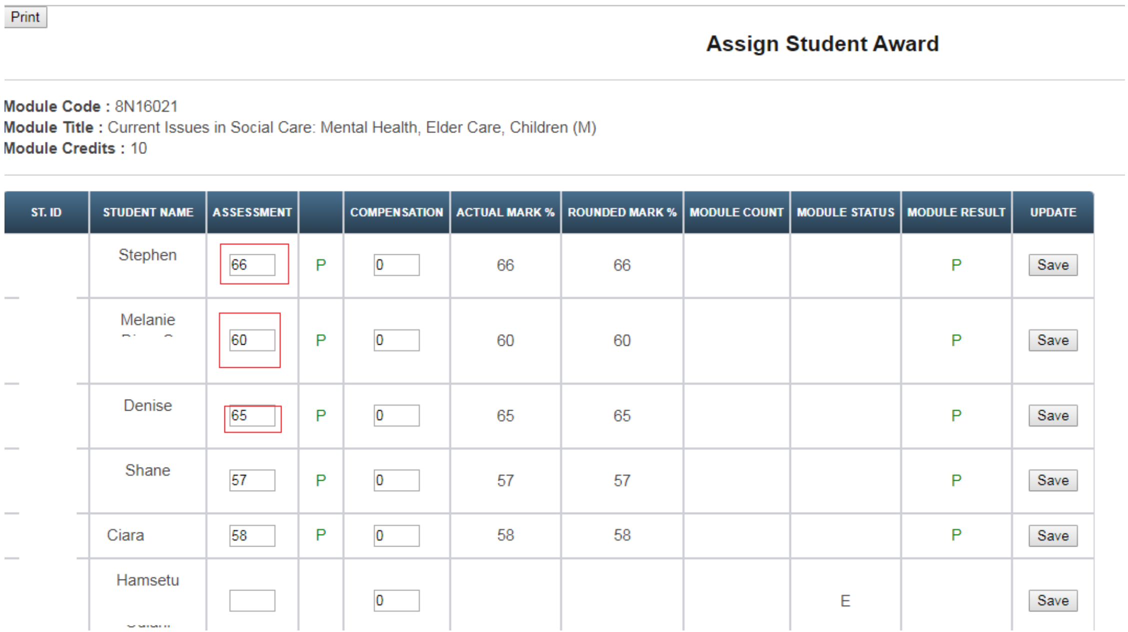
1. Open IMS.
2. Select the Admissions Tab and click "Add/View Results"



3. Select the relevant course, and Module. Yeah and Semester are always selected at "Year 1" & "Semester 1"



4. Using the printed rubrics enter each student's grade in the relevant section, Exam or Assignment.



Print

Assign Student Award

Module Code : 8N16021
Module Title : Current Issues in Social Care: Mental Health, Elder Care, Children (M)
Module Credits : 10

ST. ID	STUDENT NAME	ASSESSMENT		COMPENSATION	ACTUAL MARK %	ROUNDED MARK %	MODULE COUNT	MODULE STATUS	MODULE RESULT	UPDATE
	Stephen	66	P	0	66	66			P	Save
	Melanie	60	P	0	60	60			P	Save
	Denise	65	P	0	65	65			P	Save
	Shane	57	P	0	57	57			P	Save
	Ciara	58	P	0	58	58			P	Save
	Hamsetu			0				E		Save

5. Click **Save at the bottom of the page** and once finished entering **Close,** Database will confirm you wish to close click **Yes**.

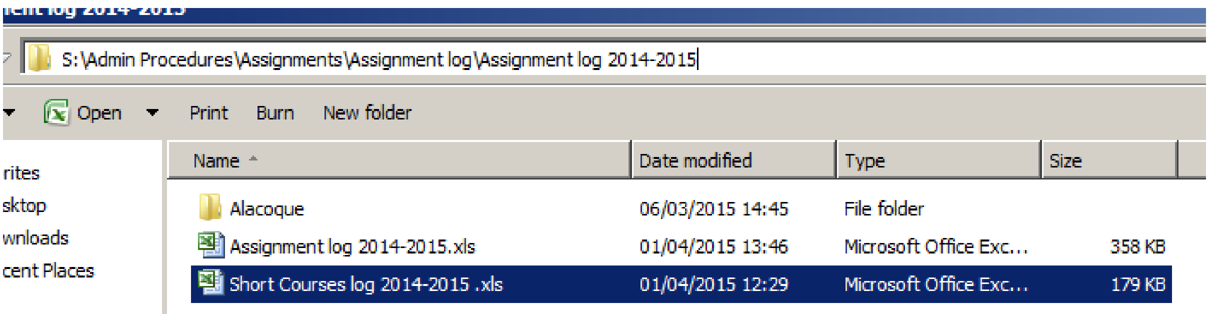
6. File Hardcopy rubrics in the relevant folders and module section.

7. In the **Assignment Log** enter the date in the "Logged/Filed" column.

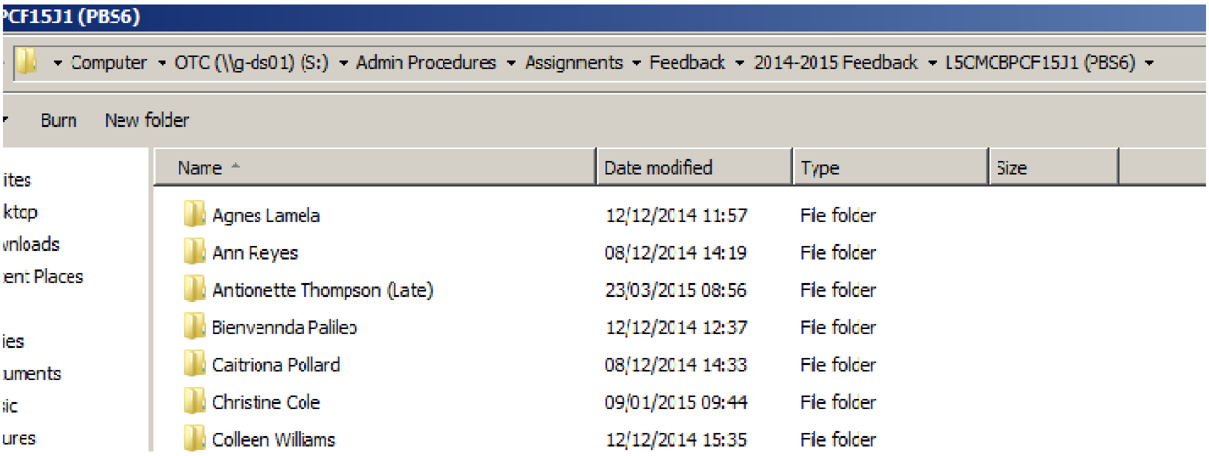
Short Courses

Various short and single module courses run throughout the year. Some require a Hardcopy assignment to be posted to the office, and some will be shared through Google Apps as with the long courses. All Level 5 courses will need hardcopies and Softcopies sent in, most Level 6 & 7 courses should submit using Google apps.

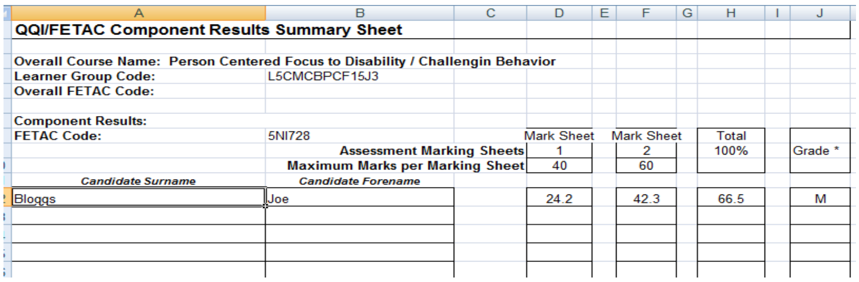
1. Hardcopies will be posted in and softcopies will emailed to be email to assessments@opentrainingcollege.ie as Word docs or PDFs.
2. Log assignments as received in the Short course log.



3. Hardcopies should be kept together to eventually be sent on to the tutor for marking.
4. Softcopies should be saved to the feedback folder on the OTC S: drive In the relevant course folder, under the student's name.



5. Following the submissions deadlines all hardcopies will be passed to Tutors along with a marking scheme, provided by Course Director. Log in as sent out in assignments log.
6. When graded assignments are returned from the tutor, log as sent back.
7. Log results in Module Results Summary Sheet.



8. Results and Feedback can then be entered into specific Feedback Template.
9. Save individual Feedback as students name and save to feedback folder.
10. Email each student with template text (saved in assessment drafts) and feedback template attached and log as sent out.

11. PROCESS FOR REGISTRATION OF APPLICANTS

REF.	This section aligns with Section 3 – *Programmes of Education and Training* - in the Quality Assurance Document (QuAD V3.2, April 2020) and refers in particular to Section 3.2: Learner Admission, Progression and Recognition.

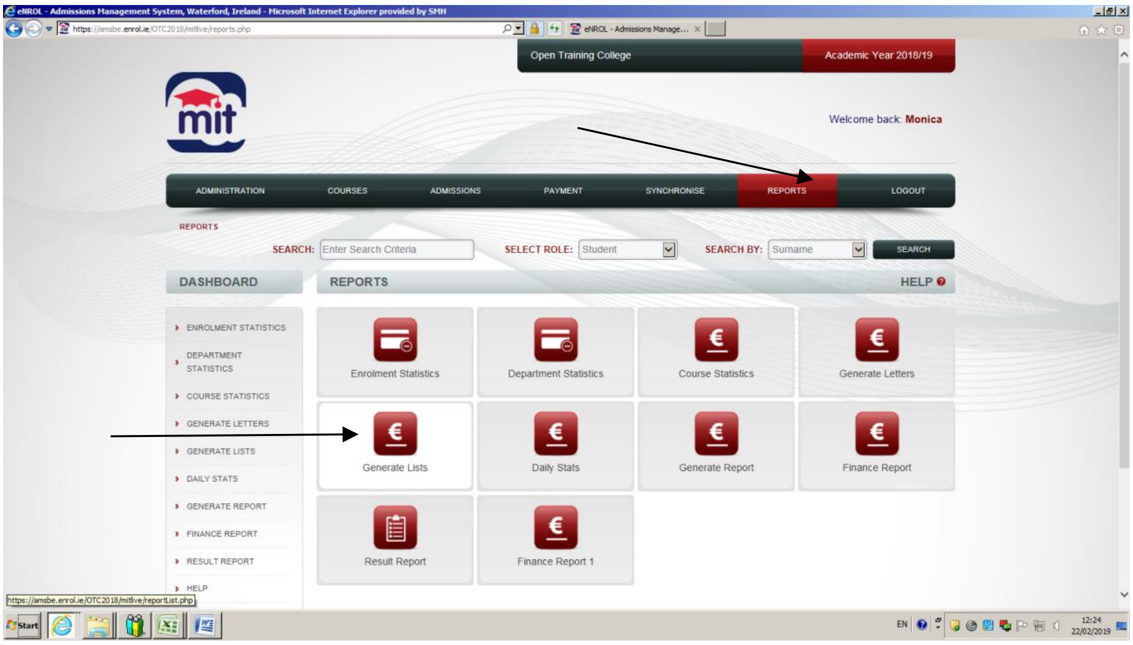
Social Studies / Management Applicant Process

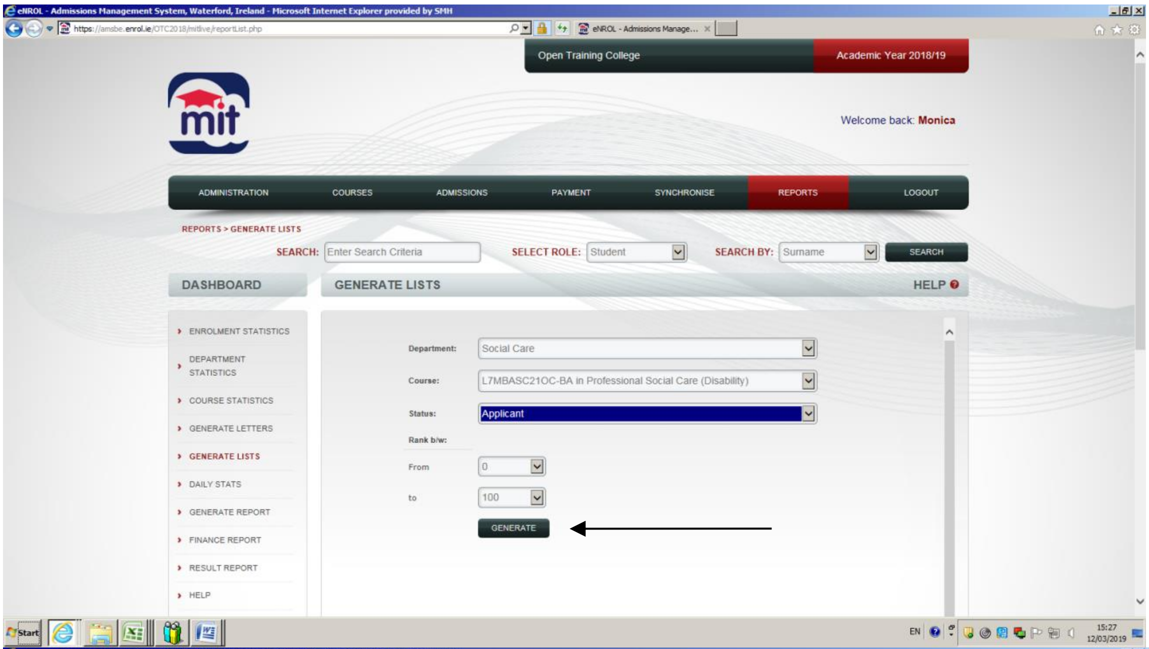
Applicants apply online for both Social Studies and Management through the IMS system. Once they have paid their €95 Applicant Fee their status becomes "Applicant"

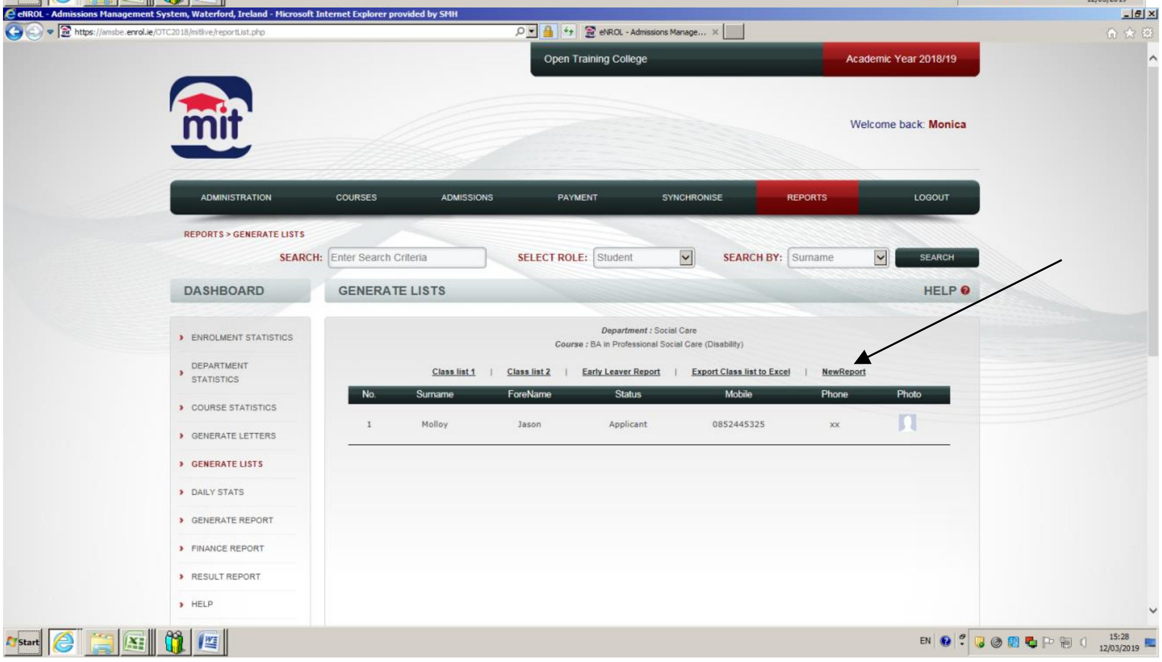
Status on IMS: "Request for Info" - These people have been sent general course info
"Enquiry" - Partial application.
We need to take payment for them to become Applicant.

A report is run on the IMS

- Reports
- Generate Lists
    - Department: Social Studies / Management (Whichever is relevant)
    - Course: (Whichever is relevant)
    - Status: Applicant
    - Generate
- New Report







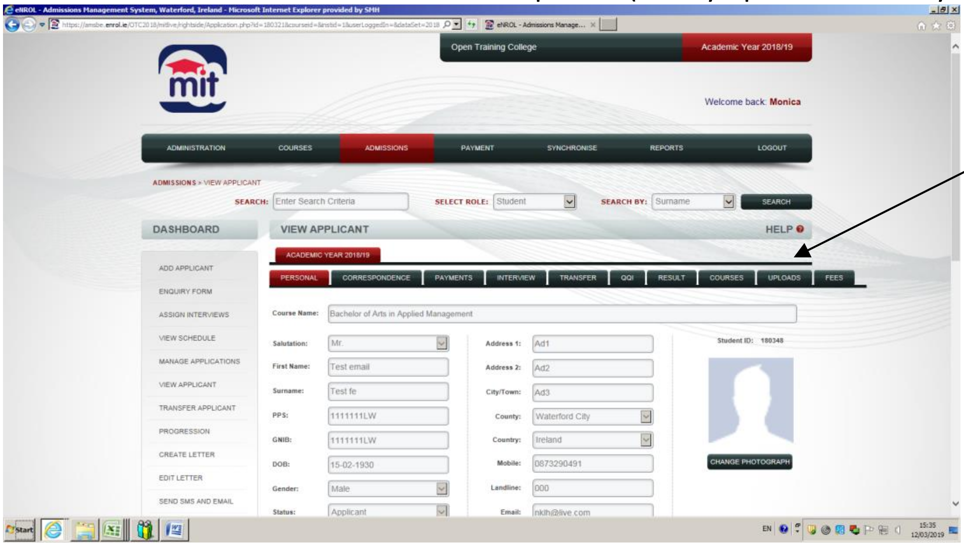
This report will give you Student ID, Surname, Firstname, Date Applied, Employer, International Student and Special Requirements.
Copy and paste this information into your Assignment log. Log located:-
S:\Admin Procedures\Applicants\Applicants Log\Applicants Log

Check the following information below from their application. Insert this information on the Applicant's Log

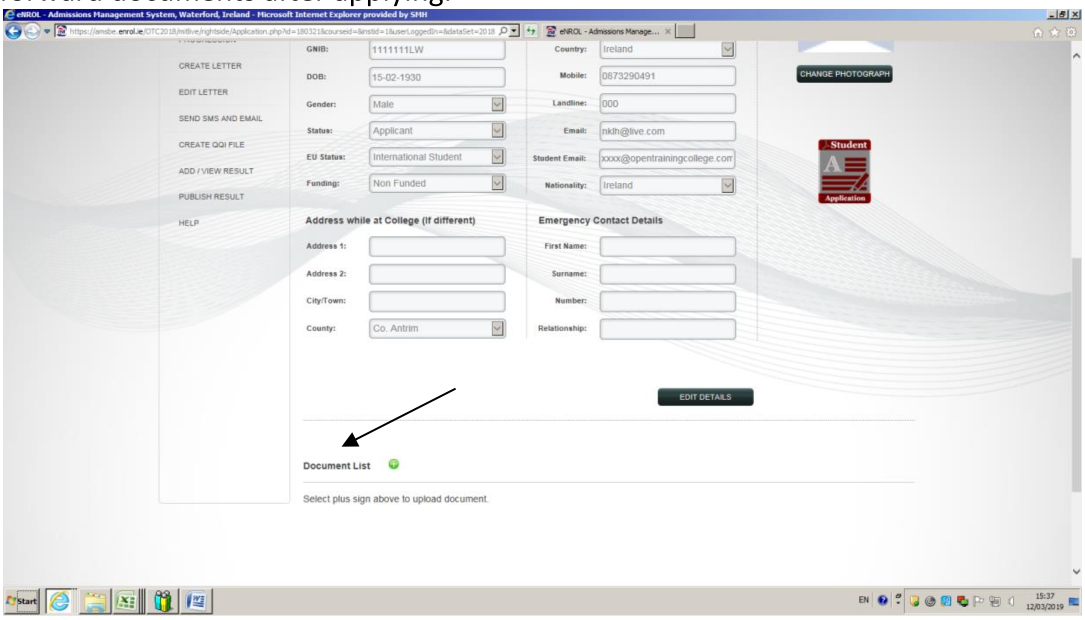
- Are they International Students, i.e. if their nationality isn't Irish, Insert nationality
- Are there any supports the student needs i.e. Dyslexia, Hard of Hearing etc
- Have they got all their documentation
    - Personal Statement
    - Educational Documentation
    - Employer Verification

- Photo ID: Passport / Driving Licence
  - English Proficiency (if applicable)
  - Volunteer Form (if applicable)
- From their documentation are they a previous student of ours

This information can be found either in Uploads (if they uploaded as they applied)



OR Document list (if they uploaded after applying). This is where we also upload if they forward documents after applying.



If they are looking for Advanced Entry, the Programme Directorand HQAA need to review.

Past or Current Students

Past Students who have already certified with their previous course and are already on the system can be moved or "progressed" to the relevant course i.e. from BASC to Hons. Once moved payment can be taken for the Application Fee.

Current Students who want to apply for another course i.e. BASC to Hons cannot be progressed as they haven't completed their ordinary degree. These need a temporary account set up (which CSM will do).

Outstanding Documentation

If they have not forwarded relevant documentation they need to be emailed to ask them to forward relevant docs. The date this is emailed is logged on the Applicant's log. These generic emails are located:-

- **Social Studies - S:\Admin Procedures\Applicants\applicants day\BASC\2019\Missing Documentation email 19**
- **Management - S:\Admin Procedures\Applicants\applicants day\Management\2019-20\Missing Doc Mgt email 19**

Applicants will forward documents either by email or hard copy. They are supposed to email **applications@opentrainingcollege.com** but sometimes they reply to the IMS email which returns to the CSM who in turn will forward them on.

Saving and Uploading Docs to IMS

- Once Information is received they need to be scanned (if sent by hardcopy). Whether they are sent by hardcopy or email they need to be saved to the areas below.
  - **Social Studies: S:\Admin Procedures\IMS\Applicants\Applicant Docs to upload\BASC\2019-20**
  - **Management: S:\Admin Procedures\IMS\Applicants\Applicant Docs to upload\Management\Oct 19 start**
  - A folder is created and called the person's name. In this folder is a breakdown of the outstanding documentation e.g.
    - John Smith - PS
John Smith - ED
John Smith - EV
John Smith - ID

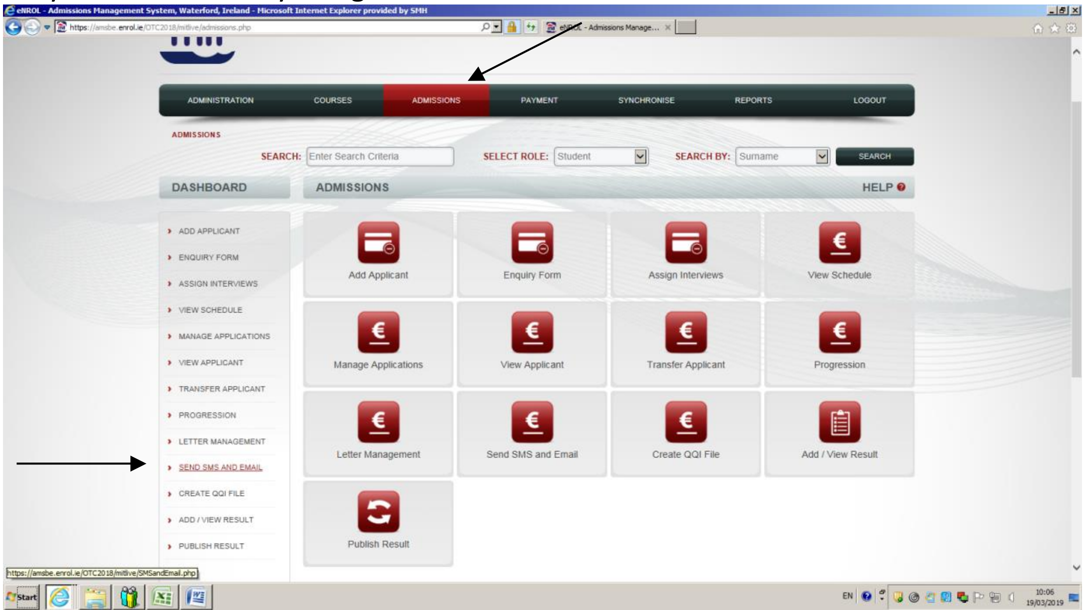
- They now need to be uploaded to each person's relevant file on the IMS.
  - Type in person's name
  - Scroll down to "Document List"
  - Click on +
  - Browse where you saved their uploaded documents
  - Press upload

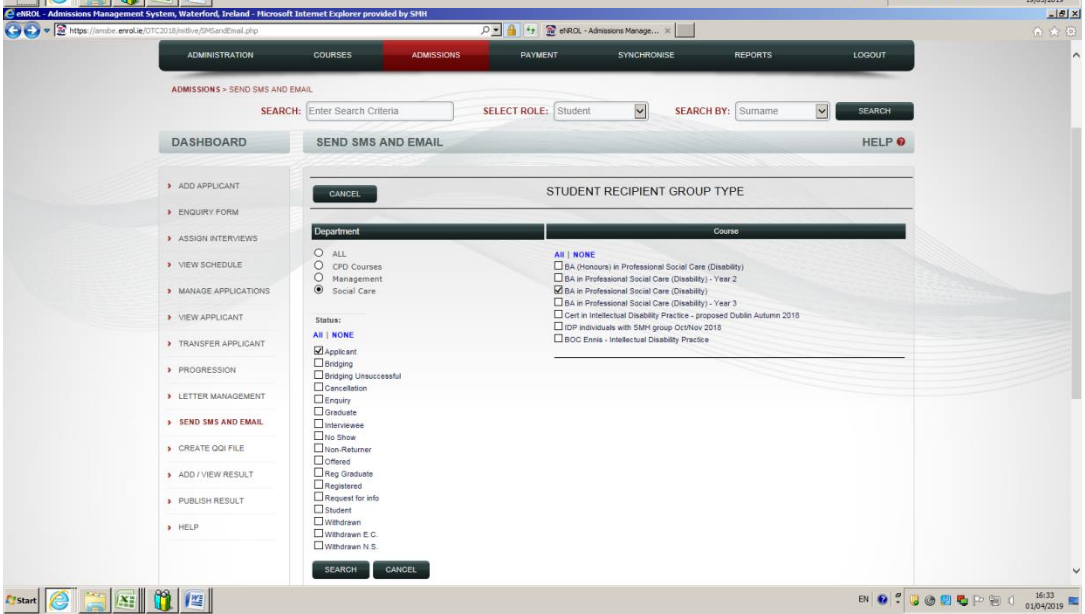
Applicant's Day Invite

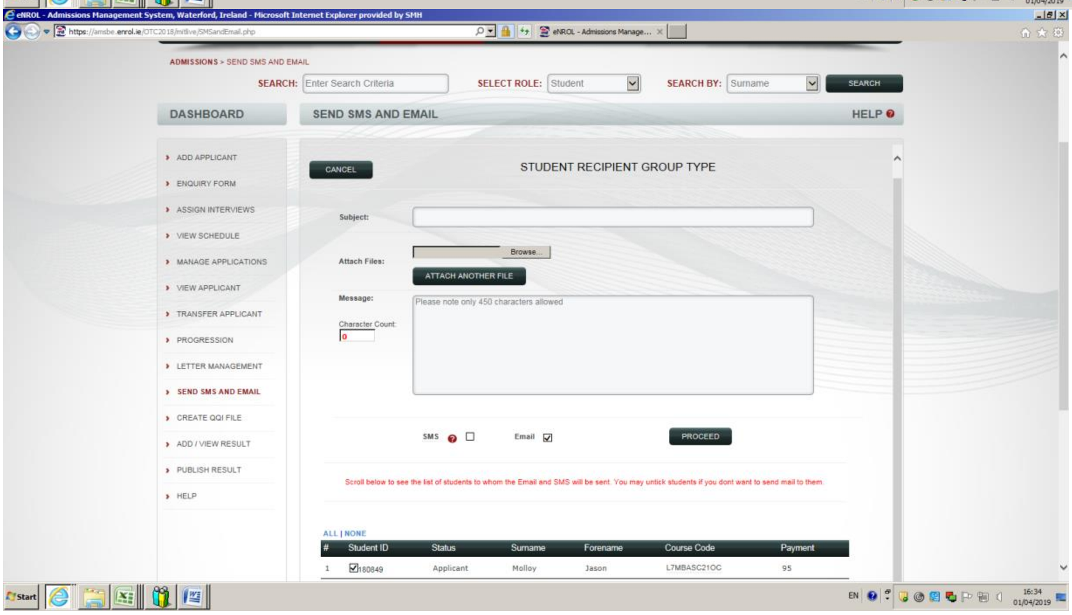
Once all docs have been received they are invited to Applicants Day. Invite letters and wording for the email are located:-

- **Social Studies** - **S:\Admin Procedures\Applicants\applicants day\BASC\2019\App Day Invite 2019.**
- **Management - S:\Admin Procedures\Applicants\applicants day\Management\2019-20\App Day Mgt Invite 2019-20**

They can be invited by using the IMS bulk email i.e.







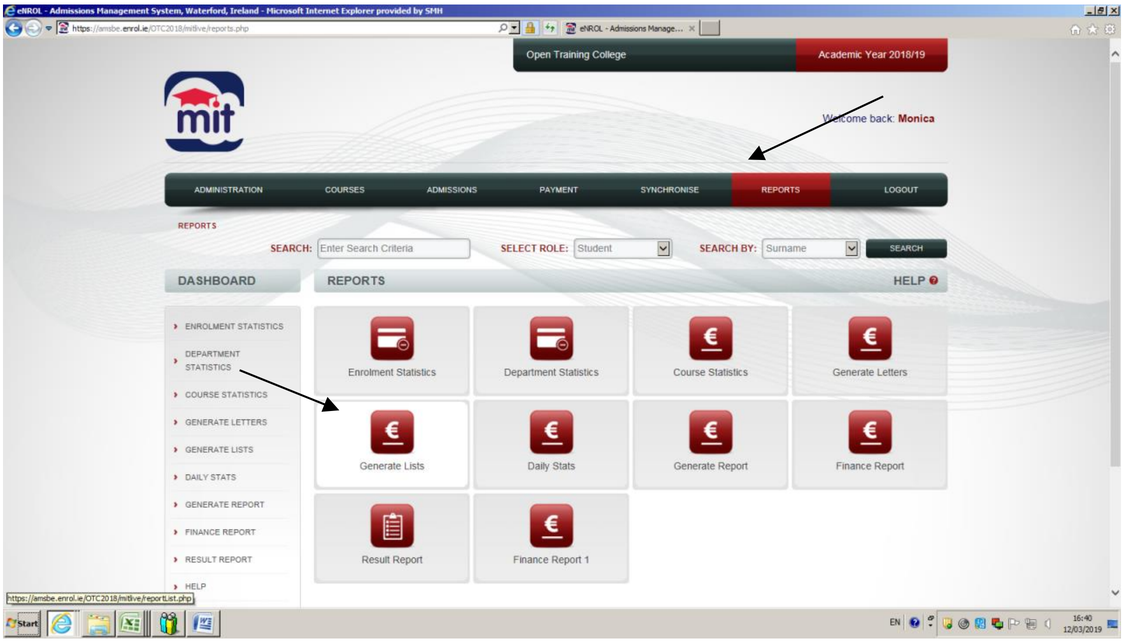
The date this email is sent is logged on the Applicant's log. Also log which Applicant's Day they have been invited to. Once invited their status needs to change on the IMS from Applicant to Interviewee.

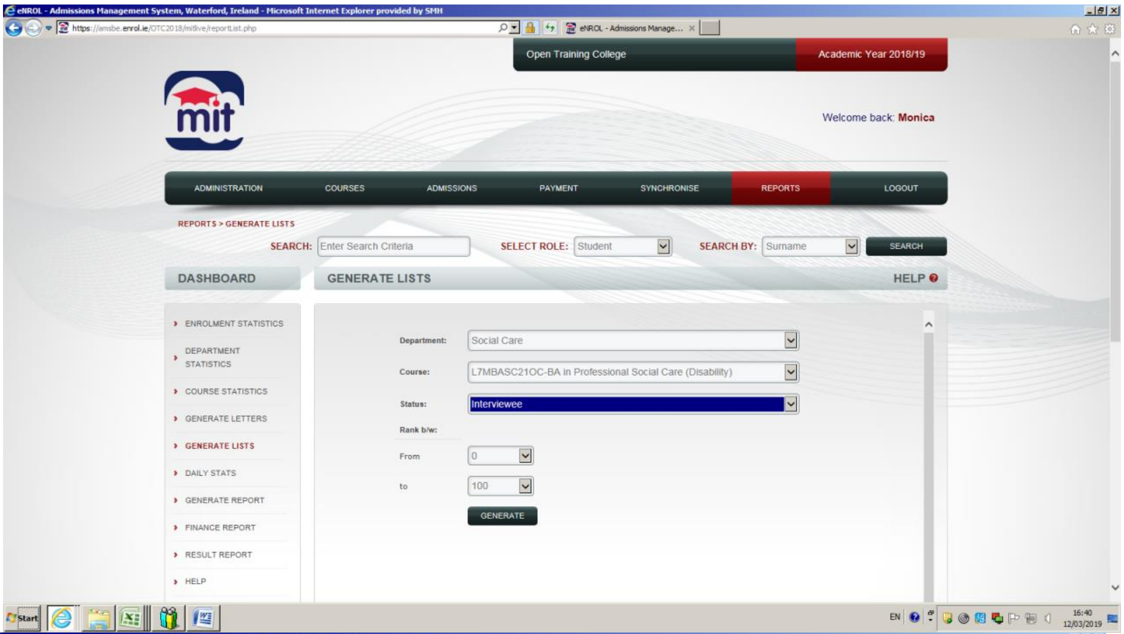
Applicants' Day Admin Preparation

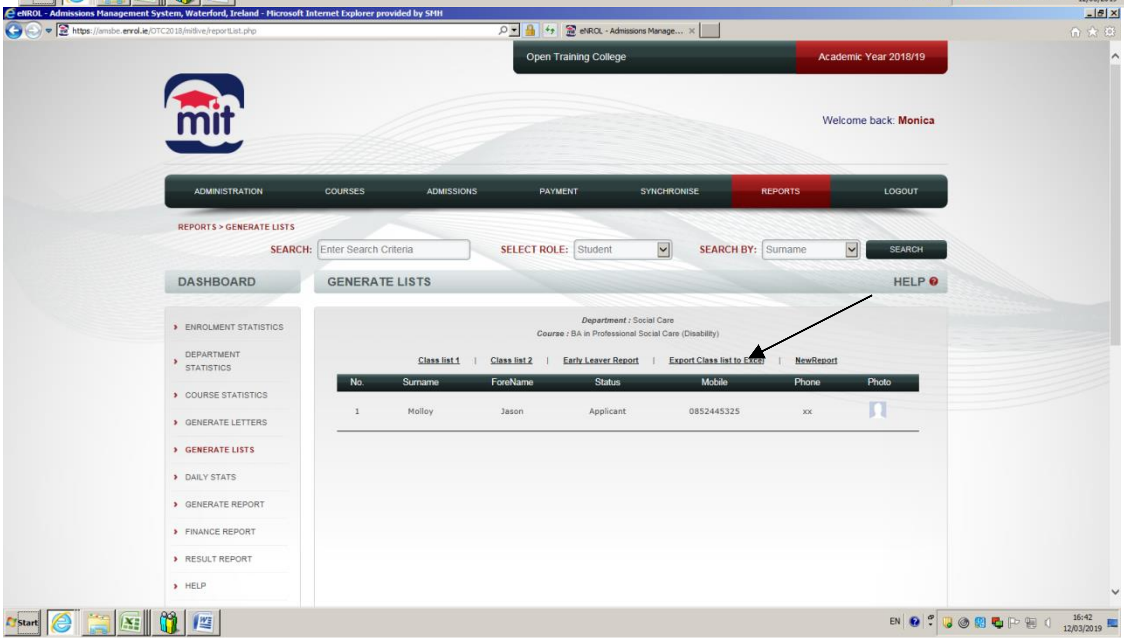
- Confirm with Programme Director what Tutors will be doing interviews. i.e. ask PD if a specific Tutor is to see specific Applicant's due to AE, issues, specific needs etc. Update Applicants' Log.
- Insert on Applicants' Log "Interview Date" & when "Online Module" is commencing
- Organise Time Slots according to PD requirements or pair up yourself if not specified. S**:\Admin Procedures\Applicants\applicants day\BASC\2019\Application Time Slots 2019**
- Once organised email Tutors with who they are scheduled to see.
- Generate Sign in Sheet (merge from time slot excel)
- Print out Course Directors Presentation by the amount of applicants due. **S:\Admin Procedures\Applicants\applicants day\BASC\2019\Presentations**
- Print out Admin Presentation by the number of applicants due. Make sure both are updated first
- Print out MyOTC Online Module by the amount of applicants due. **S:\Admin Procedures\MyOTC Online Course**
- Print out Interview sheets for Tutors to complete. Location:-
  Social Studies: S:\Admin Procedures\Applicants\applicants day\BASC\2019\Presentations
  Management: S:\Admin Procedures\Applicants\applicants day\Management\2019-20\Presentations
- Print Time Slot sheet for both yourself and CSM. CSM uses this for photos taken on the day.
- Organise Tea/Coffee/Biscuits for number due and leave in Canteen
- Night before Applicants' Day Meeting Room 1 (downstairs) needs to be organised with correct number of chairs pointing in the direction of the screen. Table & chair outside door needed also.
- **MyOTC info for Paula** - Before Applicants Day organise a spreadsheet for Paula Smyth so she can commence the one week MyOTC Online Course. This report needs to have:-

Firstname	Lastname	Email	Username	Password	Personal Email	Mobile No

This is generated by running a report as per below


Open Training College
Academic Year 2018/19
Welcome back: Monica
ADMINISTRATION
COURSES
ADMISSIONS
PAYMENT
SYNCHRONISE
REPORTS
LOGOUT
REPORTS
SEARCH:
Enter Search Criteria
SELECT ROLE:
Student
SEARCH BY:
Surname
SEARCH
DASHBOARD
REPORTS
HELP
ENROLMENT STATISTICS
DEPARTMENT STATISTICS
COURSE STATISTICS
GENERATE LETTERS
GENERATE LISTS
DAILY STATS
GENERATE REPORT
FINANCE REPORT
RESULT REPORT
HELP
Enrolment Statistics
Department Statistics
Course Statistics
Generate Letters
Generate Lists
Daily Stats
Generate Report
Finance Report
Result Report
Finance Report 1





Save it to **S:\Admin Procedures\MyOTC Online Course\2019-20\BASC or Management**

Applicants' Day

- The laptop, projector and screen is to be set up
- When applicant arrives tick them off Time Slot list
- Get applicants to sign in. Give them both presentations
- Send them into the Meeting room
- Once presentations are over people need to go to Canteen while meeting room is re-arranged for interview
- Use Time Slot sheet to determine what where each applicant is at. Highlight or tick off accordingly
- Using blue tack stick up Time Slot sheets up in reception for applicants to check

After Applicant's Day

Photos of all Applicants are to be located:-
S:\Admin Procedures\IMS\Applicants\Applicant Docs to upload\Photos\2019-2020

Each photo needs to be uploaded to each relevant person's file. Search for the person, Click on "Change Photograph", browse for photo location,

- *** MyOTC info for Paula** - Remove people that didn't attend or add anyone that turned up randomly. Once completed email it to her at **paula.smyth@pinnacletraining.ie** and update log with start date of MyOTC online module.

Everyone on Paula's list needs to be uploaded to The Learning Centre / Gmail / Turnitin

To upload names to the Learning Centre

- Run a report in IMS
- Ensure spreadsheet has info in the following order

Username	Password	Firstname	Lastname	Email

- Save spreadsheet as a CSV file
- Go to My Learning Centre

1. To create a Cohort

- Site Administration
- Users
- Accounts
- Cohorts
- On tab on top of page
    - Press Add New Cohort
- Type name of Cohort e.g. **Online Module 30-05-19**
- Leave context as "**System**"
- Save changes

2. To upload people into the Cohort

- Site Administration
- Users (under site Admin)
- Accounts
- Upload Users
- Choose a file
- Browse for the file

- Upload this file
- Save file as whatever is relevant
- Upload users
- Scroll about three quarters down the page & click to “Select for Bulk User Action”
- Select for bulk action – click “All Users”
- Scroll to bottom – “Upload Users”
- Continue
- Make sure all people for the cohort are in the right box “Selected” box
- “With selected users”: dropdown menu – “Add to cohort”
- Go
- Cohort: dropdown menu – Select group
- You’ll see the list of names again and at the end of the list choose your cohort (alphabetical)
- Click “Add to cohort”

3. Synchronise the Cohort to the relevant course

- Click Home
- Locate relevant course i.e. “MyOTC Online” course on top RHS
- Click “MyOTC Online Module 2019” etc
- Under Administration choose “Users”
- Click on “Enrolled Users”
- Click on “Enrol Users” on RHS
- Click “Browse cohorts”
- In popup box find relevant cohort and click “Enrol users” button on RHS
- Click on cohort tab
- Click on “Finish enrolling cohort”

Setting Up Google Mail – Bulk Upload

Go in to Gmail as CSM.

- Username: Password:
- Then press app with 9 small boxes
- Click on “More” at end of box
- Click on Admin
- Users
- Click on green button with + Head & shoulders of person appear and behind button with “Add Multiple Users” appears. Click on this blue button.
- Copy Spreadsheet I give to Paula as a CSV file. Then put in first name, last name, OTC e-mail address, password in sequence. Make sure the titles are exactly as is on google i.e.

First Name	Last Name	Email Address	Password

- Download as CSV file
- Attach file

- To upload names to Turnitin

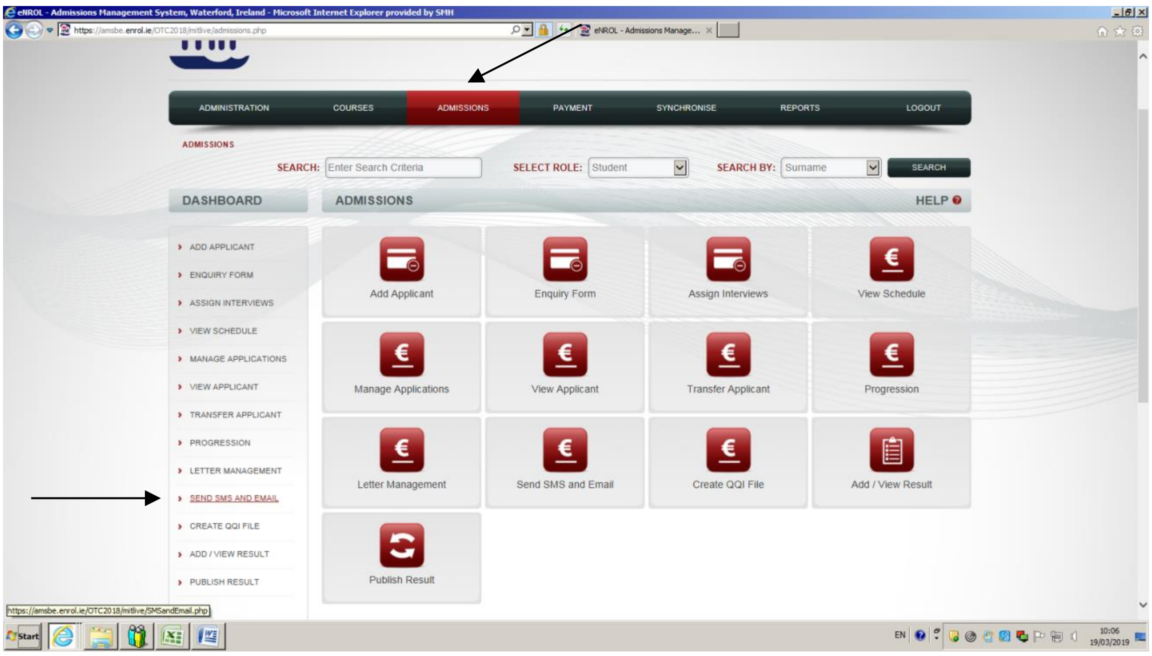
- **No Header - Only person's First Name, Surname, OTC email**
- Go to Turnitin favourite or Turnitin.com
- Log in
- Click into the relevant class. For online module it's "MyOTC Online Module"
- Click on "Students" tab on top of page
- Click on "Upload Student List"
- Browse for file
- Click on "Upload List"
- It shows you who you want to upload and asks "Is the list you want to submit"
- Click on "Yes, submit"

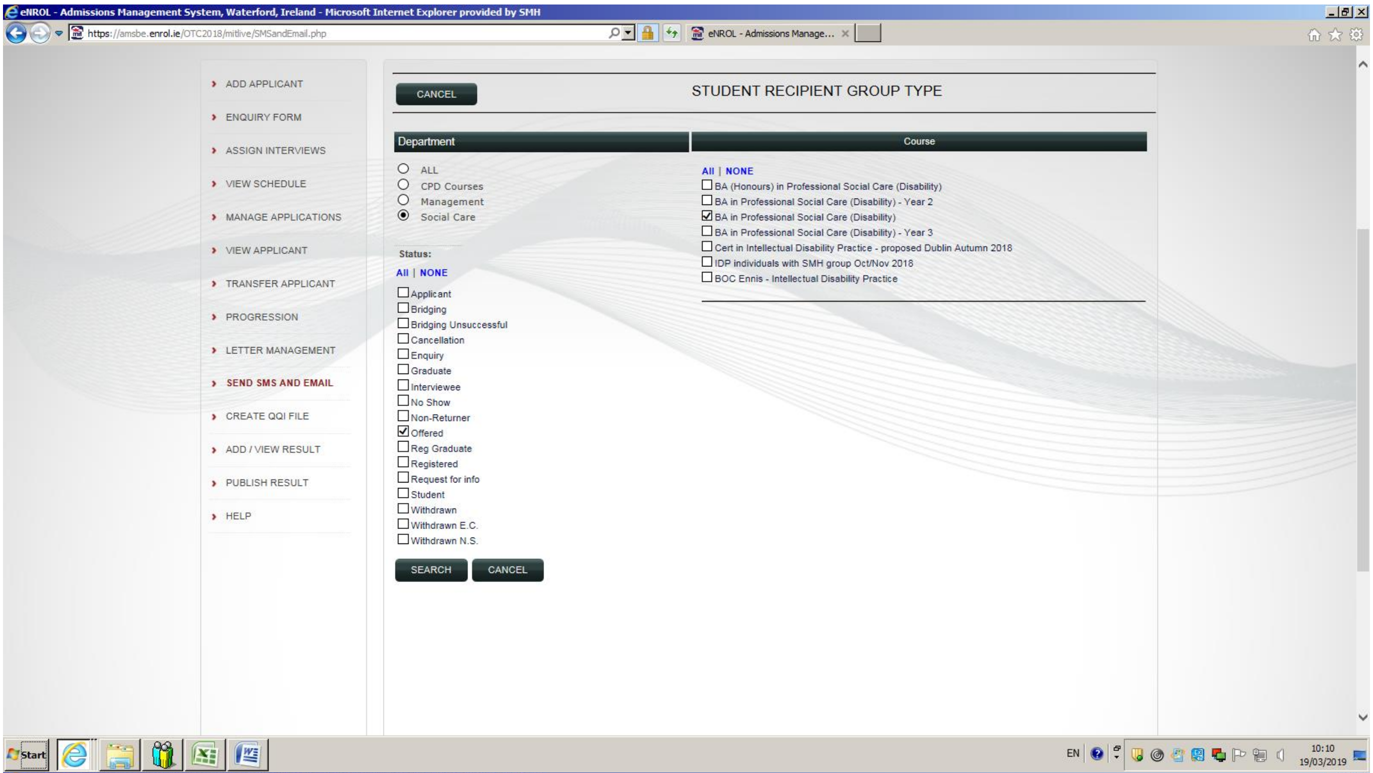
Offer Letters – 1st year

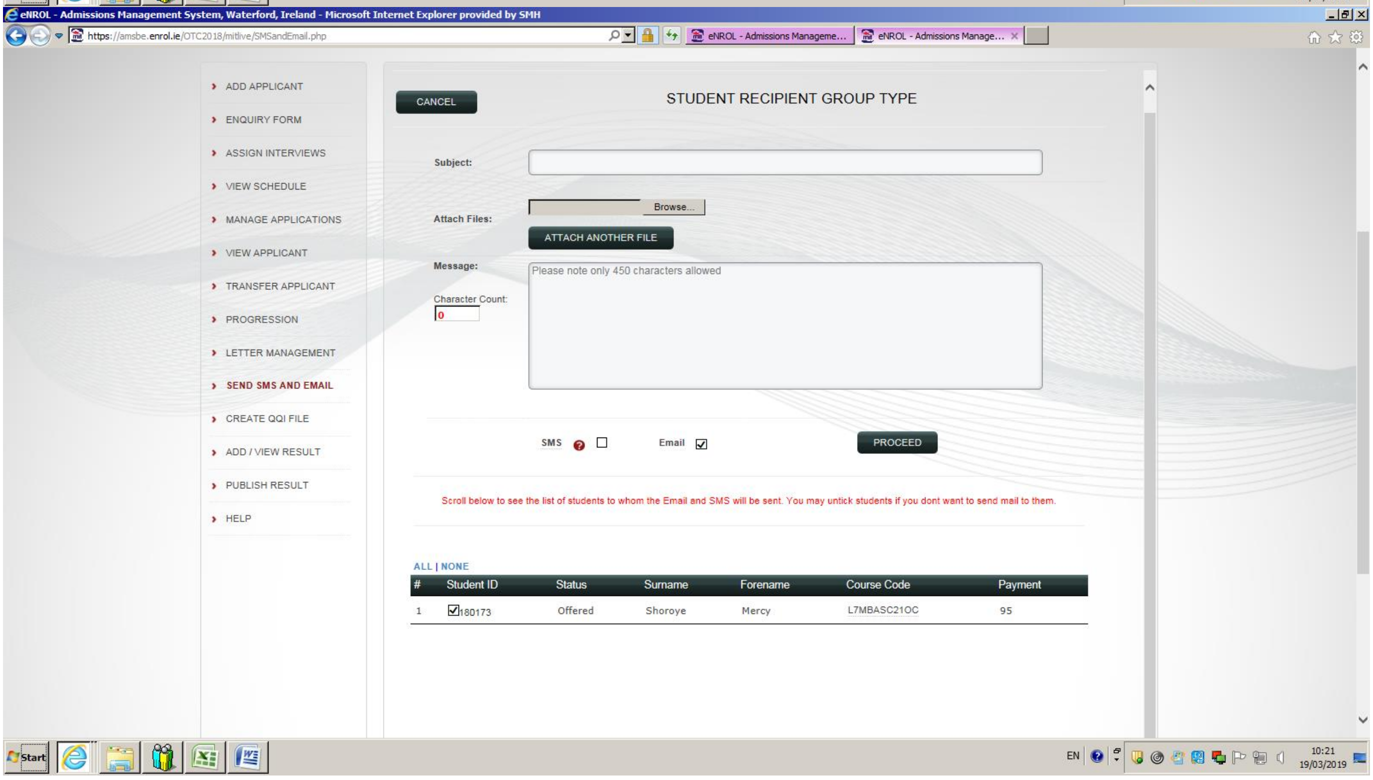
The Programme Director will let you know if the Interviewees are being offered a place. Once you are informed change their status to Offered

- Go to Admissions Tab
- Manage Applicants
- Choose Department, Course, Status (which at this point will be interviewee)
- Click "Change Status" tab
- Choose "Offered". Once you press the update button an offer letter will be generated on each of their files. This is located in the Correspondence tab of their file. Make sure your offering in the correct year i.e. if they are AE they will need to be moved to Year 2 before changing their status.

Next they need to be sent an email letting them know to check their offer letter. This can be done by bulk email on the IMS. (Update Applicants' Log with date offers go out)







Location of email info

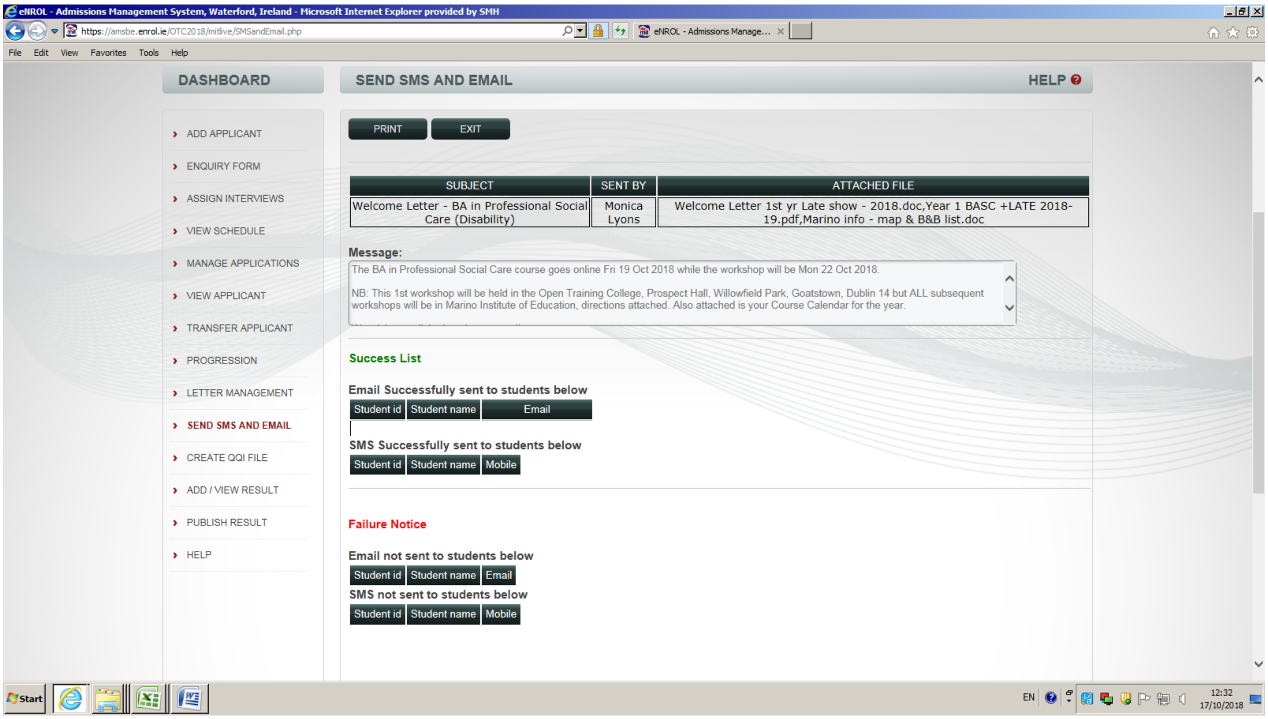
- **Social Studies - S:\Admin Procedures\Applicants\applicants day\BASC\2019\Offer Letter location email**
- **Management - S:\Admin Procedures\Applicants\applicants day\Management\2019-20\Offered**

Applicants Log Update - Offered

- Put a tick (b with typeface Marlett i.e.) and 1 in the "Ok for Yr 1 section, then total the number that are being offered
- Input date that the offers went out

Once you've sent the email you get an email notification confirmation page like below. Take a screen shot and save:-

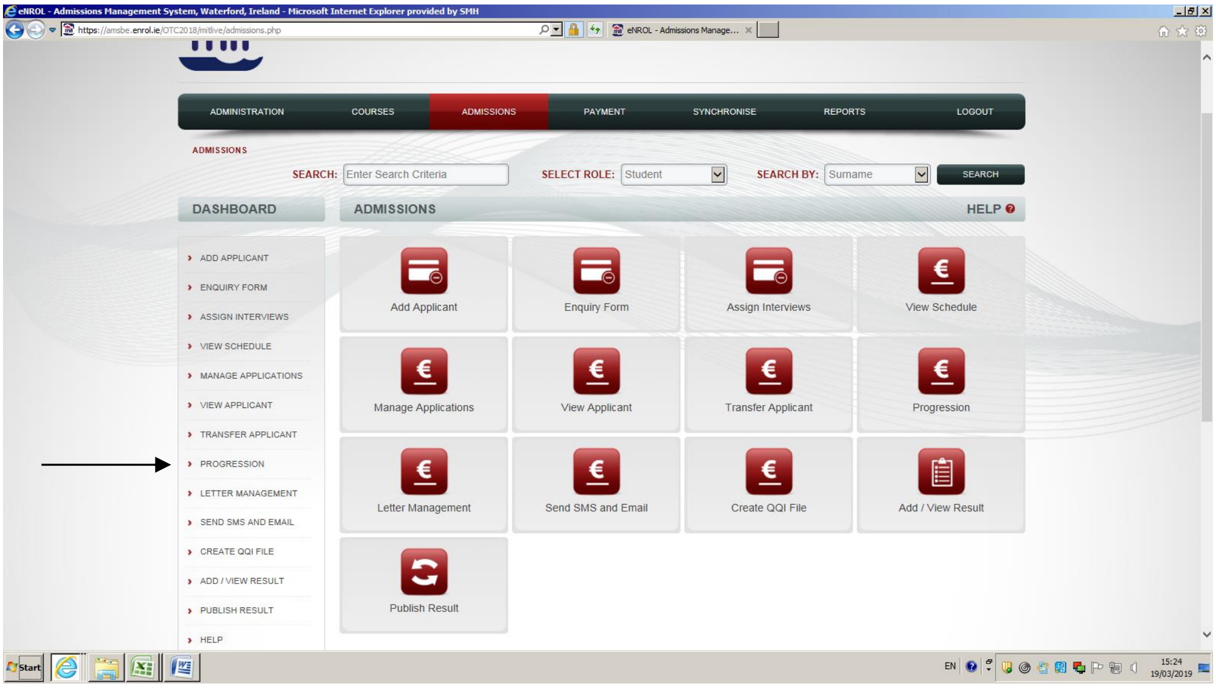
Social Studies - **S:\Admin Procedures\Applicants\applicants day\BASC\2019\Offer Letter location email\Offers\Offered & date**
Management - S:\Admin Procedures\Applicants\applicants day\Management\2019-20\Offered\Offered Emailed

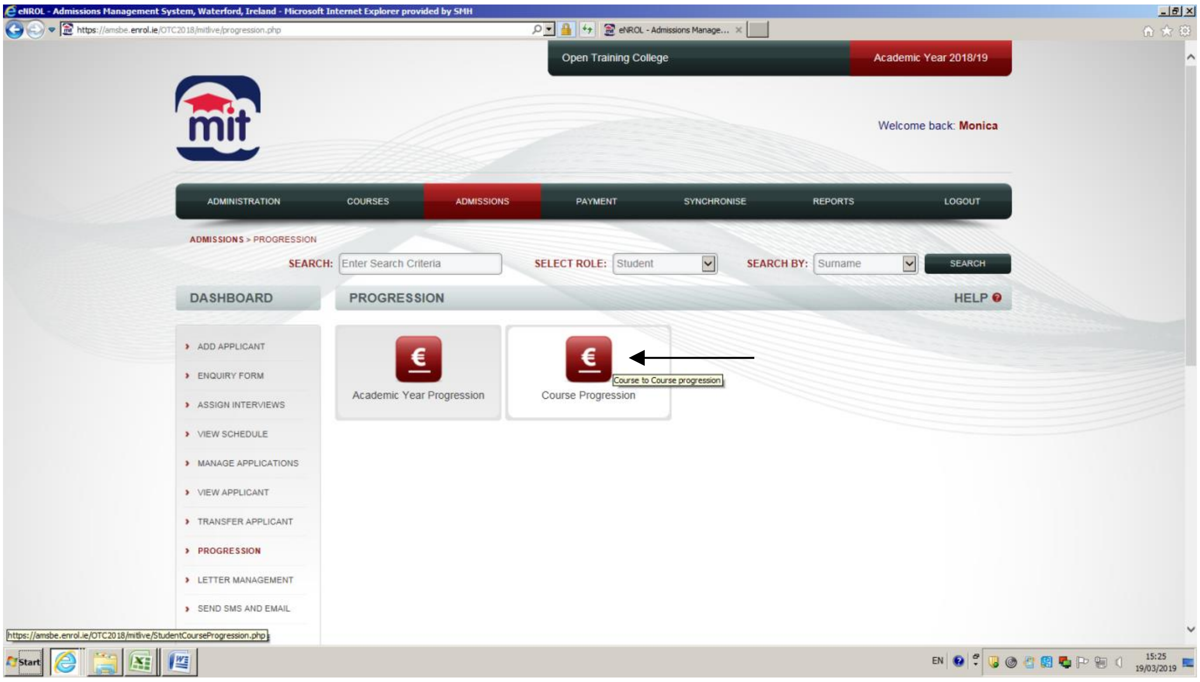


<u>Moving an Applicant to a different programme</u>

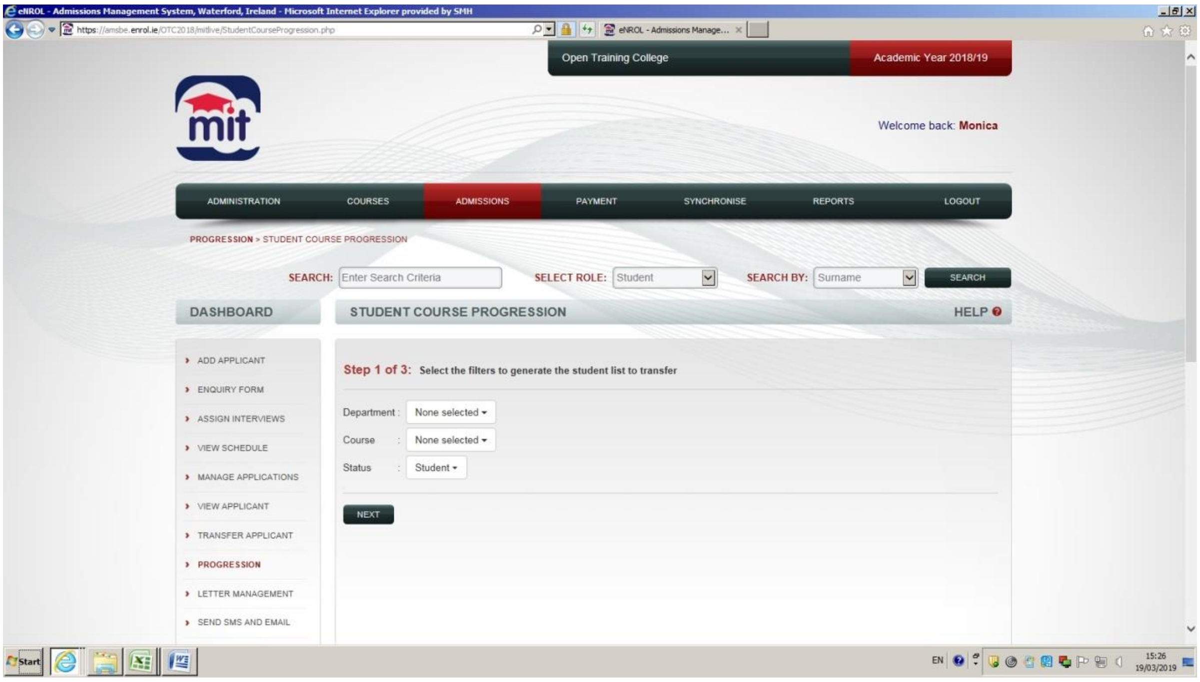
Sometimes an Applicant can apply for an incorrect course e.g. they apply for Honours with the intention to do all 4 years but they need to apply for Year 1 on BASC initially
OR
If someone applied for Year 1 but has gained Advanced Entry to Year 2.

To Transfer people you need to go into **Course Progression**





- Choose Department, Course, Status - Next



- Click on Student you wish to progress - Click Next
- Choose which Department and Course you wish them to go into - Click Transfer

Invoices

At Applicants' Day the CSM's presentation will tell Applicants to contact you if they are being funded and need an invoice. You will be emailed either by the CSM or the Applicant with the amount or percentage they are being funded. Email out an invoice.
Social Studies: S:\Admin Procedures\Fees\1. BASC INVOICES\19-20
Management: S:\Admin Procedures\Fees\2. MAN INVOICES\19-20

- In IMS in the "Personal Tab" of individual's file under Funding update record

If people are being 100% funded their status changes to "Registered". Once their Agency pays the fees, the Fees Administrator updates their file and they become "Student".

If they are being part funded they stay as "Offered". Once they pay their portion of the fees they change to "Student"

Advanced Entry

- Sometimes people can get direct entry into a different year depending on what courses they have done previously or may get exempt from specific modules.
- Sometimes they have to do a bridging module which the Programme Director organises.
- Bridging fee is €295
- If they need to do a bridging module they don't get an offer letter until this is completed and marked and the PD lets you know if they are successful or not.

Welcome Letters for Workshops

Once applicants have paid their 1st instalment their status changes to "Student" and they need to receive a welcome letter, course calendar and directions to Marino:-

- **Welcome letter Social Studies: S:\Admin Procedures\Applicants\applicants day\BASC\2019\Welcome Letter 19\Welcome letter 1st yr - 2019**
- **Welcome letter Management: S:\Admin Procedures\Applicants\applicants day\Management\2019-20\Welcome Letter 19**
- **Course Calendar: S:\Admin Procedures\Course calendars**
- **Directions to Marino: S:\Admin Procedures\Admin Tasks\Travel\Marino info - map & B&B list**

This can be done by bulk email on the IMS as per the offer letters. (Update Applicants' Log with date Welcome letters go out)

Applicants Log update - Welcome:

- Whether their being funded
- Invoice amount
- The date Invoice is sent
- I put a tick (b with typeface Marlett i.e.) and 1 in the Accepted place section, then total the number that accepted their place
- Personal Fee paid
- Agency amount paid
- The date the Welcome letter and info was sent
- If they specify whether they want hardcopy modules or not

12. PROCESS FOR TURNITIN

REF.	This section aligns with Section 6 – *Assessment of Learners* - in the Quality Assurance Document (QuAD V3.2, April 2020) and refers in particular to Section 6.1: *Assessment of Learning Achievement* and 6.4: *Quality Assuring the Assessment Process*.

TURNITIN –Setting up for Core Courses

Set up a Class

Log into Turnitin by using Course Directors login details

- Press + Add Class
  - Class Type: Standard
  - Class Name: Year 3 – BASC20 - BA in Social Care (Disability) or whatever's relevant
    - Higher Cert in Applied Management 2020-2021 etc
  - Enrolment Key: BASC19-20yr3 / HCAM19-20 etc
  - Subject Area(s): Social Studies (for BASC)
    Business / Economics (for Management)
  - Student Level(s): Undergraduate
  - Class Start Date: Automatically inserts day your setting up
  - Class End Date: 15th September of following year
- Submit
- Continue

Set up an Assignment

Click into the Class you just created

- Click Library Tab (Grey tab on top of page)
- Go to Assignment Set dropdown
  - Choose info from year before
- Click the same name of the assignment you want to set up plus the deferred assignment
- Import
- "State Date": LEAVE ALONE
- Change "Due Date" to the date the assignment is due from Assignment posting date on calendar
- Deferred folder: go to "More Actions" then "Edit Settings"
- Start Date: the following day from the calendar assignment posting date. The due and posting date both will say 15th September of next year
- Submit

Add Students

- As a double check CM said to go into the Learning Centre & go to
  - Home / ►
  - Site administration / ►
  - Users / ►
  - Accounts / ►
  - Cohorts / ►
  - Compare Current Users to the list of Students from an IMS report
- **Save in:** S:\Admin Procedures\Turnitin\2017-2018\BASC for Social Studies or S:\Admin Procedures\Turnitin\2017-2018\Management for Management.
- Once done Click on "Student" tab on top of page
- Click "Upload Student List" tab
- Browse for file and upload

Turnitin – if Student can't enrol or is having difficulty

Alter the emails below to anyone in this situation:

Hi XXX

You are automatically enrolled on the course by the College so you don't need an enrolment key. An email would have been sent to you from Turnitin confirming this.

You login using the same login info that you confirmed during the Online Module with Paula. When you login, you will see the Cert in Applied Management course. Click on it to start the submission process. You will have missed the initial deadline for this assignment at this point but you can still submit to the 'Deferred' folder option. This is the first assignment and I know the tutors show some leniency with the deadline and penalties for the first one.

Go through the Turnitin section on the Online Manual to refresh yourself also.

Hopefully this helps.

Regards

Hello XXX

You are automatically enrolled on the course by the College. This was done for you on Oct 15th and you should have received an email from Turnitin confirming it.

You login using the same login info that you confirmed during the Online Module with Paula. When you login, you will see the Year 1 - BASC21 - BA in Professional Social Care (Disability). Click on it to start the submission process. You will have missed the initial deadline for this assignment at this point but you can still submit to the 'Deferred' folder option. This is the first assignment and I know the tutors show some leniency with the deadline for the first assignment. You will not be penalised for a late submission on this occasion.

Go through the Turnitin section on the Online Manual to refresh yourself also.

Hopefully this helps.

Regards

Hi XXX

Please use the information below which will help you access the Turnitin system to submit your assignment.

Access Turnitin by using the URL i.e. www.turnitin.com which will bring you to the homepage.

Double check that you are entering your full email address, not just your username i.e. 180XXX@opentrainingcollege.com

Double check that your password is entered correctly. In your email you said you were using XXXXXX but your actual password is YYYYY

The OTC does not control the passwords used to access Turnitin. The College suggests that you use the same password as that was given to you initially. That way you don't have to remember a new one. If you change your password or forget it then you can re-set it by then clicking "Forgot your password? Click here."

After that, on the next page click on the blue coloured RESET PASSWORD option which is located below the blue LOG IN button on the login page. Fill in your complete email address and last name and click continue. Answer the security question which you set up when first accessing the system. If you cannot remember the answer to the security question then click the blue Forgot Your Answer? option and you will be sent an email to your college email address that includes a link that will allow you to reset the password. Please make a note of your new password, or, more conveniently, use the same password as that used for MyOTC.

If you are still encountering problems, please email again.

Regards

Hello

You were automatically enrolled on the course by the College. This was done for you on Oct 15th and you should have received an email from Turnitin confirming it.

Access Turnitin by using www.turnitin.com which will bring you to the homepage.

Double check that you are entering your full email address, not just your username i.e. 180XXX@opentrainingcollege.com. Leave the password blank then press " Forgot your password? Click here." It will probably say "This field is required", if it does press it again.

The OTC does not control the passwords used to access Turnitin. The College suggests that you use the same password as that was given to you initially i.e. XXXXX that way you don't have to remember a new one. If you change your password or forget it then you can re-set it by then clicking " Forgot your password? Click here."

This will bring you to a RESET USER PASSWORD option. Fill in your complete Open Training College email address and your surname and click next. Answer the security question which you set up when first accessing the system. If you cannot remember the answer to the security question then click the blue Forgot Your Answer? option and you will be sent an email to your college email address that includes a link that will allow you to reset the password. Please make a note of your new password, or, more conveniently, use the same password as that used for MyOTC.

When you get into the system you will see the Year 1 - BASC21 - BA in Professional Social Care (Disability). Click on it to start the submission process. You will have missed the initial deadline for this assignment at this point but you can still submit to the 'Deferred' folder option.

Go through the Turnitin section on the Online Manual to refresh yourself also.

Hopefully this helps.

Regards

To reset a student's Gmail Password

Go in to Gmail as CSM.

- Username: Password:
- Then press app with 9 small boxes
- Click on "More" at end of box
- Click on Admin
- Users
- Find student's name and click on it. Go to top RHS to re-set password icon
- Insert original password and save-

Learning Centre

To add just 1 person to The Learning Centre - MyOTC

- Site Administration
- Users
- Accounts
- Add New User
- Plug in info as requested – scroll to end
- Create user (at bottom)

NEXT

To put that person into a Programme

- Home
- Click required course i.e. Management
- Click required course i.e. CAM
- Click on relevant module i.e. KMS or MyOTC module etc

- Click on Administration on RHS
- Users
- Enrolled Users
- Enrol Users button
- Search
- Search by Name
- Click enrol

If somebody is in the system already

- Click into the course you want them included into
- Administration
- Users
- Accounts
- Cohorts – click
- Choose which cohort is needed
- Go to head icon – click
- Type in person you're looking for
- Add to cohort
- Click

TURNITIN

To see whether or not students have used the correct e-mail addresses when setting up profile

S:\MyOTC Project\Turnitin\Guides –

- Use Login E-mail and Login Password for whichever class student is in
- Log in to turnitin using e-mail and password of students class
- Click on **"User Type"** (3rd red box at top of page) and choose **"Instructor"**
- Click into **"class name"**
- Click on **"students"** (2nd grey box)
- You will see all students e-mail addresses and when they enrolled

13. PROCESS FOR MARKING/CROSS-MARKING

REF.	This section aligns with Section 6 – *Assessment of Learners* - in the Quality Assurance Document (QuAD V3.2, April 2020) and refers in particular to Section 6.1: *Assessment of Learning Achievement* and 6.4: *Quality Assuring the Assessment Process*.